

Course Title/Number/section (indicate if Core)

Department Name

School of Education and Human Development (SEHD)

University of Colorado Denver

3 credit hours

Semester Term and Year

Instructor and Course Information

Instructor Name:

Instructor Office (building and room number):

Instructor Email and/or other contact information:

Office Hours/availability: [Days and times]

Class Meeting Information (times, rooms/format, dates):

Land Acknowledgement *Optional, but suggested*

[Example 1](#), [Example 2](#), [Example 3](#)

[Resource: CU Denver](#), [Resource: Native Governance](#), [Resource: Searchable Native Lands Map](#)

Course Overview

Welcome!

[Resource about “warming up” your syllabus](#) [Examples](#)

University Course Catalog Description

Paste the description from [the catalog](#) and indicate if the course is part of the undergraduate core.

Course Overview (you could combine this with the welcome above)

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...”

*****If the course is cross-listed (grad/undergrad), please be sure to differentiate objectives by section*****

Required Texts and Materials

List any required materials (including how to acquire/accessibility), hyperlink to OER or Auraria Library link if possible (avoid endorsing specific vendors unless university bookstore)

Course Schedule

[Example 1](#), [Example 2](#)

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.

Date	Topic	Readings/Resources	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, metrics, and assessments).

Participation & Discussion- *optional, but recommended*

[Example 1](#), [Example 2](#), [Example 3](#)

Assignments

State the nature and format of the assignments and their deadlines, points, deliverables. 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%	

Grading Scale:

94-100	A	80-82	B-	67-69	D+
90-93	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
83-86	B	70-73	C-	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 [CU Denver Web Grading](#).

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 [Student Resources | School of Education and Human Development](#) or by calling 303-315-6300.

Academic Calendar

Here is the academic calendar. It has important dates (like drop/add deadlines, withdrawals, commencement, etc.) [Spring 2026 Academic Calendar](#)

Support for Students *optional but recommended*

[Counseling Center](#) [CARE](#) [Phoenix Center](#) [Student Success Center](#)
[All Gender Resources](#) [Technology Support](#)

[Example 1](#) (Teacher Ed Syllabus) [Example 2](#)

Academic Student Resources- *optional but recommended*

[Auraria library](#) [Writing center](#)

Course Policies and Procedures: Grades and Participation

[Required language] 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 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 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 the student and the instructor should be submitted to academicservices@ucdenver.edu. 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, the instructor will complete the grade change through the Faculty portal in UCD Access.

Attendance Policy

(note: if attendance is a part of the student's grade, details in writing are mandatory as lack of information may be a part of students' appeals)

[Example 1](#), [Example 2](#), [Example 3](#)

Include a link to the [CU Denver official policy](#), ensure that your policies are aligned with university policies.

Religious Observances

[Example 1](#), [Example 2](#) [2025-26 Cultural & Heritage Observances](#)

Late Work Policy

[Example 1](#), [Example 2](#)

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

[Example 1](#), [Example 2](#), [Example 3](#), [Resource: A student-penned perspective](#)

Notification of Changes/Revisions to Syllabus

From the CU Denver syllabi policy-- in general, syllabi should not be changes once the semester begins, though unforeseen circumstances may lead to changes. Students should be notified in a timely manner in writing (Canvas/email) of any changes to the syllabus. Describe here how students will be notified.

Course Policies and Procedures: Health of the Course Community: *Optional but recommended*

Inclusive Excellence Statement

[Resource from Brown University](#)

[Inclusive Excellence Principles \(could change header above\)](#), [Example 2](#)

Civility

[Example 1](#), [Example 2](#)

Professionalism

[Example 1](#), [Example 2](#), [w Teacher Ed Professional Dispositions Updated 2023.docx](#)

Combined Civility and Professionalism

[Example 1](#)

Course Policies and Procedures

Communication & Technology Use

Include research/library related skills needed for successful completion of course

[Example 1](#) [Example 2](#)

Artificial Intelligence (AI policy): *optional but recommended*

Resources around AI:

[CU Denver](#) [UT Austin \(example statements at the bottom\)](#) [Stanford \(frameworks at bottom\)](#)

[Example 1](#) [Example 2](#) [Example 3](#) [Example 4](#)

SEHD & University Policies

[Required language] 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, shifts 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 [FERPA \(Family Educational Rights and Privacy Act\)](#) for further information.

[Required language] 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: [CU Denver Free Expression](#)

[Required language] Disability Access/Accommodations

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 the 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. [CU Denver Disability Resources & Services](#)

[Required language] 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 [CU Denver Student Code of Conduct](#)

[Update link yearly] Current Code of Conduct can be found [here](#). Please review so you are aware of expectations of students at CU Denver.

[Required language] 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 [Student Honor Code](#) for details.

[Required language] 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 [Grade Appeal Petition](#)

[Required language] 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 [Office of Equity](#) for additional information.