# Arapahoe Community College

# [Course Name, Semester, Year]

[Course Code and Section (i.e. COM125101)]

[Credits]

## Instructor Information

### Instructor's Name

[Instructor name here. Consider including pronouns: Example She/Her or He/Him or They/Them, etc.]

### Instructor's Phone

[Instructor Phone number here]

### Instructor's Location/Office Hours

[Location and availability information here. Let students know the best way to reach you and expected response time. State if you are available for students to make appointments outside of office hours.]

### Instructor's email

[Instructor email here]

## Course Information

**Course Start/End Dates**

[Start/End Dates here]

**Course Meeting Times and Location**

[Meeting Times and Location here. Include modality info or link for online and virtual courses]

### Course Description

[Course description here – See CCCNS on CCCS website or Faculty Quicklinks under Instructor Tab. This will also be in the ACC Catalog. The course description from the catalog must be included, but you may add additional information to supplement it.]

### Student Learning Outcomes

[See CCCNS on CCCS website or Faculty Quicklinks under Instructor Tab.]

**Course Topical Outline:**

[On CCCNS website or CCCS website (can place in another part of the syllabus)]

Note: Include GT information if the course is a GT course.

### Textbook(s), Title, Author, Publisher, and ISBN Number

[Textbook information here. State if textbook needs to be purchased or is OER and how to access it. Consider adding links to publisher resources for the text.]

### Additional Materials

[Required or recommended materials here. Provide links or instructions for how to access materials.]

### Computer or Technology Equipment Needed for the Course

[List required or recommended computer or technology needed for the course. Provide information for computer labs and tutoring if it specifically applies to your course. Additional information about Navigate, D2L, Email, tips from IT, computer labs, and tutoring are in the Appendix. Resources to help students with equipment acquisition are also in the appendix through the Dean of Student’s office.]

### Computer and Digital Literacy Skills Needed for the Course

[List required or recommended technical skills expected to succeed in the course. These skills might include but are not limited to ability to navigate D2L and perform functions such as uploading/downloading files and posting to discussions, connecting audio/video and using features within synchronous tools such as Zoom, using MS Office programs or other prerequisite software skills relevant to the course, communicating via email, Computer and Digital Literacy Skills Needed for the Course, manipulating library databases or other data repositories including Internet searches, presenting on research, and citing research. Be sure to differentiate between prerequisite skills and the skills that learners can expect to develop within the course curriculum. Consider identifying resources that can help learners improve upon required skills that will not be explicitly taught or demonstrated within the course.]

### Prerequisite(s) or Corequisite(s)

[Prerequisites/Co-requisites here]

Census Date (date to drop with a refund):

[Enter date here]

If you drop a class before the drop date you are not responsible for payment, and you will not lose College Opportunity Fund (COF) credits. Additionally, a dropped course will not be visible on your permanent student record. If you have financial aid, you should consult a financial aid advisor before dropping a class.

Withdraw Date (date to withdraw with a "W"):

[Enter date here]

You can withdraw between the drop and withdrawal dates without affecting your grade point average. However, if you withdraw from a course you will be responsible for full payment and you will lose COF credits. If you have financial aid, you should consult a financial aid advisor before withdrawing from a course. If you decide to withdraw from a course for any reason, it is recommended that you speak to your advisor about your withdrawal options.

## Accommodations Statement

ACC provides accommodations to students with diagnosed or suspected disabilities that affect them in academic settings.  The Americans with Disabilities Act (ADA) defines a disability as a “physical or mental impairment that substantially limits one or more major life activity.” This may include learning, mobility, and/or cognitive disabilities; mental health conditions; temporary disabilities; and other physical and/or mental conditions. To protect student privacy, disability information is kept separate from academic records.

Students with accommodations are responsible for requesting their accommodation letter ***each semester*** and for knowing current accommodation policies and procedures.  Accommodations start when your instructor receives your accommodation letter and not before. It may take several days to create your accommodation letter, and some accommodations (testing, etc.) need to be requested at least 7 days in advance.  So please request accommodations ***early***. Students and instructors are encouraged to have a conversation about accommodations and how they apply in each class. Please contact [Disability Access Services](https://www.arapahoe.edu/advising-support/disability-access-services) (DAS, www.arapahoe.edu/das/) for more information. To request accommodations, please contact DAS at [disability.access@arapahoe.edu](mailto:disability.access@arapahoe.edu) or 303.797.5860.  Students can also schedule an intake appointment online through [Navigate](https://arapahoe.navigate.eab.com/app/#!/authentication/remote/).

## Coursework

[Enter information here]

This will include assignments, discussions, collaborations, labs, examinations, etc.

When planning your course think about including different learning modalities of students in both their assignments and assessment. Include a variety of high stakes and low stakes assignments or tests. Provide information on how students can access assignment instructions through D2L or other methods.

Think about how you can develop course content to reflect diversity and inclusivity. This can be done through the content, imagery, or examples used, building on student’s strengths and knowledge, addressing alternative perspectives, presenting real-world issues facing diverse communities, and creating social awareness.

## Grading and Assessment

[Enter grading policies here. Explain how students will be assessed and receive feedback. The table below is an example. You may adapt the table below to fit the needs of your course. The formatting structure of the table is already set and is accessible. For more questions in accessible formatting of tables, please contact eLearning at [elearning@arapahoe.edu](mailto:elearning@arapahoe.edu).]

| **Summary of Grading** | **Points** | **Percent** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL** |  |  |

### Grading Scale

| **Letter Grade** | **Percent** |
| --- | --- |
| A | 90 to 100% |
| B | 80 to 89% |
| C | 70 to 79% |
| D | 60 to 69% |
| F | 0 to 59% |

## Course Policies and Procedures

[Enter information here]

Include policies or procedures on make-ups, exam retakes, late work, etc. When crafting your course policies please consider the tone you set. Are these policies fair or equitable? How would they benefit or hinder the students? Consider where you tend to have leniency and state how you can be flexible.

## Attendance Policy

Students are responsible for materials covered in a missed class lecture. Attendance is encouraged due to the fast pace and depth of the materials covered.

[Insert your attendance policy or the department policy here if applicable.]

## Statement of Academic Integrity

ACC is committed to academic honesty and scholarly integrity. The College can best function and accomplish its mission in an atmosphere of the highest ethical standards. All members of the College community are expected and encouraged to contribute to such an environment by observing all accepted principles of academic honesty. Academic dishonesty includes but is not limited to plagiarism, cheating, fabrication, grade tampering, misuse of computers and other electronic technology, and facilitating academic dishonesty. Those found in violation may be subject to academic consequences **up to and including failure for the course and**potential disciplinary sanctions under the Disciplinary Procedure ([SP4-30](https://www.cccs.edu/sp-4-30-student-disciplinary-procedure/)). Students can find more information about the ACC Student Code of Conduct: Rights and Responsibilities Procedure ([AP4-3](https://www.arapahoe.edu/ap-4-30a-student-code-conduct-responsibilities-and-rights)0a) or by contacting the Dean of Students Office at 303.797.5730, room M2720, or [acc.dos@arapahoe.edu](mailto:acc.dos@arapahoe.edu).

[Explain how plagiarism or academic integrity applies to the course directly. Difference between inspiration vs. taking the idea.]

### Plagiarism includes, but is not limited to:

* 1. "Taking and using the thoughts, writings, or ideas of another person or persons, and presenting any or all of them as one's own." (*Oxford English Dictionary*)
  2. Submitting examinations, themes, reports, drawings, laboratory notes, undocumented quotations, web-based materials, or other material as one’s own work when such work has been prepared by another person or copied from another person (including electronic media sources).
  3. Submitting the same work as another student.

## Classroom Community and Mutual Respect

This classroom is a safe space for learning and is an academic environment; you should expect to have your ideas, work, and arguments respectfully challenged. Our population is a variety of students with a great diversity of beliefs, and the class must be respectful of all members. [Please include or create your own statement. Possible suggestions—Include ways for students to create a community within the classroom. Instructor/student collaboration in creating expectations for themselves and for each other. What do students expect of their Instructor? For online/hybrid courses, you can also incorporate netiquette guidelines.]

## Additional Syllabus Information

[Include any additional information you want to have in the syllabus. Some possible suggestions: Syllabus Student Agreement/Signature Page, Create a Scavenger Hunt for course information on D2L, or Student questionnaire.]