

Guidelines for Course Syllabi

A well-crafted syllabus benefits student and instructor alike by minimizing misunderstandings about course requirements and expectations. The syllabus provides students a clear understanding of course objectives and learning outcomes. It also offers students a roadmap for how those objectives and learning outcomes will be met. The syllabus should not only include information on course content, readings, assignments and activities, exams, and the grade weighting of course components but also should state what students are expected to learn or be able to do as a result of taking the course. Expectations should be clear, especially in terms of assignments and due dates. In extraordinary circumstances, the Office of the Provost will issue instructions on how to handle missed classes.

1. Course title/number, number of credit hours
2. Course prerequisites, corequisites, and where course fits in program of study (if applicable)
In addition to listing prerequisites and corequisites, note if the course meets a particular requirement, such as WAC (with grade of “C” or higher), Intellectual Foundations Program, required course for entry to particular program of study, etc.
3. Course logistics
 - a. Term
 - b. Notation if online course
 - c. Class location and time (if classroom-based course)
4. Instructor contact information
Instructor’s name, office address, office hours, contact telephone number, and email address
5. TA contact information (if applicable)
TA name, office address, office hours, contact telephone number, and email address
6. Course description
The course description should be consistent with the description found in the University Catalog.
7. Course objectives/student learning outcomes
Provide the students an understanding of what they will be expected to learn as a result of successfully completing the course.
8. Course evaluation method
Include a breakdown of the graded course components and their weight in determining the overall course grade (e.g. Midterm exam--20%, Essay #1--15%, Attendance and Participation--10%, etc.). If you have a policy about unexcused class absences resulting in failure in the course, clearly state your policy. Please note that the University Provost, in order to identify and assist students at academic risk, requests that courses with freshmen have graded assignments well before midterm. If applicable, also note the minimum grade required to pass the course (if not a “D-“).
9. Course grading scale (optional)

Many faculty include in their syllabi some type of grading rubric: what constitutes “A” work in the course or in particular assignments, “B” work, what constitutes a “Pass” or “Fail,” etc.

10. Policy on makeup tests, late work, and incompletes (if applicable)

If you do not accept late work or apply penalties to late work, state so. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student’s final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

11. Special course requirements (if applicable)

State if any requirements are associated with the course, such as mandatory field trips or film viewings, special fees, or purchase of course-related materials.

12. Classroom etiquette policy (if applicable)

If you have a particular policy relating to student behavior in the class, such as relating to tardiness or on the use of electronic devices in the classroom, state so here. University policy on the use of electronic devices states: “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.” Many faculty elaborate on or refine this policy to meet particular needs.

13. Disability policy statement

Suggested statement: *In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.*

14. Honor Code policy statement

Suggested statement: *Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.*

If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy.

15. Required texts/readings
16. Supplementary/recommended readings (if applicable)
17. Course topical outline, including dates for exams/quizzes, papers, completion of readings
 - Include a breakdown of topics covered (generally, by class day or by week), deadlines for course assignments/requirements, and dates of exams and quizzes.

Approved by University Faculty Senate on January 22, 2010.