



[Course Number and Title]

Meeting Days, Times, Location: [###]

Semester: [###], **Year:** [#####]

Units: [#], **Section(s):** [#]

Instructor information

Name	[Include your title and what you prefer to be called]
Contact Info	[Include information for your preferred method of contact here]
Office location	
Office hours	

TA Information [If applicable]

TA name	
TA Contact Info	[Include information for TA's preferred method of contact here]
Office location	[Will the TA be located somewhere other than your office]
Office hours	

Course Description

- What will students learn (i.e., knowledge or skills as opposed to topics) in your course? How will this information help them develop as scholars, learners, or future professionals? What will students experience in the course (e.g., instructional methods, assessments, etc.)?
- Are there any prerequisites for your course?

Learning Objectives

- What, specifically, will students be able to do or demonstrate once they've completed the course? Identify 3-8 course-level learning objectives for the course syllabus.

Learning Resources

- What materials are required for your course (e.g., textbooks, software, lab equipment, etc.)?

NOTE: This document is intended as a workbook resource and not a recipe to be followed. If you want to distribute this document to your students, be sure to delete the prompt questions and this header.

Assessments

The final course grade will be calculated using the following categories:

Assessment	Percentage of Final Grade

- [Brief description of assessment 1]: What are students expected to do in this assignment (e.g., problem sets, short answer responses, multiple-choice questions, etc.)? How does this assignment connect to the learning objectives of the course? How will students submit this assignment (e.g., online or during class)? Will students complete the assignment individually or in-groups?
- [Brief description of assessment 2]
- [Brief description of assessment 3]

Students will be assigned the following final letter grades, based on calculations coming from the course assessment section.

Grade	Percentage Interval
A	90-100% or XX-XX points
B	
C	
D	
R (F)	

Grading Policies

- **Late-work policy:** Will you accept late work? If so, up until when? Will you deduct points for late work, and if so, how many? Will you require any sort of documentation (e.g., doctor's note)?
- **Make-up work policy:** Will you allow students to make-up assignments and/or assessments? If so, how should they request to make-up the work (e.g., in writing, at least 24-hours prior to the due date, etc.)? Will you require any sort of documentation (e.g., doctor's note)?
- **Re-grade policy:** If students ask you to re-grade their work, will you? If so, how should they request a re-grade (e.g., in writing, in office hours, within one week of receiving the graded assignment)?
- **Attendance and/or participation policy:** Is attendance and/or participation a graded component of your course? If so, how will you measure student performance (e.g., a sign-in sheet, a tally sheet, etc.)?

Course Policies

- **Academic integrity and collaboration:** How is the policy motivated by the positive dimensions of academic integrity? What is and is not permitted with respect to collaboration and/or outside assistance for each type of graded work in your course?
- **Mobile devices:** Are there times when having a mobile device would benefit student learning? If you have a zero tolerance policy for mobile devices, how will you enforce it?

Statements and Resources for Students

- **Accommodations for students with disabilities:** Sample Text *"If you have a disability and require accommodations, please contact Catherine Getchell, Director of Disability Resources, (412) 268-6121, getchell@cmu.edu. If you have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate."*
- **Inclusive Excellence statement:** You may [write your own statement](#) or adopt/adapt the language recommended by Faculty Senate below.

We must treat every individual with respect. We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives our students, faculty, and staff bring to our campus. We, at CMU, will work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

Each of us is responsible for creating a safer, more inclusive environment.

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the university. Therefore, the university encourages anyone who experiences or observes unfair or hostile treatment on the basis of identity to speak out for justice and support, within the moment of the incident or after the incident has passed. Anyone can share these experiences using the following resources:

- **Center for Student Diversity and Inclusion:** csdi@andrew.cmu.edu, (412) 268-2150
- **Ethics Reporting Hotline.** Students, faculty, and staff can anonymously file a report by calling (844) 587-0793 or visiting cmu.ethicspoint.com.

All reports will be documented and deliberated to determine if there should be any following actions.

Regardless of incident type, the university will use all shared experiences to transform our campus climate to be more equitable and just.

- **Statement on student wellness:** Sample text: *"As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. CMU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at: <https://www.cmu.edu/counseling/>. Support is always available (24/7) from Counseling and Psychological Services: (412) 268-2922."*
- **Food insecurity:** If you are worried about affording food or feeling insecure about food, there are resources on campus that can help. Any undergraduate or graduate student can visit the CMU Pantry and receive food for free. Follow the directions on the [CMU Pantry website](#) to schedule your visit.

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Course Schedule

Date	Theme/Topic	Learning Outcomes Addressed	Assignments Due