

Syllabus Construction Guide

The purpose of this worksheet is to help you develop a syllabus that will effectively communicate your expectations and course information to your students in a way that will support your instructional efforts and your students' learning. Note that this is not a comprehensive course design resource, but is meant to help you build and/or revise your college-level syllabus. Start with your drafted syllabus, in its current state, and aim to revise it in line with the recommendations made in this document.

Additional resources for both course and syllabus design can be found on our website, at <http://www.cmu.edu/teaching/designteach/>.

Note also that the contents of a syllabus can be wide-ranging and diverse. This guide includes information about the basic components that should show up in any syllabus. However, you may also want to consider adding other components, such as grading rubrics, specific advice to students, and additional behavioral expectations you have of your students.

If you would like to talk with us about anything teaching related, including both course design and syllabus design, please contact us at eberly-ctr@andrew.cmu.edu.

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¹ Although the class schedule is typically treated as a document that is distinct from the syllabus itself, it is important to create an easy-to-read schedule to accompany your syllabus.

1. Basic Course Information

The more clearly you can present this basic information to your students, the less time and energy you will have to spend explaining your course's logistics to your students. So make sure you have this basic information included at or near the beginning of your syllabus, formatted in a way that makes it easy for a student to quickly identify the information s/he is looking for.

Items to Include:²

- ☐ Instructor's name
- ☐ Instructor's contact information
- ☐ Time & location of class
- ☐ Office hours (time(s) and location)
- ☐ *TA name(s) and contact information*
- ☐ *Time and location of recitations/labs*
- ☐ *Website*
- ☐ *Course pre-/co-requisites*
- ☐ *Course materials (e.g. textbook(s))*

2. Course Descriptions

Your course description should provide a brief introduction to the scope, purpose & relevance of the course. It is perfectly acceptable for the course description in your syllabus to go beyond the description provided by the Hub, when students register for classes. You may also consider leveraging graphics if they help demonstrate/describe the concepts and/or thematic relations in your course. **See page 12 for [sample course descriptions](#).**

Questions to Consider:

- ☐ Does the course description give you a sense of what is **interesting** and/or **useful** about the course?
- ☐ Have you successfully avoided use of **jargon** and terms students who haven't taken the course may not understand?
- ☐ Does the course description give a useful explanation of what the course is about for a **variety of audiences** (e.g. students, colleagues in your department, review boards, next person teaching the class, and so on)?

² Items in italics are not applicable in all situations.

3. Learning Objectives

Developing learning objectives is an important first step in course design, and they should be articulated on your syllabus. Your learning objectives are meant to identify your main goals for your students, in this class. They should be student-centered, action-oriented, and measurable, and should identify skills your students should have by the end of the course. See [our website](#) for some *sample learning objectives*.

To write your learning objectives:

- ☐ Aim for **3-8** learning objectives in total.
- ☐ Start by writing down the **sentence starter**, “Upon successful completion of this course, you should be able to...”
- ☐ Sometimes the skills you want your students to develop will be procedural (like being able to solve a particular type of problem or create work according to a particular style or genre), but there are a wide variety of types of skills you might be aiming for, in your course – each of which relies on different degrees and types of knowledge and understanding. Use our list of **action verbs** (found [here](#)) to help you identify the **skills** you want your students to gain.
- ☐ **Avoid** words and phrases like “understand”, “gain an appreciation for”, and “obtain a working knowledge of”. These are **unclear and ambiguous**. If you’re stuck, ask yourself what your students should be able to do differently if they really “understand” or “appreciate” the item in question.
- ☐ Try to **avoid** simply **describing your assessments** (like writing papers and solving homework problems) **and classroom activities** (like participating in discussions). If you’re stuck, ask yourself what skill you are assessing or developing through those assessments and activities.
- ☐ When you’re done, take a look at the group of objectives you have developed. Do they adequately capture the **scope** of your course?

4. Information about Graded Components

Your syllabus should include extra details and information for each component of your students' final grade. The idea here is to give your students a sense of what kind and quantity of work will be expected of them. Some things can be lumped together (e.g. midterms & final exams), but there should be a descriptive blurb associated with every component of your course that counts toward a student's final grade. **See page 14 for some sample snippets about graded components.**

Things to think about:

- ☐ Sometimes it is useful to put **all the details** about an assignment right into your syllabus (e.g. recurring reflection papers).
- ☐ Consider including sentences like "More details about this assignment will be distributed in class." and/or "See our Blackboard site for **more information**."
- ☐ Include **due dates** here, and mention, describe and/or refer to **late policies**.
- ☐ If you are grading **attendance and/or participation**, then you need to include something that clearly explains how you will be grading attendance and/or participation. In your syllabus you can either include these criteria, or tell students where they can find these criteria. See the section on Course Policies for more details.
- ☐ Consider including information about the **motivation** behind particular assignments – especially with unusual or frequent ones, or for attendance/participation grades. This will help students see your choices as intentional rather than arbitrary.

Graded Component	# of points	Description

5. Course Policies

There are five types of course policies that should either be articulated in your syllabus, or carefully considered before choosing not to articulate them in your syllabus. In addition, there are a number of other policies that frequently show up in syllabi, depending on the nature of the course being taught, and the preferences of the individual instructor.

Below we have listed some general points that should be taken into consideration for any policy that shows up in your syllabus, followed by more detailed considerations related to individual policies, and links to sample policies.

General Considerations:

- ☐ aim to make **your expectations** clear;
- ☐ communicate **consequences** for policy-violating behavior;
- ☐ explain the **rationale** behind your policy;
- ☐ be clear about what a student needs to do if/when **extenuating circumstances** arise (and about what sorts of things count as extenuating circumstances);
- ☐ use **language** that emphasizes your **students' role** in the process;
- ☐ aim for a **tone** that communicates both **authority and approachability**;
- ☐ remember that policy choices tend to involve **tradeoffs** between equally desirable options; take time to consider what you're giving up and why.

Considerations about Specific Policies:

Policy 1: [Academic Integrity & Collaboration](#) (page 6)

Policy 2: [Accommodations for individuals with disabilities](#) (page 6)

Policy 3: [Attendance &/or Participation](#) (page 7)

Policy 4: [Extensions, Late Assignments & Re-Scheduled/Missed Exams](#) (page 8)

Policy 5: [Student use of Mobile Devices in the classroom](#) (page 9)

Other Policies to Consider:

- ☐ Guidelines for discussion/critique
- ☐ Food/drink in class
- ☐ [Freedom of expression](#)
- ☐ Preparation for guest speakers
- ☐ Recording classroom activities
- ☐ Accommodations for religious observances

Policy 1: Academic Integrity & Collaboration

Many factors contribute to reduced rates of cheating and plagiarism in the classroom. One of those factors is the clarity of expectations for students, along with a sense of the rationale behind your choices. In addition, the university's Policy on Academic Integrity gives you the job of defining for your students the levels of collaboration that are permitted, as well what outside resources they are permitted to use, and how they are supposed to report their use of those outside resources. The policy default is that no collaboration is permitted unless the instructor indicates otherwise. However, for the sake of clarity we recommend that you specify your expectations either way, and that when collaboration is permitted you specify the forms of collaboration that are and are not acceptable. **See [our website](#) for more information on developing your policy on academic integrity, and for some sample syllabus policies.**

Questions to Consider:

- ☐ How will allowing or not allowing collaboration on an assignment contribute to your students' achievement of your **learning objectives**?
- ☐ What **degree of collaboration** is acceptable (for each type of work students will do in your class)?
- ☐ What counts as **acceptable use of outside resources** for graded work?
- ☐ What **method** should students use to **report** their use of outside resources?
- ☐ How will you articulate the **motivation** behind your policy for your students?
- ☐ Are the **links** in your syllabus up to date? Use these one:

Policy on Academic Integrity:

<http://www.cmu.edu/policies/documents/Academic%20Integrity.htm>

Information about Policies & Procedures related to Academic Integrity:

<http://www.cmu.edu/academic-integrity/>

Policy 2: Accommodations for Individuals with Disabilities

You are required, by law, to provide "reasonable accommodations" to students with documented disabilities. At CMU they can get that documentation from the office of [Equal Opportunity Services and Disability Resources](#), and that office can be a resource to you, if you need assistance identifying the best ways to accommodate different student needs, in support of their learning in your classroom. **See page 15 for [sample policies](#) on accommodating individuals with disabilities.**

Questions to Consider:

- ☐ Will you **require** students to provide you with a **letter** from Equal Opportunity Services, or is the student's statement of their need for accommodation sufficient?
- ☐ In what circumstances (if any) will you **consider** accommodating students who don't have a documented disability, but **express need** for extra accommodation?
- ☐ What **amount of notice** do you consider reasonable, when a student has needs that will require special accommodations? Keep in mind that a student may not be diagnosed with a need until part way through a semester.

Policy 3: Attendance &/or Participation

Whether attendance and/or participation are required and/or graded in your class is up to you, and is an important course design consideration. However, there are several questions worth thinking about as you make that decision, and as you articulate your policy for your syllabus. And of course, don't forget the [basic points about policy writing](#) from above. **See page 15 for some [sample attendance and participation policies](#).**

Questions to Consider:

- ☐ How will attendance contribute to my students' achievement of our **learning objectives**?
- ☐ What is the maturity level/experience of my students, and what does that say about my need to **support**/force them to make **good choices**?
- ☐ If a student skips every class but achieves an A in the course, will you be satisfied that they took part in the **full learning experience**?
- ☐ How will student absences **affect other students**?
- ☐ What **resources** do I have at my disposal for tracking and/or grading attendance and/or participation?
- ☐ Is it enough for a student to **attend** a class, or do I want them to demonstrate **active engagement** as well? Will that be part of their grade?
- ☐ If you are grading participation, will students be graded on the **quantity** of their contributions to class, or will the **quality** of their participation also be considered?
- ☐ Is my participation policy unfair to students who find **speaking in class difficult** or overwhelming (e.g. students who speak English as a second language, students who find public speaking difficult, etc.)? Are there **alternative options** I can provide for these types of students?
- ☐ Is there an expectation in your class that students **arrive on time**? If so, what are the **consequences for late arrival**?

Policy 4: Extensions, Late Assignments & Re-Scheduled/Missed Exams

Students need to know what your policy is on things like late assignments and missed exams. You should be as clear as possible about your rules and the consequences for your students, in order to help students focus their efforts appropriately, and to make it easy for you to be consistent throughout the course. *See page 17 for [sample policies on late assignments and missed exams](#).*

Questions to Consider:

- ☐ Will late assignments be **accepted**? How will late submissions affect a student's **grade**?
- ☐ Will **extensions** be granted? Under **what** sorts of **conditions**? How much **advance notice** will you require from students in order to approve an extension?
- ☐ Is your policy **fair** to students who make the necessary sacrifices to turn their work in on time?
- ☐ Are you confident that you will feel comfortable **following through** on your policy when students ask for exceptions to be made, and/or when they turn work in after a deadline?
- ☐ What counts as an acceptable “**extenuating circumstance**”, and how will that change the consequences for a student's grade?
- ☐ Are you willing to **reschedule** midterm (and/or final³) **exams**? Under **what conditions**?

³ Note that current university policy affords students a makeup exam option when they have three or more exams scheduled in a twenty-four hour period.

Policy 5: Student use of Mobile Devices in the Classroom

Research on learning shows that unexpected noises and movement automatically divert and capture people's attention, which means that one student's use of a mobile devices (laptops, cell phones, tablets, etc.) can distract another student, thus disrupting their ability to learn. In addition, students using mobile devices often become engaged in matters that are not related to the class they are attending. Further, research indicates that students taking notes on laptops tend to process less as they take notes, and the depth of their learning suffers. On the other hand, mobile devices can be a useful tool for taking notes and/or following presentations that have been made available online, as well as referring to readings or other outside resources. In addition, students mature/advanced enough to use mobile devices appropriately and note-take with some sophistication may not fall prey to the dangers mentioned above. To set this policy, think about individual students, the overall dynamic you would like to see at work in your classroom, and your own tolerance of distractions in the classroom. *See page 18 for some [sample policies on the use of mobile devices in the classroom](#).*

Questions to Consider:

- ☐ How **distracting** do you find it when students are using their mobile devices during your class?
- ☐ To what degree do you think it is important to **protect students** from their potential distraction?
- ☐ Do you have **online materials** you would like students to be able to access during class?
- ☐ Are there structured ways to leverage devices to actually support learning in the context of your class (e.g. looking things up online, web-based polling systems, simulations, etc.)?
- ☐ Are there certain days or activities for which mobile devices will (or will not) be used, as an exception to the rule?

6. Information about Campus Resources

There are several items that you may consider adding to your syllabus, depending on the nature of your course and how you use your syllabus to communicate with your students. The list of possibilities is potentially endless, but we've collected a few possibilities together for your consideration. **See page 19 for some [sample syllabus blurbs](#) about these campus resources.**

Resource	Notes
Academic Development	<ul style="list-style-type: none">• This is our peer tutoring center.• Mentioning academic development is especially suitable for large and required undergraduate classes.
Counseling and Psychological Services (CAPs)	<ul style="list-style-type: none">• CAPs assists students who need to connect with mental health resources in the community. They also support staff, faculty, and family members who have concerns about the wellbeing of a student.• As a course instructor it is not your responsibility to deal with all of the issues that arise in a students' life. However, some instructors find it useful to list CAPs as a resource, on their syllabus, as a way to help students access the support they may need.
Disability Resources	<ul style="list-style-type: none">• The Office of Disability Resources works to ensure that qualified individuals receive reasonable accommodations, as guaranteed by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.• See page 6 for more information about your course policy related to the accommodation of individuals with disabilities.
Global Communications Center (GCC)	<ul style="list-style-type: none">• The GCC works with students at every stage of their academic career, and focuses on supporting student efforts to improve their written, oral, and visual communication skills.• Mentioning the GCC is especially suitable for classes where students will be expected to complete work that involves communication through written work and/or formal presentations.
Intercultural Communications Center (ICC)	<ul style="list-style-type: none">• ICC provides support for non-native English speakers across campus.• Mentioning ICC is especially suitable for Master's level classes, or classes in which large numbers of international graduate students tend to enroll.

7. Class Schedule

Many people treat the class schedule as a separate document, distinct from the syllabus – usually on the grounds that it is a less stable document than the syllabus itself. This is perfectly acceptable. Nonetheless, you should create an easy-to-read schedule for your students, to accompany your syllabus. Consider using a table format to give students easy access to information about course structure and requirements. However you choose to organize the class schedule, be sure it effectively informs students about the course structure, and what you expect from your students at various points during the semester.

e.g.

Date	Topic	Associated Readings

Date	Text Chapter	Homework Due

Date	Lecture Content	Extra Notes

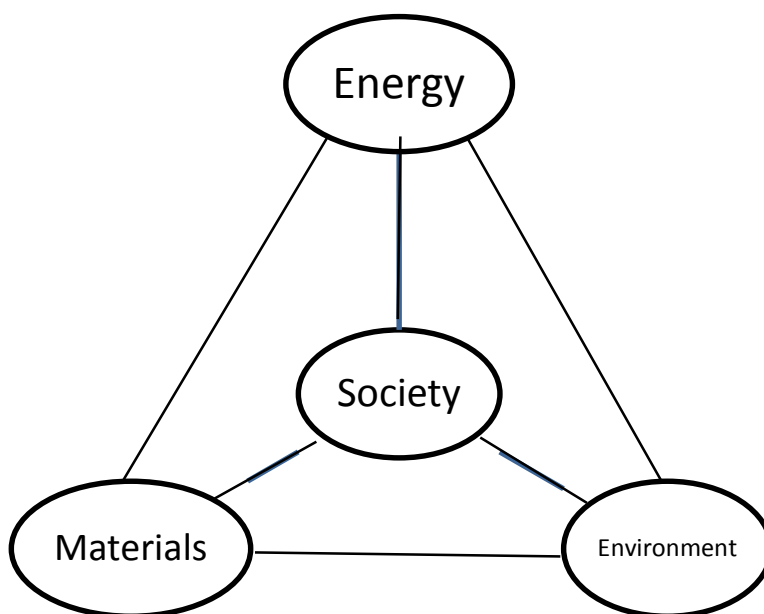
Appendix A: Sample Course Descriptions

See page 2 for [more information](#) about constructing an effective course description.

Example 1

Materials, Energy & Environment (99-238A) with Robert Heard

The course builds a relationship between materials and energy in the context of a society's consumption and then illustrates the influence this has on the environment. This interdependence is represented by the figure below.



Material selection and application have major ecological implications on energy consumption, material resources and have direct environmental impact. These, in turn, impact society. Awareness of the complicated interaction is paramount for continued advancement of civilization. With the scale of industrialization that exists on our planet, consideration of resource management, ethical material selection choices, energy management, and final disposal are all necessary to ensure a sustainable future.

After completing this course you will recognize the relationships between materials and energy consumption, and the interplay of materials availability, energy availability and social development.

You should be able to appraise environmental lifecycle implications of material use and energy sources and develop a self-awareness of the influence consumers have on the material and energy consumption by a society.

Example 2

North of the Border: Mexican Immigration Past and Present (79-276) with Susan Ambrose

Over the past few years we have been bombarded with information about Mexican immigration, much of which is inaccurate or incomplete, much of which is highly charged emotionally and politically. This phenomenon of movement to the north has a long and complex history with many dimensions, a history important to understand because what we believe about the past influences our perceptions of the present. In this course we will explore, among other things, the historical reasons behind the economic and social dislocations of Mexican immigrants, the impact on both the sending and receiving communities, their integration into the U.S. economy, the changing destinations and demographics of the more recent immigrants, and barriers and facilitators to integration and mobility.

Example 3

Differential & Integral Calculus (21-120), with John Mackey

If you draw the graph of a function and then pick a point on the graph, you should be able to draw the line tangent to the graph at that point. You can then estimate the slope of this tangent line by taking the quotient of the rise over the run. The beautiful notion is that for most functions given by a formula one can find another formula (called the derivative) that will enable you to find the *exact* value of the slope at any given point on the function. This may not seem to be such a big deal at first, but consider the fact that at points where a smooth function reaches a maximum or minimum value the slope of the tangent line must be 0. Thus, one can locate the *exact* maximum and minimum values achieved by a smooth function by using its derivative to locate the places where the function has a flat tangent line. One can probably imagine that this is an important idea. For example, an economist may wish to determine the number of units to produce in order to maximize profit.

In Math 120 we will begin by introducing tangent lines and their possible uses. We will then learn about the tools needed to calculate the derivative. Once we have a thorough understanding of the derivative and how to calculate it, we will move on to explore its applications. Finally, we will talk about a method for calculating the *exact* area between a given function and the x-axis between any two fixed points. This method (called integration) is surprisingly linked to the derivative. When you leave Math 120, you will carry with you concepts and ideas from calculus that can be applied later, both in mathematics and in other fields.

Appendix B: Sample Assignment & Exam Descriptions

See page 4 for [more information](#) about constructing assignment & exam descriptions. See page 15 for samples related to [attendance and/or participation](#).

Critical Papers (20% x 2)

In these 5-7 page papers you will be asked to summarize and evaluate a specific argument on a specific topic directly related to our course. You will be graded on the clarity and organization of your paper, and the quality of both your exposition and evaluation of the argument under consideration. More details will be provided when each paper topic is distributed.

Daily Reading Assignments (50%):

These exercises are meant to assist you in your preparation for class each day, and to get you thinking philosophically about your reading.

In preparation for each class you are expected to complete a reading assignment. Your work must be submitted by 3:00 PM (i.e. the beginning of class) and may be submitted either in person or via the course BlackBoard site. ***No late assignments will be accepted.***

To complete the assignment you need to pick a point from each of the day's readings that stood out to you in some way. For each point, begin by summarizing the point. Next, explain what it was about this point that caught your attention (i.e. you really agree/disagree (why?); it made you really think about something (what?); etcetera). Finish by offering a brief response to each point.

There is no "right or wrong" answer for the reading assignments, but they will be graded on the basis of your critical engagement with the readings for the day. You are not expected to be as thorough with these assignments as you will be for your paper assignments, but the more you can demonstrate that you are thinking about the material at hand, the better.

Homework (15%):

Homework exercises are an essential part of the course. It is difficult to understand the material and do well on the exams without working through the homework problems in a thoughtful manner. Discussion of the homework with your peers is encouraged, but copying any part of another person's homework is not permitted. Please think about the problems posed, your strategies, and the validity of your logic and explanations.

Online homework, administered through webassign, will also be periodically assigned. Students will go to www.webassign.net and enter the class key I give out in class to work the online homework. Registration instructions can be found on the course website.

Exams (85%):

There will be 3 in-class midterms and one cumulative final exam. These exams are meant to test your mastery of the material and will draw heavily on the skills you are building through successful completion of your homework assignments. More information about the nature and scope of each exam will be covered in class as the date gets closer.

Appendix C: Sample Course Policies

See page 5 for [more information](#) about constructing your course policies.

Accommodations for Individuals with Disabilities⁴

Example 1

Students with Disabilities: If you wish to request an accommodation due to a documented disability, please inform your instructor and contact Disability Resources as soon as possible. They can be reached at access@andrew.cmu.edu or 412-268-2013.

Example 2

Accommodations for Disabilities: If you have learning needs that require some adaptations for you to succeed in this course, please contact Equal Opportunity Services (<http://www.cmu.edu/hr/eos/disability/students>). We can arrange to accommodate your learning needs based on their recommendations.

Example 3

Accommodations for Learning Needs: If you have learning needs that require some adaptations for you to succeed in this course, please contact Equal Opportunity Services and Disability Resources on campus (<http://www.cmu.edu/hr/eos/disability/students>). I am happy to arrange to accommodate your learning needs based on their recommendations.

Attendance and/or Participation Policies⁵

Example 1

Frenkel Terhofstede, Tepper School of Business (Marketing I)

Class Presence and Participation. Class presence and participation points are given to encourage your active class participation and discussion. You will be rewarded with a perfect score as long as you frequently come to class and actively contribute to the class discussion during recitations and lectures.

Presence: Although it is not required, most students send their professor a brief e-mail to explain their absence in advance. Students who repeatedly arrive late to the lecture or recitation will have their Class Participation grade lowered. Please sign the attendance sheet when you come to the class. Any false signatures will result in zero participation grades for all parties involved.

Participation: We will devote one entire session to the case discussion. The instructor's role during a case discussion is that of a moderator. When the cases are discussed, we are less concerned with "right" or "wrong" answers than we are with thoughtful contributions which follow the discussion and either add to the debate or move it in a new direction. If you find it uncomfortable to speak up in class, we encourage you to visit your professor in office hours and work on this skill.

⁴ See page 6 for more information about policies related to [individuals with disabilities](#).

⁵ See page 7 for more information about policies related to [attendance and/or participation](#).

Example 2

Laurie Weingart, Tepper School of Business (Conflict Resolution)

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

Example 3

Scott A. Sandage, History

Attendance is taken at all lectures, and participation in weekly sections will be graded on the following scale:

Unexcused absence	= 0 points
In class, but asleep or obsessed w/laptop	= 1 point
In class, but silent or ill-prepared	= 2 points
In class and making an okay contribution	= 3 points
In class and making quality contributions	= 4 points
In class, but your cell phone rings	= -5 points

Extensions, Late Assignments, and Re-scheduled/Missed Exams⁶

Example 1

Late Assignments: Group projects, your individual paper, and your final paper, are due at 11:59 PM on their respective due dates. These items may be turned in after the deadline, but you will be eligible for fewer points once the deadline has passed: you will only be eligible for 95% of the total grade if it is submitted by 3 AM that night, and you will lose an additional 10% from the total you are eligible to earn for every 12 hour period it is late thereafter. Papers more than 3 days late will earn a grade of 0.

Late reading assignments will not be accepted.

Note also that extensions will not generally be permitted, but if you think you are subject to an exceptional circumstance, please discuss it with me outside of class (and as soon as possible).

Example 2

Late Assignments and Missed Exams: To avoid dealing with lateness and missed exams, I provide you with more assessment opportunities than you need for your grade. You can either skip some assignments or an exam because you are too busy, sick, or just don't feel like doing it, or you can do them all and I will select the best ones to count toward your grade. This means that NO arrangements will be made for late assignments or missed exams. Please be careful in choosing to skip assignments or exams early in the semester – you may be overwhelmed later, get sick, or otherwise need to miss an exam or assignment. Don't throw your chances away. Even if you decide not to hand in a piece of work, I encourage you to attempt it to give yourself practice.

Example 3

Exams: Make-up exams will be given only for documented reasons of illness, family emergency, or participation in a University sponsored event. Exams will be closed book and no calculators will be allowed.

⁶ See page 8 for more information about policies related to [extensions, late assignments and re-scheduled/missed exams](#).

Student Use of Mobile Devices⁷

Example 1

Cell Phones, Laptops, and Related Technology: Use of portable technology during class time is not permitted unless prior arrangement has been made with the course instructor. Please leave your laptop in your bag, turn off your cell phone, and resist the urge to text your mom.

Example 2

Use of Mobile Devices, Laptops, etc. During Class As research on learning shows, unexpected noises and movement automatically divert and capture people's attention, which means you are affecting everyone's learning experience if your cell phone, pager, laptop, etc. makes noise or is visually distracting during class.

For this reason, I [insert the language that aligns with your sentiments]

- ask you to turn off your mobile devices and close your laptops during class.
- allow you to take notes on your laptop, but you must turn the sound off so that you do not disrupt other students' learning. If you are doing anything other than taking notes on your laptop, please sit in the back row so that other students are not distracted by your screen.

There are other variations based on your tolerance of such devices; the key is simply to communicate clearly to students what your expectations are.

⁷ See page 9 for more information about policies related to [student use of mobile devices](#).

Appendix D: Sample Descriptions of Campus Resources

See page 10 for [more information](#) about including information about campus resources in your syllabus. See page 15 for sample policies regarding the [Office of Disability Resources](#).

Academic Development (AD): Academic Development is the place to go for help with your academic work. They offer everything from Academic Counseling in study skills to Peer Tutoring. They also offer Supplemental Instruction and EXCEL Groups for select courses. Their services are designed to help both students who are having academic difficulties and those who just want to improve their performance. For more information, visit <http://www.cmu.edu/acadev>.

Counseling and Psychological Services (CAPs): CAPs is a free, confidential campus resource dedicated to supporting the mental health of individuals in the CMU community. Every semester they are visited by students like you, who need support to manage a wide variety of struggles. At some point in life most of us will experience some psychological hardship, and asking for help is a sign of psychological strength. Please keep this in mind as the semester progresses, and make use of this campus resource if you find yourself in need of their support. Here's a link to their website: <http://www.cmu.edu/counseling/>.

Global Communications Center (GCC): The GCC, on the ground floor of Hunt Library, provides one-on-one tutoring in written, oral, and visual communication for any student, at any level, in any discipline, at any stage of the composing process (<http://www.cmu.edu/gcc>). I encourage you to seek support from one of our highly trained tutors.

Intercultural Communications Center (ICC): The Intercultural Communication Center helps nonnative English speakers (both international students and students who attended high school in the U.S.) develop the English language skills and cultural understanding needed to succeed at Carnegie Mellon. The center offers classes and noncredit workshops and seminars (for example, Presentation Basics, Communicating Data Effectively, and Language and Culture for Teaching (for international TAs)). It also offers the ITA test to certify the language skills of any nonnative speaker of English (undergraduate or graduate) who plans to work as a teaching assistant. For more information, visit <http://www.cmu.edu/icc>.