**Course Number: Course Title (indicate if Core)**

**Department Name**

**School of Education and Human Development (SEHD)**

**University of Colorado Denver**

**COURSE SYLLABUS**

 **Semester Term and Year**

**INSTRUCTOR AND COURSE INFORMATION**

Instructor Name:

Instructor Office:

Instructor Phone:

Instructor Email and/or other contact information:

Website: [Instructor and course website] Office Hours: [Days and times]

Class Meeting Days:

Class Meeting Hours:

Class Location: [Building and room]

Lab Location: [Building and room]

 **COURSE OVERVIEW**

**Welcome!**

 If desired, address your students directly with a statement of welcome or something that establishes the relevance of the course to their course of study and/or personal and professional goals. This is an opportunity to get them excited about the course.

**University Course Catalog Description**

 Paste the description from the catalog and indicate if the course is part of the undergraduate core. See <http://www.ucdenver.edu/student-services/resources/ue/core/Pages/default.aspx> for a listing of core courses.

Course Overview

 Short description of the course, including the major topics addressed in the course, the rationale for those topics, and recommendations for student success in the course.

**Course Goals & Learning Objectives**

 Include overall relevance and associated instructional goals for the course. What will they know, what will they be able to do, what will they value, what will they create as they progress through the course? This can be under bullets, listing, outlines, as detailed as you would like. Learning objectives should be specific rather than general, speaking to skills and performance rather than knowledge: what will students be able to do as a result of completing the course? Learning objectives should also be clearly measurable. Often, learning objectives use the phrasing “by the end of this course, students will be able to…”

Course Prerequisites

 What do you expect your students to know coming into this course? Include skills, and course pre-requisites.

**Course Credits**

 List number of course credits

**Required Texts and Materials**

 Full text citations of all required materials (including how to acquire, links or reference to location in Canvas course shell)

 Guidelines for achieving desired level of understanding

 Required library/library-accessible resources can be described here; supply links to free/full-text materials as available (consult with librarian if needed).

**Supplementary (Optional) Texts and Materials**

 Full text citations/online links (or reference to location in Canvas course shell) of any supplementary materials

Course Schedule

 The schedule should include the sequence of course topics, the preparations or readings, and the assignments with due dates. For the readings, give page numbers in addition to chapter numbers to help students budget their time. Exam dates should be firmly fixed, while dates for topics and activities may be listed as tentative. Notify students in writing if the syllabus is revised.

**Class Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date**  | **Topic**  | **Required Reading**  | **Assignments**  |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

EVALUATION

Undergraduate/Graduate Differentiation

 Provide the specific differentiation in course work for undergraduate/Master’s or for Master’s/PhD (e.g., differentiation in terms of readings, activities, projects, and assessments).

Participation & Discussion

 If you are awarding points for Participation as part of your grading framework, be clear about how the points are determined based on your instructional objectives for the participation. If you awarding points for Discussion as part of your grading framework, be clear about how students’ participation and contribution are assessed based on your instructional objectives for the discussion.

Assignments

 State the nature and format of the assignments and their deadlines. If you are using examinations, give the examination dates and briefly indicate the nature of the tests (multiple choice, essay, short-answer, take-home tests). How do the assignments relate to the learning objectives for the course? If you are using written assignments, describe your expectations for written work, including the expected length and formatting; if you use rubrics for written assignments, indicate where students may locate those assessment tools. If you are using projects, describe your expectations; again, if you use rubrics for written assignments, indicate where students may locate those assessment tools.

Basis for Final Grade

 Provide a listing of assessments, points possible for each assessment, and the percentage weighting. In addition to (or even in lieu of) tests, consider exploring “authentic” assessments, which are based as closely as possible to real world experiences. For grading, consider awarding more than 100 points total in the class. Often, limiting course point totals to 100 points results in problems differentiating between quality of assignments and constrains instructors in providing accurate assessments of student work.

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment  | Points Possible  | Percent of Final Grade  | Due Date |
| e.g. Essay 1  | 20  | 20%  | 11:59pm on 3/15 |
| e.g. Midterm  | 15  | 15%  | in class on 3/25 |
| e.g. Group Project  | 15  | 15%  | 11:59pm on 4/15 |
| e.g. Essay 2  | 30  | 30%  | 11:59pm on 4/25 |
| e.g. Final Exam  | 20  | 20%  | in class on 5/10 |
|  | 100  | 100%  |  |

Insert grading scale here. Be clear as to whether the scale is based on points or percentage.

 Scale (points or %)

|  |  |
| --- | --- |
| 94-100  | A  |
| 90-93  | A-  |
| 87-89  |  B+  |
| 84-86  | B  |
| 80-83  |  B-  |
| 77-79  |  C+  |
| 74-76  | C  |
| 70-73  |  C-  |
| 67-69  |  D+  |
| 64-66  |  D  |
| 60-63  |  D-  |
| 0 - 59  |  F  |

**Grade Dissemination**

 Explain how students will learn of their grades from assignments and assessments. Examples:

 — Graded tests and assignments in this course will be returned via the Canvas course shell. You can access your scores at any time within the Canvas gradebook.

 — Papers, quizzes, and examinations will be distributed in a class session. I will announce when papers, quizzes, and examinations will be available to be picked up, if they are not to be returned during class. To ensure your privacy when papers, projects, quizzes, and examinations are returned in class or made available for pickup, please provide me with a 9x12 envelope with your name on it each time you submit a paper, quiz, or examination to me.

 — CU Denver utilizes web grading which is accessed through UCDAccess*.* All web grading information can be found through UCDAccess at <http://www.ucdenver.edu/students/portal/Pages/default.aspx>.

**STUDENT RESOURCES**

**SEHD Academic Services**

Academic Services provides support for all SEHD students. The office serves as the approval for add/drops admission to candidacy, degree conferral, CDE licensure and other processes. You can learn more at <http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Pages/StudentServicesCenter.aspx> or by calling 303-315-6300.

**Academic Calendar**

Provide a link to the university’s current Academic Calendar so students can track the deadlines for withdrawing from the course and so on. <http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx>

**Student and Community Counseling Center**

Consider adding information that conveys a commitment to supporting students that may be feeling overwhelmed or experiencing life stressors that interfere with academic or personal success. The Student and Community Counseling Center is located in Tivoli 454 and provides cost-free and confidentia**l** mental health services to help students manage personal challenges that impact emotional or academic wellbeing. You can learn more at the Center at <http://www.ucdenver.edu/life/services/counseling-center/Pages/default.aspx> or by calling 303-315-7270.

Campus Assessment, Response & Evaluation (CARE)

 You may want to include information regarding the Campus Assessment, Response &

 Evaluation (CARE) Team, which was created at the University of Colorado Denver and Anschutz Medical Campuses to address the health and safety needs of students as well as the campus community. If you have immediate concern about the behavior or safety of a student at CU Denver, help by making a referral to the campus Assessment, Response & Evaluation (CARE) Team. The CARE team’s purpose is to promote a safe productive learning, living and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at <https://www.ucdenver.edu/student/health-wellness/care-team> or call 303-315-7306.

**Auraria Library**

If you engage students in research, consider including the use of the Auraria Library services, research databases and collections, and librarian expertise as one of your expectations. Include name of specific librarian contact and/or library subject expert web page. See <http://library.auraria.edu/> for more information.

**Writing Center**

If you engage students in writing, consider including the use of the Writing Center as one of your expectations. For more information see <https://clas.ucdenver.edu/writing-center/>.

**COURSE POLICIES & PROCEDURES: Grades**

 **Below are recommended policies you may wish to consider. Required policies are labeled.**

**[Required] SEHD Incomplete Policy**

 Incomplete grades (I) are not given to replace low grades. To be eligible for an incomplete grade, students must (1) successfully completed at least 60% of the course requirements, (2) have special circumstances (verification required) that preclude the student from attending classes and/or completing graded assignments, and (3) make arrangements to complete missing assignments with the original instructor before more than one year has elapsed since the end of the semester in which the course was taken.

 SEHD Incomplete Process: Students must be in close communication with the instructor PRIOR to the end of the semester regarding special circumstances precluding them from successfully completing the remainder of the course. Faculty may assign students an incomplete grade of “I” to signify that special circumstances beyond the student’s control prevented the student from completing a small portion of the course (no more than 40%) and that a final grade cannot yet be assigned.

 IT IS THE STUDENT’S RESPONSIBILITY TO COLLABORATE WITH THE INSTRUCTOR TO COMPLETE AN INCOMPLETE AGREEMENT FORM (found at [www.ucdenver.edu/education](http://www.ucdenver.edu/education) under Current Students/Current Student Resources) prior to the end of the semester for which the incomplete is given. A copy of the form, signed by both the student and the instructor should be submitted to the SEHD Student Services Center (LSC 701). Both the student and instructor should also keep a copy. The instructor sets the conditions under which the course work can be completed and the time limit for completion. The student is expected to complete the requirements within the established deadline. If the missing assignments are not completed within the allotted time, the “I” converts to an F on the student’s transcript. Students making up an incomplete should not re-register for the course.

 Upon completion of the missing course work, a Change of Record Form is completed by the original instructor to change the “I” to a letter grade. Faculty should work with the Faculty Services Center to complete the Change of Record Form.

**Attendance Policy**

Offer specifics about your expectations for attendance. How many absences are acceptable/expected? Will students get points for attendance? You may also describe expectation of courtesy here. For courses in which faculty utilize participation rather than attendance as part of the course grade, the syllabus should clearly communicate how participation will be assessed, how students will be informed of their participation grade, how participation will be documented and how the participation grade will be calculated into the final grade for the course.

**Religious Observances**

Indicate how you want students to inform you of conflicts between the normal class schedule and major religious observances, and if you expect them to notify you in advance if they intend to miss class to observe a holy day of their religious faith.

**Late Arrivals**

State your policy on late arrivals (and early departures, if applicable). If the ramifications of late arrivals influence grades, then this policy should be included with your grading policies.

**Late Work Policy**

 Provide specifics about your policy on late work. Example: There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

**Extra Credit Policy**

Provide specifics about your policy on extra credit. Example: There is only one extra credit assignment: Building a wiki of course content (see "course wiki” below for details). If extra credit is granted, the additional points are added to the "First Midterm" portion of the semester grade. You cannot earn higher than 100% on the "First Midterm" portion of the grade; any points over 100% are not counted.

**Rewrite/Resubmit Policy**

Provide specifics about your policy on rewrites. Example: Rewrites are entirely optional; however, only the formal essay may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

**Group Work Policy**

Provide specifics about your policy on group work. Example:

 Everyone must take part in a group project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions. Also, everyone must take part in a group essay (see essay assignments below). The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

**Teacher Education Student Support Plan Protocol**

 The CU Denver teacher education program has embedded multiple proactive measures within the program to create a supportive environment for Teacher Candidates (TCs) to develop the knowledge, skills and dispositions necessary to be an effective urban teacher including high admission standards, closely aligned course and internship experiences, numerous opportunities for coaching and gaining feedback from instructors, site professors, site coordinators, and clinical teachers, as well as problem-solving protocols for individuals to try and address early concerns. If a TC is struggling to further develop the professional knowledge, skills, and dispositions necessary for effective urban teaching despite the proactive embedded support provided, university and PDS faculty working with the TC collaborate to try and better understand the TC’s performance. This model is reflective of similar processes in K-12 schools (e.g., Student Study Team; Child Support Team, etc.) as they work together to problem-solve and meet the needs of students.

 Often this inquiry results in the collaborative development of a Professional Action Plan with the TC and the appropriate university and/or PDS individuals that clearly identifies key areas for improvement of performance by the TC as well as a timeline for improvement. Most often this provides the needed scaffolding and targeted direction for a teacher candidate to improve towards meeting the expected performance standards outlined by the program and the State of Colorado for teacher licensure. In other cases, it doesn’t, objectively indicating to the teacher candidate and the faculty working with the teacher candidate that this program and/or teaching may not be suitable for the teacher candidate. In this case, the teacher candidate is counseled out of the program. Specific details regarding the Student Support Plan Protocol can be found on the SEHD website, www.ucdenver.edu/education under Current Students/Current Student Forms along with the electronic form for the Professional Action Plan.

**COURSE POLICIES & PROCEDURES: Health of the Course Community**

 **Below are recommended policies you may wish to consider. Required policies are labeled.**

**Diversity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture, etc. I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

* If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!
* If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Office of Diversity, Equity & Inclusion, is an excellent resource.
* I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, including by me, please talk to me about it. (Again, anonymous feedback is always an option).

Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious or other cultural events, please let me know so that we can make arrangements for you.

**Civility**

 Describe how you want students to behave and treat each other. Example: My commitment is to create a climate for learning characterized by respect for each other and the contributions each person makes to class. I ask that you make a similar commitment.

**Professionalism**

Offer specifics about your policy on professionalism, Example: Mobile devices must be silenced during all classroom and lab meetings. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment.

**COURSE POLICIES & PROCEDURES: Communication & Technology Use**

 **Below are recommended policies you may wish to consider. Required policies, if any, are labeled.**

**Email and Other Online Communication Approaches**

Describe your policy for how email will be used (official university communication is only sent via a student’s university email address), who will communicate with whom, expected response time, will you check it on weekends, who answers technology questions, etc. See <http://www.ucdenver.edu/student-services/resources/Registrar-dev/StudentServices/Policies/Pages/default.aspx> for the University’s Email Policy.

**Canvas and/or Other Online Learning Spaces**

If you use Canvas for your course, describe how you will use it in the course, how often students should expect to login, how team activities will be organized, due dates, policies on late participation, etc. Note: If your course uses blogs, wikis, or social networking/media sites and communities, be sure to describe how you will use these resources in the course as well.

**Laptop and Mobile Device Usage**

Describe your policies for using laptops and mobile devices throughout your course.

**Classroom Devices**

Describe your policies for using calculators, tape recorders, other audio & technology devices for your course.

**Classroom Response Clickers**

If your course includes the use of student response devices, provide specifics about the usage and how to get started.

 **SEHD &** **UNIVERSITY POLICIES**

**[Required] Student Privacy & the Family Education Rights and Privacy Act (FERPA)**

 Students’ records are protected under the Family Education Rights and Privacy Act (FERPA). FERPA deals specifically with the education records of students, affording them certain rights with respect to those records. For purposes of definition, education records are those records which are:

 — Directly related to a student and

 — Maintained by an institution or a party acting for the institution.

 FERPA gives students who reach the age of 18 or who attend a post secondary institution the right to inspect and review their own education records. Furthermore, the right to request amendment of records and to have some control over the disclosure of personally identifiable information from these records, shift from the parent to the students at this time.

 FERPA applies to the education records of persons who are or have been in attendance in post secondary institutions, including students in cooperative and correspondence study programs, video conference, satellite, internet or other electronic forms. FERPA does not apply to records of applicants for admission who are denied acceptance or, if accepted, do not attend an institution. See <http://www.ucdenver.edu/student-services/resources/Registrar-dev/StudentServices/Policies/Pages/default.aspx> for further information.

**[Required] Academic Freedom**

 Academic freedom and diverse viewpoints are highly valued at the University of Colorado Denver. The laws of the Board of Regents of the University of Colorado specify that:

 "The University of Colorado was created and is maintained to afford men and women a liberal education in the several branches of literature, arts, sciences, and the professions. These aims can be achieved only in that atmosphere of free inquiry and discussion, which has become a tradition of universities and is called "academic freedom.... Within the bounds of this definition, academic freedom requires that members of the faculty must have complete freedom to study, to learn, to do research, and to communicate the results of these pursuits to others. The students likewise must have freedom of study and discussion. The fullest exposure to conflicting opinions is the best insurance against error.... All members of the academic community have a responsibility to protect the university as a forum for the free expression of ideas." Laws of the Regents 5.D.

 "By enrolling as a student in the university, a person shall assume obligations of performance and behavior established by the university relevant to its lawful missions, processes, and functions. As members of the academic community, students have responsibility, equivalent to that of the faculty, for study, learning, academic integrity, and protecting the university as a forum for the free expression of ideas." Laws of the Regents 7B.

 "All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education." Laws of the Regents 10.

 For more information see <http://www.ucdenver.edu/student-services/resources/Registrar-dev/StudentServices/Policies/Pages/default.aspx>.

**[Required] Disability Access**

Offer specifics about the university’s policy on disability access. Example:

 The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in Student Commons Building, Suite 2116, Phone: 303-315-3510, Fax: 303-315-3515. I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter. Note: DRS requires students to provide current and adequate documentation of their disabilities. Once a student has registered with DRS, DRS will review the documentation and assess the student’s request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved. <http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx>

**[Required] Student Code of Conduct**

All CU Denver students are bound by the Student Code of Conduct, which serves to outline student rights and responsibilities as well as behavioral expectations. If a potential violation of the Student Code of Conduct is brought to our attention, you may be asked to meet with a conduct officer to address the situation. See <http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf>,

**[Required] Academic Integrity & Academic Honor Code**

A university's reputation is built on a standing tradition of excellence and scholastic integrity. As members of the CU Denver academic community, faculty and students accept the responsibility to maintain the highest standards of intellectual honesty and ethical conduct in completing all forms of academic work at the University. To this end, students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. See <https://education.ucdenver.edu/academic-services/student-resources/student-honor-code> for details.

**[Required] Grade Appeal**

 Student must follow the grade appeal process or student grievance process described below:

* 1. Discuss concerns with the faculty member.
	2. If the issue is not resolved after a conversation with the faculty member, the student may appeal to the SEHD Student Committee (SC).
	3. If the issue is not resolved after a SC review, discuss concerns with the SEHD’s Dean.

 For details about the SEHD policy and procedure see <http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/all_docs/Student%20Academic%20Appeal%20Process.pdf>.

**[Required] Nondiscrimination and Sexual Misconduct**

CU Denver is committed to maintaining a positive learning, working and living environment. University policy and Title IX prohibit discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities.

 University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination please visit the Office of Equity to learn more about the resources available or contact the Director of Equity/Title IX Coordinator at 303-315-2567. See <http://equity.ucdenver.edu/> for additional information.