University Compliance, Ethics, and Risk Office

UNIVERSITY OF CENTRAL FLORIDA

University of Central Florida
Draft Policy Submission Cover Memo Form

Policy No. and Title: **4-403.4 Required Elements of the Course Syllabus**

Initiating Authority: **Provost and Executive Vice President for Academic Affairs**

Initiating Authority Approval Date: **March 10, 2025**

Date of Submission for Review: **March 10, 2025**

Submitted by: **Tim Letzring**

Department: **Academic Affairs**

☐ New Policy   ☐ Existing Policy (5-year Review)   ☑ Existing Policy Out of Cycle Review

Summary of Revisions: For a new policy, please provide a summary of the policy. For an existing policy, please provide a summary of the revisions made to the policy.

✦ Edits to provide more details and clarification on the process and access for syllabus submission for both GEP Core courses and regular courses.

✦ Added language identifying syllabus submission as the university process for gathering attestations for course material review now required by BOG regulation.

✦ Clarified which sections are automatically loaded into the syllabus template.

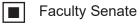✦ Removed office hours and office location section as required.

Stakeholders included in the Review Process: (Provide a list of departments involved in the review/revision process.

Provost
Faculty Excellence
Undergraduate College
Graduate Studies

Stakeholder feedback must also be requested from the [Faculty Senate](#) and the [College Policy Liaisons](#). By checking the boxes below, you are confirming that feedback from these groups was requested, received, and considered in the draft policy.

■ College Policy Liaisons   ■ Faculty Senate

Regulatory Requirements if applicable)**:** Provide information on regulatory requirements pertaining to the policy, including specific statute or regulation number.

BOG Regulation 8.003 includes requirements related to syllabi for GEP core courses and faculty attestation of review of course materials.

Presenters: (Provide the name s), position title(s), and email address(s for all individuals who will be presenting the policy to the university's Policies and Procedures Committee.

Tim Letzring, Senior Vice Provost, Tim.Letzring@ucf.edu

Draft - Required Elements of the Course Syllabus

Policy Number	4-403.3
Responsible Authority	Provost and Executive Vice President for Academic Affairs
Initiating Authority	Provost and Executive Vice President for Academic Affairs
Effective Date	4/5/2024
Date of Origin	7/13/2005

BACKGROUND INFORMATION

An effective syllabus provides an overview of the purpose of a course, outlines course requirements, and defines expectations for student performance. Faculty members are responsible for developing course content and selecting pedagogical approaches for their courses. Leveraging this policy to develop them will provide a consistent approach for presenting essential information that supports learning, creates a centralized syllabus repository, and ensures that UCF complies with the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and other accrediting bodies.

POLICY STATEMENT

All UCF instructors, regardless of course modality, must post their official syllabus for each course section to their published Webcourses using the Simple Syllabus tool by the first day of the session in which the course is taught. For GEP core courses, syllabi must be publicly posted 45-days before the long semester begins in accordance with BOG Regulation 8.003. The syllabus within the Simple Syllabus tool is the official UCF syllabus for grade appeals and other academic decisions. For courses using a contract in lieu of a syllabus, that contract must be completed within the first two weeks of the semester. The university will maintain a centralized syllabus repository and store syllabi for five years. Departments are encouraged to hold regular discussions with all instructional personnel about policies relevant to their student populations to promote consistent communication of expectations to students and to support student and faculty success.

Each syllabus must include the ~~following~~ sections outlined in detail below. Some of these sections are automatically populated in Simple Syllabus. ~~(additional details below):~~

1. ~~Information from the official Schedule of Classes~~

2. ~~Instructor and GTA university contact information~~
3. ~~Explicit, public description of the course~~

4. ~~Intended student learning outcomes~~

5. ~~Course calendar that includes the sequence of course activity~~

6. ~~Assessment and grading procedures~~

7. ~~Course materials and resources~~

8. ~~Required core policy statements~~

GENERAL POLICY

REQUIRED SYLLABUS CONTENT

1. Information from the official Schedule of Classes

~~Each syllabus must include information from the official UCF Schedule of Classes to differentiate university course offerings and ensure students attend the classes in which they enrolled.~~ This information will be automatically imported into the syllabus from the UCF schedule of classes and will include the following~~. This includes~~:

☐ Course number, section, and name

☐ Semester and year

☐ Prerequisites, co-requisites, and any other enrollment requirements

☐ Meeting dates, times, and place(s) and/or description of course modality

2. Instructor and/or GTA contact information; (DO NOT INCLUDE PERSONAL CONTACT INFORMATION IN SYLLABI)

☐ Name(s) of instructor(s) and Graduate Teaching Assistant(s) (GTA)

☐ UCF email addresses and/or Webcourses messaging

☐ ~~Office, d~~Department location~~,~~ and university phone number, if applicable

☐ ~~Times and locations for in-person and/or virtual office hours~~

3. Explicit, public description of the course

☐ Information published in Undergraduate Catalog or Graduate Catalog. The official UCF catalog description will be automatically imported into the syllabus from the appropriate UCF

catalog.

> For GEP Core courses, the course description in UCF catalog and in syllabus must match the State Course Numbering System course description.

☐ Overview of the scope and purpose of the course

~~☐ For GEP Core Courses, the course description in UCF catalog and in syllabus must match the State Course Numbering System course description.~~

4. **Student learning outcomes**

All course syllabi must articulate student learning outcomes that:

☐ are consistent with the scope and purpose of the course.

☐ tie as clearly as possible to course assignments and activities.

☐ reference or link with specific program, department, college, and/or accreditation standards.

For GEP Core courses, the course student learning outcomes must match those in the State Course Numbering System.

5. **Sequence of course activity**

☐ Sequence of course topics

☐ Due dates for major assignments and exams/assessments

☐ Method(s) for submitting assignments

☐ Date and format of final exam

Note: To promote student success, faculty members are encouraged to post at least one major course grade prior to the course withdrawal deadline.

6. **Assessment and grading procedures**

☐ Explanation of the grading scheme, weight of course assignments, projects, exams/quizzes, participation, and other components proportional to the overall grade for the class

☐ Make-up exam and assignment policies and procedures, including those regarding participation in university activities and religious holidays (See UCF Policy 4.401 and Regulation 5.020.)

☐ To ensure students have prompt feedback, and knowledge of their progress, faculty members must record all grades in Webcourses, and follow student data classification and security standards as addressed in UCF Policies 4.007 and 4.008 when distributing any grade-related information.

7. **Course Materials and Resources**

- ☐ Required and recommended optional instructional materials the student must acquire. texts and other resources

  In accordance with Florida BOG Regulation 8.003 and UCF Regulation 2.032, the syllabus submission process all syllabi contains an attestation affirming that the instructor of record, department, team of faculty, and/or lead faculty has or will review all required materials for appropriateness prior to assigning them to students.

- ☐ Specific information about items such as classroom response systems, online tools, and other items that are required or recommended

- ☐ Clear explanations of where and how students may access materials and resources provided by the university to all students

8. Core policy statements

Each syllabus will contain the following Syllabi should include clear policies regarding each of the following topics. Essential policies and faculty resources are available in Webcourses. Required university policies and will be automatically included in the syllabus template.

- ☐ Academic integrity statement. including definition(s) of and consequences for academic misconduct, including the potential to be dismissed from the university. See UCF Regulation 5.015 Student Academic Misconduct Review Process and Graduate Studies' Probation/Dismissal Form. Students should familiarize themselves with UCF's Rules of Conduct.

- ☐ Statement directing regarging students needing accommodations. to work with faculty and with Student Accessibility Services to ensure equal access to educational activities

- ☐ Statement regarding emergency procedures and campus safety., encouraging students to be aware of their surroundings and familiar with actions to take in various types of emergencies

- ☐ Statement regarding accommodations for active-duty military students

  Students who are deployed active-duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

- ☐ Title IX Policy Statement

  Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/.

  For more information on access and community engagement, Title IX, accessibility,

LEARNING CONTRACTS

For special courses, such as independent study, directed research, thesis or dissertation hours, the course instructor may elect to use a learning contract in lieu of a syllabus. If an instructor chooses this option, a written agreement that outlines the conditions, course requirements, and expectations must be created and signed by both the student and the faculty member by the second week of the semester in which the course is taught. A Restricted Registration Form may serve as this type of agreement if it contains the required elements listed below. When completed, that agreement must be submitted to the department or program and should be retained by the department or program for a minimum of five years. Faculty are not required to post these agreements to Webcourses.

A learning contract must include the name of the student, the name and number of the course, the semester offered, course learning outcomes, a list of assignments or activities to be completed during the semester, and the due dates for each assignment. For courses taken for a grade, the contract must clearly articulate what must be accomplished to obtain specific grades. For pass/fail courses, the contract must articulate what must be completed to earn a passing grade. Faculty should rely on the elements of these contracts when determining the final grade for students.

CHANGES IN COURSE ELEMENTS

Faculty members must sometimes make changes to course elements such as schedules or assignment details in response to student needs as well as external events (e.g., severe weather or public health emergencies). Except for extreme circumstances, this policy discourages substantial changes to a class syllabus after distribution. Instructors of record should consult with their department chair, school director, or program coordinator before instituting any significant changes to the core elements of a course syllabus so that the process can be appropriately documented, thereby mitigating the risk of student complaints or grade appeals.

CONTACTS

Timothy Letzring, Vice Provost for Academic Affairs
Tim.Letzring@ucf.edu
(407) 823-1750

Amber Mullens, Administrative Project Manager

Amber.mullens@ucf.edu
(407) 823-1528

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