



# University Compliance, Ethics, and Risk Office

UNIVERSITY OF CENTRAL FLORIDA

## University of Central Florida Draft Policy Submission Cover Memo Form

Policy No. and Title:

Initiating Authority:

Initiating Authority Approval Date:

Date of Submission for Review:

Submitted by:

Department:

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.)

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

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.)

**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.)



# Draft - Required Elements of the Course Syllabus

<b>Policy Number</b>	4-403.45
<b>Responsible Authority</b>	Provost and Executive Vice President for Academic Affairs
<b>Initiating Authority</b>	Provost and Executive Vice President for Academic Affairs
<b>Effective Date</b>	
<b>Date of Origin</b>	7/13/2005

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## BACKGROUND INFORMATION

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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 \(SACSCOC\) Higher Learning Commission \(HLC\)](#) and other accrediting bodies.

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## POLICY STATEMENT

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All UCF instructors, regardless of course modality, must post their ~~official~~ syllabus for each course section ~~they teach to their published Webcourses~~ using the Simple Syllabus tool ~~located within Webcourses~~. ~~All syllabi must be publicly posted 45-days before the start of the semester in accordance with BOG Regulation 8.003. Individualized courses, such as directed individual studies, internships, thesis, dissertation hours, and performance, are exempt from this requirement and may use a learning contract in lieu of a syllabus. If these courses use a learning contract, 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 full 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 ~~publicly post store~~ syllabi for

[a minimum of](#) five [academic](#) 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 sections outlined in detail below. Some of these sections are automatically populated in Simple Syllabus.

## GENERAL POLICY

### REQUIRED SYLLABUS CONTENT

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

This information will be automatically imported into the syllabus from the UCF schedule of classes and will include the following:

- 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
- Department location and university phone number, if applicable

#### 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

#### 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~~ Course Activities and Assigned Readings

### □ Required readings

- 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
- Course policies on attendance, make-up exam and assignment policies and procedures, and missed assignments, including specific exam policies and procedures.
- Course policies on communication expectations, including preferred communication methods and time in which students can expect to receive a response.
- ~~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 instructional materials ~~the student must acquire.~~

In accordance with Florida BOG Regulation 8.003 and UCF Regulation 2.032, the syllabus submission process contains an attestation 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 policies regarding each of the following topics. Essential policies and faculty resources are available in Webcourses. and will be automatically included in the syllabus template.

- Academic integrity statement.
- [Artificial Intelligence Use policy.](#)
- Statement regarding students needing accommodations.
- Statement regarding emergency procedures and campus safety.
  
- Statement regarding accommodations for active-duty military students
- Title IX Policy Statement
- Reporting an Incident
- [Make-up exam and assignment policies and procedures, including those policies regarding participation in university activities and religious holidays \(See UCF Policy 4-401 and Regulation 5.020.\)](#)

## 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~~ TO COURSE SYLLABI

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 [distributionthe first day of classes](#). 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.

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## CONTACTS

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