# Course Details

## Course Overview:

**Course Code:**  Course Name

**Semester Year:**  (Start Date – End Date)

**Credit Hours:**  # Credit Hours

**Class Meeting Times:** #:## am/pm – #:## am/pm Day(s)

**Class Location:**  Building, Room#

**Instructor:** Name **Email:** Email Address

**Office Phone:** ###-###-#### **Office Location:** Building, Room#

**Office Hours:** Days, Times **Instructor Website:** Include if appropriate

## Pre-requisites:

e.g., Courses, knowledge of, and/or skills

## Required Technology:

e.g., Canvas, calculator, camera, Web-enabled device they can bring to class

## Welcome to [Course Name]

* A welcome to the course
* Short paragraph that sets the tone for your course

## Course Description:

* Something about the design of the course
* Purpose of the course
* Big picture of the course
* General expectations of the learners – could be a separate section
* What they can expect from you (your teaching philosophy)– could be a separate section

## Learning Outcomes:

At the completion of the course, you will be able to:

* Course level learning outcomes go here.
* Notes about learning outcomes (LOs):
	+ LOs should be Specific, Measurable, Achievable in this one course
	+ LOs should have appropriate verbs to indicate the levels of cognitive engagement for the course (see Blooms Taxonomy)
	+ There should be some differences between LOs for undergraduate and graduate students taking the same course (e.g., higher expectations for graduate students)

## Assessments:

The assessments for this course include the following:

1. List the assessments, at least the summative assessments.
2. This may be added in a table of class activities and assessments with the schedule, rather than a list of assessments- or you can use a table like the one below
3. The assessments should be clearly aligned with the Learning Outcomes

## Required Text:

If you have a required text(s), give full citation with ISBN number

Where can students get the text (e.g., CSM Bookstore, Online at …)?

Resources for locating your textbooks and reference materials include the [Mines Official Bookstore](http://mines.bncollege.com/) and [Arthur Lakes Library](http://library.mines.edu/).

## Recommended Resources: (if appropriate)

These are resources you might want to borrow or purchase. You should at least become familiar with these and the key ideas presented in each.

1. List any resources you recommend as option
2. Include full citation including ISBN

## Additional Suggested Resources: (if appropriate)

A few resources that have useful insights into our learning in this course include:

1. If there are some suggested resources
2. List full citations with ISBN

# Policies and Campus Resources

## Absences:

Mines students are expected to fulfill their academic requirements through attendance and/or participation. Class attendance is required of all students unless the student has an excused absence granted by the school or the student’s professor. An excused absence awarded by the school or professor comes after a student's request or initiative. To review the Excused Absence Policy and/or to request an excused absence, please visit [https://www.mines.edu/student-life/student-absences/](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.mines.edu%2Fstudent-life%2Fstudent-absences%2F&data=05%7C02%7Ccartermoulton%40mines.edu%7Cdaadc6b19a7a4b6ae7cb08dc000c8db2%7C997209e009b346239a4d76afa44a675c%7C0%7C0%7C638385301119588312%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=W3LTwmq9Q4XJMvYrBv2rGZIhUiAMAEFPhU%2BO4IgaSP4%3D&reserved=0).

Faculty are encouraged to include and/or detail any additional course expectations related to absences here.

## Sexual Misconduct, Discrimination, and Retaliation:

Discrimination, Harassment, and Sexual Misconduct of any type, including sex discrimination, sex based harassment (sexual assault, dating violence, domestic violence, and stalking), and discrimination based on protected characteristics l, are prohibited under the Policy Prohibiting Sexual Misconduct, Discrimination, and Retaliation. For more information on prohibited conduct, reporting, and resources, please see the [Policy Prohibiting Sexual Misconduct, Discrimination, and Retaliation](https://www.mines.edu/policy-library/policy-prohibiting-sexual-misconduct-discrimination-and-retaliation/) and/or contact the Office for Institutional Equity at oie@mines.edu

Faculty may want to include something like: As your instructor, it is my responsibility to foster a learning environment that supports diversity of thoughts, perspectives and experiences, honors your identities, and is free of discrimination. Please feel free to speak to me if the class is not living up to these standards. Please note that I am also a mandatory reporter as an instructor at Mines, and if I receive a disclosure of Discrimination, Harassment, and/or Sexual Misconduct, I am required to report it to the Title IX Coordinator.

**Preferred First Name Project:**

Mines recognizes members of the campus community may prefer to use a first name other than their legal name to identify themselves. Many services on campus, like Canvas, utilize and display preferred first names. Additional information on preferred name, including how to update your preferred name, is available at the [Office For Institutional Equity website](https://www.mines.edu/institutional-equity-title-ix/preferred-first-name/).

**Pregnant and Parenting**

If you are a pregnant or parenting student, you have the right to reasonable, non-disability related modifications Please contact the Title IX Coordinator in the Office for Institutional Equity at oie@mines.edu for more information and to request modifications.

## Academic Integrity:

Colorado School of Mines affirms the principle that all individuals associated with the Mines academic community have a responsibility for establishing, maintaining, and fostering an understanding and appreciation for academic integrity.We desire an environment free of any and all forms of academic misconduct and expect students to act with integrity at all times. Please read the [full academic misconduct/integrity policy](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.mines.edu%2Fpolicy-library%2Facademic-integrity-policy%2F&data=05%7C01%7Ckcallan%40mines.edu%7C46b67f04c769496574f008db89610043%7C997209e009b346239a4d76afa44a675c%7C0%7C0%7C638254821936483524%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=SooTXUpiof9XWpaiHTASlzakGTD6QOlsTQ3h%2BwCcaSM%3D&reserved=0) for full definitions of academic misconduct. Additionally, please use [resources provided by the Department of Community Standards](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.mines.edu%2Fstudent-life%2Fcommunity-standards%2Facademic-integrity%2F&data=05%7C01%7Ckcallan%40mines.edu%7C46b67f04c769496574f008db89610043%7C997209e009b346239a4d76afa44a675c%7C0%7C0%7C638254821936483524%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=USar0SFpCt3ixBc3NfMxjc7bu4ZaqvC3TfjXEfDm5bo%3D&reserved=0) for guidance should you need to know more about the procedures of the policy for academic misconduct/integrity.

Faculty are highly encouraged to include and/or clarify any additional course expectations related to academic misconduct/integrity here. Generative Artificial Intelligence guidance should also be included below, to clarify your course-specific expectations.

## Generative Artificial Intelligence:

The Office of the Provost encourages the entire University community to explore the uses and impacts of GenAI technologies, whether through critical discussions or creative applications. Based on a review of the most recent [Guidelines for Using Generative Artificial Intelligence at Colorado School of Mines](https://www.mines.edu/academic-affairs/genai), the GenAI policy for this course will be: Faculty to fill in course policy here.

## Grading Policy:

Describe your grading policy, including what grades will be based upon and the grading schema. The grading policy should be clearly aligned with the learning outcomes. (Note: all courses must have a published, transparent grading policy that students can use to gauge their performance and progress in the class through the course of the semester.)

Extra credit may be offered for additional learning activities related to this class. Unless otherwise detailed in this syllabus, the awarding of extra credit is at the discretion of the instructor and is not guaranteed.

## Coursework Return Policy:

Note: all courses must have a published, good-faith policy defining when homework, exams, and other graded coursework will be returned. In general, most work should be returned to students within two weeks, along with suitable materials/feedback that enable students to understand how to improve their learning/performance.

## Course Issues and Concerns:

As part of good professional practice, students are encouraged to speak with the faculty directly to raise issues and concerns with regards to the course professionally in compliance with the student code of conduct. Students can also reach out to the course coordinator <insert name> if there is one or the head of the department <insert name> the course is being offered through. The department head can investigate and work with the faculty member to resolve course-related concerns. Students’ final point of contact is the college dean <insert name> who can make any final decisions.

## Disability Support Services:

Disability Support Services (DSS) works collaboratively with students, faculty, and staff to minimize barriers and support an accessible campus community. When barriers to access occur, Disability Support Services works one-on-one with students to determine accommodations and facilitate access to programs and services. If you've been approved for accommodations through Disability Support Services, please contact your professor to confirm receipt of your accommodation letter and to discuss the implementation of accommodations in this course. Please visit [mines.edu/disability-support-services](https://www.mines.edu/disability-support-services/) for more information or to request accommodations.

## Digital Accessibility:

The Colorado School of Mines is committed to supporting an accessible digital environment for all members of our community, including students with disabilities. If you have an accessibility concern with Canvas or any digital materials or software used in this course, please contact your professor or request support from Information Technology. Please visit <https://www.mines.edu/accessibility/> for more information.

## Student Outreach & Support (SOS) Resources:

If you feel overwhelmed, anxious, depressed, distressed, mentally or physically unhealthy, or concerned about your wellbeing overall, there are resources both on- and off-campus available to you. If you need assistance, please ask for help from a trusted faculty or staff member, fellow student, or submit a referral for yourself. As a community of care, we can help one another get through difficult times. If you are concerned for another student, offer assistance and/or ask for help on their behalf. Students seeking resources for themselves or others should visit [mines.edu/sos](https://www.mines.edu/student-life/student-outreach-and-support/).

Student Outreach and Support can help connect you with a variety of resources; some of those might include:

* Counseling Center – <https://www.mines.edu/counseling-center/> or students may call to make an appointment. There are also online resources for students on the website. Located in the Wellness Center 2nd floor. Located at 1770 Elm St.
* Health Center - <https://www.mines.edu/student-health/> or students may call to make an appointment. Located in Wellness Center 1st floor.
* Colorado Crisis Services - For crisis support 24 hrs/7 days, either by phone, text, or in person, Colorado Crisis Services is a great confidential resource, available to anyone. <http://coloradocrisisservices.org>, 1-844-493-8255, or text “TALK” to 38255. Walk-in location addresses are posted on the website.

In an emergency, you should call 911, and they will dispatch a Mines or Golden PD officer to assist.

## Diversity, Equity, Inclusion and Access

At Mines, we are united by our commitment to educating and inspiring students from all backgrounds with the aspiration that our graduates, ideas, actions and innovations will have a transformative impact on individuals and society.

DEIA@Mines supports Colorado School of Mines commitment to inquiry and innovation by fostering a diverse and inclusive campus environment where every student, faculty and staff member can succeed and thrive. For information on DEIA goals and programming please visit <https://www.mines.edu/diversity/>

## Center for Academic Services and Advising (CASA): (if appropriate)

CASA provides a variety of academic support services for students during their time at Mines. Please visit https://www.mines.edu/casa/academic-support/ for a complete list of current academic support services. For questions please email casa@mines.edu.

## The Writing Center: (if appropriate)

The Writing Center is a free academic support service for undergraduate and graduate students. Professional consultants and peer tutors provide support with all forms of communication including technical and scientific reports, academic essays, and oral presentations. Students can make an online or in-person appointment at any stage of their project, from brainstorming to final revisions.

To learn more about their services and to make an appointment, please visit [writing.mines.edu](https://writing.mines.edu/). For questions, please e-mail writing@mines.edu

## Tutoring Resources:

The Tutoring page will direct you to tutoring locations, hours, and offices most appropriate for your needs. Browse by frequently searched topics or find the academic support office you’re looking for on [mines.edu/undergraduate-studies/tutoring/](https://www.mines.edu/undergraduate-studies/tutoring/)

# Participating in this Course

## Expectations for Participation: (if appropriate)

You are expected to engage in all course activities, tasks, and assignments as an emerging professional. You are expected to spend between ##-## hours on this course each week during out-of-class time, in addition to actively participating during the class-time each week.

## Profile in Canvas: (if appropriate)

As part of the learning experience at the Colorado School of Mines, our class will be utilizing online learning resources and experiences through the Canvas learning management system. In order to help build community in this online learning environment, you are encouraged to upload your profile picture to Canvas. Photos should be similar to the photos taken for passports or state identification cards.

## Expectations of online etiquette or netiquette: (if appropriate)

Here are few do's and don'ts about communicating in your course through emails or in online discussion forums:

* Do…
	+ Ask questions and engage in conversations as often as possible—feel free to contact the instructor via the discussion forum for questions or via email or other communication.
	+ Be patient and respectful of others and their ideas and opinions they post online.
	+ Remember to be thoughtful and use professional language. Keep in mind that things often come across differently in written text, so review your writing before posting.
	+ Be prepared for some delays in response time, as "virtual" communication tends to be slower than "face-to-face" communication.
	+ Contact the instructor if you feel that inappropriate content or behavior has occurred as part of the course.
	+ Check the syllabus and course policies stated by your instructor to know what to expect about your instructor's turnaround time for responding.
* Do NOT…
	+ Use inappropriate language—this includes, but is not limited to, the use of curse words, swearing, or language that is derogatory.
	+ Post inappropriate materials—for example, accidentally posting/showing a picture that is not appropriate for the course content.
	+ Post in ALL CAPS, as this is perceived as shouting, and avoid abbreviations and informal language ("I'll C U L8R").
	+ Send heated messages even if you are provoked. Likewise, if you should happen to receive a heated message, do not respond to it.
	+ Send an email or post to the entire class, unless you feel that everyone must read it.

# Course Schedule

This can be a table or outline of the course schedule, to include:

* what is happening on each class meeting or week;
* when are assignments due;
* when are assessments happening;
* how much assignments/assessments are worth
* include a submission protocol
* indication of out-of-class work expected each week