

This document is intended to be a resource and not a recipe to be followed. If you would like to distribute this document to your students, be sure to **delete the prompt questions (in italics) and this text.**

To make a copy of this document in your Google Drive, go to File > Make a copy.

To download this document in Microsoft Word format, go to File > Download > Microsoft Word.

More information about syllabus items can be found on the Eberly Center's [syllabus checklist page](#). We are here to support your teaching; please email eberly-assist@andrew.cmu.edu to request a confidential consultation.

Template last updated August 18, 2025 ([change log](#)).



[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]*

Office Location

Office Hours

TA Information [If applicable]

TA Name

TA Contact Info *[Include information for TA's preferred method of contact]*

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.)?

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.)? Why are you asking students to do this (how will doing it benefit their learning or professional development)? On what sorts of things will students be evaluated? 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 from the course assessment section.

For undergraduate students, grades do not have +/- . For graduate students, grades can have +/- . See the [Grading](#) section of University Policies for more information.

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

Grade	Interval
A+	97–100% or XX–XX points
A	
A-	

B+	
B	
B-	
C+	
C	
C-	
D+	
D-	
R (F)	

Grading Policies

Late work policy

Will you accept or offer partial credit for late work? If so, up until when? How should students contact you regarding late work requests? Note that University Health Services does not provide excuse notes. To protect confidentiality, ensure equitable treatment, and protect faculty from adjudicating health needs, the Provost and the Office of General Counsel recommend that faculty/instructors not ask for health documentation to be provided directly to them. See the [Excuse Note Policy](#) section of the University Health Services website for more information.

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.)? Note that University Health Services does not provide excuse notes. To protect confidentiality, ensure equitable treatment, and protect faculty from adjudicating health needs, the Provost and the Office of General Counsel recommend that faculty/instructors not ask for health documentation to be provided directly to them. See the [Excuse Note Policy](#) section of the University Health Services website for more information.

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, outside assistance, and/or tools (e.g., generative AI) for each type of graded work in your course?

Generative AI policy

If not addressed under academic integrity and collaboration above. See our [Generative AI Tools page](#) (FAQ 2) for tips on creating a generative AI policy.

Mobile device policy

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? See our [Mobile Devices page](#) to learn more and to see examples of policies.

Recording policy

Are you comfortable with students recording for their own purposes or not at all? Have you clearly articulated for what purposes students are permitted to record during your class? If you have prohibited recording during class, have you clearly alerted students with documented disabilities that they should contact the Office of Disability Resources to request an appropriate accommodation?

Statements and Resources for Students

Accommodations for students with disabilities

If you have a disability and require accommodations but do not already have them approved by the Office of Disability Resources, please apply for accommodations through the Application section of the [Disability Resources Online Portal](#). If you already have accommodations approved with Disability Resources, please use the [Accommodations Management](#) section of the Disability Resources Online Portal to notify me about your accommodations, and 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 the Faculty Senate below.

We must treat every individual with respect. We are diverse in many ways, and recognizing this diversity is fundamental to building and maintaining an equitable and inclusive campus community. Diversity can refer to our different perspectives, lived experiences and our identities, including but not limited to race, color, national origin, sex, disability, age, sexual orientation, gender identity, pregnancy or related condition, family status, marital status, parental status, religion, ancestry, veteran status, or genetic information. What makes us different can shape the perspectives our students, faculty, and staff bring to our campus. We, at CMU, will work to promote equity and inclusion not only because they fuel 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 our core value of inclusion.

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.

Mandatory reporting

Carnegie Mellon University is committed to creating a learning environment where all students feel welcome, respected, and supported. Part of that commitment includes making sure that anyone who experiences discrimination or sexual misconduct has access to resources and options for support.

I want students to know their options and be able to get help when needed. Under university policy, if I'm made aware of situations involving discriminatory behavior or sexual misconduct (such as sexual harassment, sexual assault, relationship violence, or stalking), I am required to share that information with the Office for Institutional

Equity and Title IX (IEX). This helps connect you with staff who can explain your options, offer resources, and support your choices moving forward.

Teaching Assistants are also mandated reporters when they learn about potential harassment, discrimination, or sexual misconduct in their TA role.

Once a report is made, the IEX Office will reach out directly to offer information and support. You decide whether or how to respond. To learn more about IEX Office services, available resources, or reporting options, visit the [Office for Institutional Equity and Title IX website](https://www.cmu.edu/title-ix) (https://www.cmu.edu/title-ix).

If you would rather speak with someone confidentially, there are [confidential on-campus and off-campus community resources](https://www.cmu.edu/title-ix/how-to-report-+-options-for-resolution/confidential-reporting.html) that are not required to report (https://www.cmu.edu/title-ix/how-to-report-+-options-for-resolution/confidential-reporting.html).

Statement on student wellness

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 on the [Counseling and Psychological Services \(CaPS\) website](https://www.cmu.edu/counseling) (https://www.cmu.edu/counseling). Support is always available (24/7) from CaPS: (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](https://www.cmu.edu/student-affairs/resources/cmu-pantry/) (https://www.cmu.edu/student-affairs/resources/cmu-pantry/) to schedule your visit.

Course Schedule

[The Inclusive Holiday Observations and Interfaith Calendar](#) lists dates to consider when planning mandatory activities and assignments; students are encouraged to share dates on which they need flexibility early in the semester.

Each Fall and Spring semester includes a weeklong break. To honor this time intended for rest and restoration, please confirm there are no assignments, large projects or other activities with deadlines during or immediately following Fall and Spring Breaks. Scheduling work during this period undermines the purpose of the break and can create unnecessary stress for our students.

Date	Theme/Topic	Learning Outcomes Addressed	Assignments Due