**Department Name**
**Syllabus for COURSE NUMBER & TITLE**
**SECTION, DAYS, TIME, LOCATION and/or DELIVERY**
**METHOD, SEMESTER, YEAR**

**Instructor Name:** Include instructor of record also, if different from the name listed
**Instructor Office:**
**Phone:**                                              **E-mail:**
**Department Office Phone:**                            **Fax:**

**Office Hours:**
- Be specific, include whether these are face-to-face and/or virtual, when they are scheduled, where they are held, and how students should request assistance or make an appointment.
- Also consider indicating your expected response time to student emails or phone calls (specify hours, days, or business days).

**Class meeting structure:**
- Clearly explain course structure, whether face-to face, hybrid, synchronous online or asynchronous online, with specific details on meeting and/or remote days, dates, and times.
- Please see [Banner Course designations resource](), and example statements ([Provost syllabus resources]()). Perhaps include a statement reflecting the flexibility for students with concerns as well.
- Define on-campus and/or online course requirements (dates and times).
- Include the method and timing by which you will notify students of any changes to include posting a Blackboard announcement and sending to students' campus email, at a minimum.

**Course Description:**
Current catalog language required at a minimum. May also include more detailed statement.

**Prerequisites:**
If any, from catalog. Also include corequisites.

**Course Objectives or Student Learning Outcomes/Instructional Methods:**
Course objectives or outcomes are those things you expect students to know and be able to do as a consequence of taking the course. They are written in terms of demonstrable behaviors, e.g., Students will construct appropriate hypotheses in the field of natural sciences.

**Credit hours and expected student effort:**
Required section. Explain the expected time commitment for the number of credits and course level to meet credit hour policy. See credit hour policy compliance language document for examples. *(Generally: course minimum is 2250 minutes per credit between in-class and online work and preparation/homework.)*

**Important Dates:**
Could include a general schedule of topics covered in the course including deadlines on major assignments, could include drop/add dates, and midterm and final exam dates.

**Class Schedule:**
Faculty are highly encouraged to include a full schedule with meeting days and times or synchronous online times clearly noted, either above in class meeting structure or here.

**Academic Program Student Learning Outcomes (SLOs)**
- SLOs must be included for the Program as appropriate to the course designation(s). Some programs refer to these as standards or competencies. Include only those outcomes directly covered and assessed in the course.

- SLOs are to indicate/reflect the strategic stratification of learning levels (100-400) throughout the undergrad program and/or the distinction between 400 and 500 level learning outcomes in stacked courses. Courses that are not part of a specific program will not include these program SLOs.

**General Education SLOs:**
General Education courses only: Must include only the relevant CSU Pueblo Gen Ed SLOs addressed and assessed within the course, selected from the list of all Gen Ed SLOs copied below in alignment with CSU Pueblo assessment plan for Gen Ed.

Upon completion of general education courses, students will have intellectual and practical skills. These skills will be practiced extensively across the general education curriculum and in this course include:
- Written Communication: Develop and express ideas in writing, learning to work in many genres and styles, and with many different writing technologies, and mixing texts, data, and images.
- Quantitative Reasoning**:** Apply numeric, symbolic and geometric skills to formulate and solve quantitative problems.
- Inquiry & Analysis: Explore issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments and break complex topics or issues into parts to gain a better understanding of them.
- Oral communication: Prepare purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- Critical Thinking: Comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

- Creative Thinking: Combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
- Information and Technical Literacy: Identify information needs, locate and critically evaluate diverse information sources, and effectively evaluate and apply technologies to accomplish identified tasks within ethical and societal contexts.
- Problem solving: Design, evaluate and implement a strategy to answer an open-ended question or achieve a desired goal.
- Teamwork: Belong to teams where effort, manner of interacting with others, and the quantity and quality of contributions are valued.

**GT Pathways Designation and SLOs:**
All General Education courses approved for CDHE GT Pathways designation must include language shown below indicating that the course is part of the GT Pathways program. [Text in square brackets must be edited.]

(e.g., for GT-[*XY1])*
This course satisfies the Guaranteed Transfer (GT) Pathways Requirements for [*XY1*] in [*name of category*]. The Colorado Commission on Higher Education has approved [*prefix & number*] for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-[*XY1*] category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to
https://highered.colorado.gov/guaranteed-transfer-gt-pathways-general-education-curriculum-0

This designation verifies the following Content Criteria and Competencies are met in this course.
**GT Pathways courses must also include here** the specific content and competency language required by the state. See GT Pathways content area documents for specific required language to include for this. Documents for this are also available on the Provost website or the university I:drive I:\University Common\Gen Ed\01 GT Pathways Syllabus Language.

**Required Text(s) and Other Materials:**
If any are required, recommended or optional please indicate. Also indicate whether OER materials will be used. Be sure to submit adoptions to the bookstore before term starts.

**Course Requirements:**

*Suggested Reading and Viewing.*
*Homework:*
Provide policies including if/how homework will be graded and factored into the course grade, and deadline policies (how late homework will be handled).

***Exams, Quizzes, and Projects*:**
Provide policy on missed exams or quizzes and consider notifying students of the university scheduled final exam date/time. (found in [Academic Calendar](#))

***Use of Technology*:**
Explain what technology will be used/required/optional and how to access it.

***Generative AI (ChatGPT, Copilot etc.):***
Educating students includes understanding use of technology tools in the classroom and for career preparation. All faculty are required to provide course policy statement on how use of generative AI is incorporated into the course structure, or any restrictions related to generative AI tools for class assignments, papers, exams, etc. Variations or details related to specific assignments should also be stated directly in assignment directions. See Generative AI sample language document for suggestions, examples and resources ([Provost website](#)).

**Attendance/Participation:**
- All courses and delivery modes are required to verify student attendance or participation in the first 15% of the term (e.g. 1st two weeks of full term courses) for financial purposes through No Show survey reporting in Starfish. This participation includes at least one Blackboard login for online courses or students participating remotely.
- Course-specific attendance policies are at discretion of the professor. If utilized, explain in the syllabus how your policies on attendance and participation in-person or online impact a student's course grade. Check departmental standards. If a student's attendance is not meeting your expectations and you have concerns about the student, please contact the student, and consult with your department chair or associate dean.

**Grading:**
Be very specific regarding the components of the grade and include "floors" for each of the letter grades (A range through F). One possible way to state a "floor" is as follows: "an overall average of xx percent will receive at least a grade of A-." (Grades and grading policy are specified in the university Catalog.)

**Extra Credit:**
*(Optional)*
**If offered**, it must be fairly and universally offered, not just for selected students. Be specific on how it is factored into the grading.

**Accommodations:**
*Include this standard university language from Disability Resources website:*
https://www.csupueblo.edu/disability-resource-and-support-center/faculty-staff-resources.html

If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see Disability Resources as soon as possible to arrange services. Disability Resources is located in OSC 104 and can be reached by phone (719-549-2648)

and email (csup_dro@csupueblo.edu).

**Starfish Performance Notifications**
Include language similar to the sample provided below. This effort is especially focused on increasing student success in lower division courses and most major undergraduate work.

Starfish notifications inform you and your academic success team on your performance in this class. Reading these emails and/or texts and taking the suggested actions is highly encouraged for your success. Please access Starfish through PAWS to view your kudos or flags. You may also access Tutoring and request assistance from many other campus services through Starfish.

**Course Evaluations**
Include the language below or similar in syllabus. (Note: Faculty are required to leave the classroom during the evaluation period. An authorized department representative may be present. Course evaluations are not permitted to be incentivized by faculty.)

Faculty are required to set aside a time during a class period for student course evaluation. The evaluation period will take place between the 87% and 100% courses timeframe. Please be prepared to complete your course evaluation digitally during class in week ___.

**Other Policies:**
(*Optional*): May include cell phone/electronic devices policies, courteous behavior suggestions, netiquette expectations, etc. Regarding cell phones, here is one possible wording: "ELECTRONIC DEVICES: Please turn off and put out of sight all electronic devices during class time. The interruptions they cause disrupt class and interfere with the learning process. A repeat offender may lose credit for the day's work."

**Learning Resources:**
*(Optional-as appropriate to course) All tutoring centers are accessed and scheduled through Starfish. Include links to those most applicable to your course.*
   Math Learning Center (location, website, hours, etc.)
   Writing Center (location, website, hours, etc.)
   CHASS Tutoring Center (location, hours, website, disciplines, etc.)
   Science Learning Center (location, website, hours, etc.)
   HSB Learning Center (location, website, hours, etc.)
   Engineering, CET, and CM Tutoring (location, website, hours, etc.)
   HSHM Tutoring, etc.

**Students please see Syllabus Reference Sheet** for full details on the following and more:
**(Required: link to this sheet on all syllabi)**

**The Wolfpack Counseling Center: Here to Listen. Here to help.**
adopted 2019 by Faculty Senate, amended 2020, 2021, 2022, 2022, Aug 2023, 2024, 2025

<span style="color:blue">For counseling assistance or services, please call us at:  719-549-2838.</span>
<span style="color:red">(Required in all syllabi as we are a Colorado "Healthy Minds" campus)</span>

**Academic Misconduct:**
<span style="color:red">*Use the suggested University policy language below, or existing language from Instructor, Department or College Policy.*</span>

Academic misconduct is any form of cheating that results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. Academic misconduct is a behavioral issue as well as an issue of academic performance and therefore grounds for disciplinary action by both the instructor and the Director of Student Conduct and Community Standards.

**Civil Rights Compliance Statement**
CSU Pueblo is committed to equal educational and employment opportunities and to the elimination of all forms of Discrimination, Protected Class Harassment, and Retaliation. Any campus community member in need of support, resources, or guidance is welcome to contact the Office of Civil Rights Compliance & Title IX via email at [csup_crc@csupueblo.edu](mailto:csup_crc@csupueblo.edu), by phone at 719-549-2210.