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| --- | --- |
|  | Course Number.Course Section: Course Name *Department Name, College Name*  Number of Credit Hours |

# Course Syllabus

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| Instructor: | Instructor name | Term: | Semester and year |
| Office Location: | Office/department building and room number | Class Meeting Days: | Days |
| Office Hours: | Date and time (include virtual hours) | Class Meeting Time: | Time |
| Phone: | Office/department phone number | Class Location: | Building and room |
| Email: | Instructor’s UCF email or Webcourses@UCF messaging | Course Modality: | P, W, M, RA, V, V1, RV |
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| --- | --- | --- | --- |
|  |  | | |
| GTA(s): | Names of teaching assistants | Email: | Knights email addresses or Webcourses@UCF messaging |
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## Course Description

Official course descriptions are included in the Undergraduate Catalog and Graduate Catalog at <https://catalog.ucf.edu/>, but instructors should also provide more detailed information on their individual course sections, including the scope and purpose of the course. This will provide students with a better sense of what will happen during the semester. Clarity and transparency about the details of the course will allow students to prepare themselves for the experience they will have in the course.

A customized course description can function as a mission statement or a vision statement for the course. Ideally it will include an overview of what students will do, accomplish or learn in the course. It may also address some of the following elements:

* Theoretical framework/s for the class
* Connections between the course and programmatic expectations
* Connections between assignments and learning outcomes
* A description of the scope of course content
* An overview of the course plan
* Brief descriptions of features such as service learning, collaborative work, laboratory requirements, etc.
* Information about the course format (discussion-based, active learning, flipped, etc.)

## Student Learning Outcomes

Student learning outcomes (SLOs) provide students with expectations they should achieve by the end of the semester. SLOs are specific, measurable statements that communicate what students will be able to do by the end of the course. UCF syllabi must articulate SLOs 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, such as the program’s [Academic Learning Compacts](https://oeas.ucf.edu/academiclearningcompacts.html).

Some features of effective student learning outcomes include:

* An [active verb](https://fctl.ucf.edu/teaching-resources/course-design/blooms-taxonomy/) to describe the behavior in the outcome (e.g., create, produce, evaluate)
* Any conditions to the behavior (e.g., using a calculator, given a formula)
* The degree to which the outcome will be accomplished (e.g., with 80% accuracy, at least three)
* Specified measures of evaluation (e.g., in a final portfolio, through a presentation, in three exams)

## Enrollment Requirements

Inform students of the necessary prerequisites and co-requisites for the course and, if you like, how they inform the course. You may also want to include courses that aren’t official pre- and co-requisites, but that you have found helpful to students. Include any other enrollment requirements for the course.

## Course Activities

The course activities section should indicate anything a student needs to do in order to accomplish the student learning outcomes (assignments, exams, homework, participation, etc.). You may also want to include a list or description of major assignments or assignment categories (e.g., papers, discussions, in-class participation, peer evaluations). Finally, this section could include required resources or actions (e.g., the student should have regular access to the internet and plan on logging into the course at least twice each week, or students should plan on at least five hours’ worth of homework outside of class each week).

### Important Dates

Important dates can include any university holidays or closures, drop/withdrawal deadlines, exam dates, assignment deadlines, or other dates in the [UCF Academic Calendar](http://calendar.ucf.edu/) that pertain to your course. You may want to include major assignment and exam dates in this section and provide students with a separate semester schedule that details each week’s readings and activities. In order to promote student success, you are encouraged to post at least one major course grade prior to the course withdrawal deadline.

### Assignment Submission

In this section, you should indicate the method(s) for students to submit assignments. You may want to include:

* Instructions for Webcourses@UCF submission
* Directions for submitting in-class assignments
* Guidelines for assignment formatting

### Final Exam

According to UCF policy, all courses should have a final examination or assessment and should meet during their designated final exam period. This section should include a description of the final exam format and the official [date and time](http://registrar.ucf.edu/exam) of the exam.

## Assessment and Grading Procedures

This section should include how the student will be evaluated on their achievement of the student learning outcomes. This section should also include classroom policies that may affect the students’ ability to complete the course (attendance/participation policy, make-up policy and procedures, etc.).

### Grading Methods

The grading methods section explains the overall grading scheme, which is the basis for students’ final grades. UCF policy does not standardize grading systems or scales, but individual departments may have additional recommendations or requirements. It is a good idea to address the following issues:

* Grading system (percentage- or point-based)
* [Grading scale](https://policies.ucf.edu/documents/4-402.pdf) (A plus/minus or letter-only)
* Weight of course activities (e.g., assignments, projects, exams) proportional to the final grade
* Rounding scheme for final grades
* Final examination scope (cumulative or non-cumulative)
* Test format/s
* Due dates for major assignments and/or exams

### Make-up Exams and Assignments

This section must include the policies and procedures for make-up exams and assignments, including those excused for university activities and religious observances.

Per university policy, students must be allowed to turn in make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students must also be excused from class without penalty.

The Undergraduate Catalog states, “Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays,” so individual course policies may include the following:

* Late work grade reduction policy
* Policy for documented emergencies
  + Definition of an emergency
  + Examples of emergencies and/or non-emergencies
  + Examples of documentation
* Policy/process to request an exception to the late/make up work policy
* Policy to request an extension before the due date

### Attendance/Participation

If attendance or participation is a required component of your course (i.e. it affects students’ ability to successfully complete the course), the policy should be outlined in course expectations. Course policies on attendance may include the following:

* Distinctions between excused and unexcused absences
  + Definition of an excused absence
  + Examples of excused and unexcused absences
  + Examples of documentation supporting the unexcused absence
* Policy to request an absence be excused
* Timeline to request an excuse
* Policy for university-approved absences (university activities, religious observances)
* Definition of participation
  + Examples of how students can participate (e.g., discussion contributions, clicker responses, etc.)

### Extra Credit

If you plan on assigning extra credit, you can describe it in this section. If you do not provide extra credit, you may want to indicate this.

### Grade Dissemination

To comply with the [Family Educational Rights and Privacy Act (FERPA)](http://registrar.ucf.edu/ferpa), grades must not be released to third parties, which includes posting grades by name, SSN, or UCFID. This section can indicate how you will return graded assignments to the individual student. To ensure students have prompt feedback, and knowledge of their progress, faculty members must record all grades in Webcourses@UCF and follow student data classification and security standards.

## Course Materials and Resources

Required and recommended texts and instructional materials should be reported to the bookstore 45 days in advance of the start of the semester in order to comply with Florida state law. This includes textbooks, etextbooks, coursepacks, clickers, and any other student-paid materials.

List all required or optional materials, including any required library or open-source materials that the student would have to obtain on their own. Provide the bookstore with your order for student-paid instructional materials, such as classroom response systems or online tools, via [the Adoptions Insight Portal](https://sso.bncollege.com/bes-sp/bessso/saml/ucfedu/aip/logon) or [tm327@bncollege.com](mailto:tm327@bncollege.com). Include the necessary information for students to obtain required and recommended instructional materials, whether purchased through the bookstore or accessible on campus or online.

If you’re using materials that will be hosted through Webcourses@UCF (e.g., YouTube videos, journal articles, [streaming video from the library](http://guides.ucf.edu/streaming)), you do not have to include them in your required materials. However, if you are teaching fully online, you could have students at a distance who may have difficulty accessing certain online materials. You may want to make note of these online materials in this section.

You may also want to include descriptions of your course materials, including how they relate to the course and student learning outcomes. For optional materials, describe how they will augment the students’ learning experience or facilitate their success in the course.

## Policy Statements

This section should include the required core policy statements and any policies that relate to your course. The standardized core policies are included below. Common additional policy statements are available on the [Faculty Center website](https://fctl.ucf.edu/teaching-resources/course-design/syllabus-statements/) for verbatim use or modification.

### Academic Integrity

Students should familiarize themselves with UCF’s Rules of Conduct at <<https://scai.sdes.ucf.edu/student-rules-of-conduct/>>. According to Section 1, “Academic Misconduct,” students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else’s efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor’s PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student’s own academic work.
5. Plagiarism: Using or appropriating another’s work without any indication of the source, thereby attempting to convey the impression that such work is the student’s own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

#### **Responses to Academic Dishonesty, Plagiarism, or Cheating**

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, The Golden Rule <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an “F” letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a “Z” designation on one’s transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let’s avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

#### Unauthorized Use of Websites and Internet Resources

There are many websites claiming to offer study aids to students, but in using such websites, students could find themselves in violation of academic conduct guidelines. These websites include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse the use of these products in an unethical manner, which could lead to a violation of our University’s Rules of Conduct. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity could be found in violation of academic conduct standards and could face course and/or University penalties. Please let me know if you are uncertain about the use of a website so I can determine its legitimacy.

#### Unauthorized Distribution of Class Notes

Third parties may attempt to connect with you to sell your notes and other course information from this class. Distributing course materials to a third party without my authorization is a violation of our University’s Rules of Conduct. Please be aware that such class materials that may have already been given to such third parties may contain errors, which could affect your performance or grade. Recommendations for success in this course include coming to class on a routine basis, visiting me during my office hours, connecting with the Teaching Assistant (TA), and making use of the Student Academic Resource Center (SARC), the University Writing Center (UWC), the Math Lab, etc. If a third party should contact you regarding such an offer, I would appreciate your bringing this to my attention. We all play a part in creating a course climate of integrity.

### In-Class Recording

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers is prohibited. Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct as described in the Golden Rule.

### Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

### Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

* In case of an emergency, dial 911 for assistance.
* Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide’s physical location and review the online version at <<https://centralflorida-prod.modolabs.net/student/safety/index>>.
* Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
* If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>>.
* To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on “Student Self Service” located on the left side of the screen in the toolbar, scroll down to the blue “Personal Information” heading on the Student Center screen, click on “UCF Alert”, fill out the information, including e-mail address, cell phone number, and cell phone provider, click “Apply” to save the changes, and then click “OK.”
* Students with special needs related to emergency situations should speak with their instructors outside of class.
* To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

### Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

### Title IX Policy

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/>