UWF course identification
Course prefix and number (e.g., CHM 2045) and course title
Semester and year the course was offered using this syllabus (e.g., Spring 2012)

Instructor name(s) and contact information
Describe where and how students can contact all instructors involved in teaching the course. If possible, provide contact information for Teaching Assistants.
Instructor(s) name(s)
Office phone number
email address
URL for web site with course materials (if located on a faculty site) or URL for the eLearning log-in page if course materials are posted in eLearning

Office hours
Describe the days and times when you will be available to meet with students in your office to discuss the course or provide advising. Expectations about faculty availability during office hours vary across departments. Check with your department about the number of office hours you should schedule each week.

List of required and recommended readings
Provide complete bibliographic information for all required textbooks, including the title, author(s), publisher, edition number, publication date, and other information needed to identify the specific textbook or textbooks required for each course. Model the preferred citation style used by your discipline by formatting citations for course textbooks and readings in this publication style.

Catalog description for the course
Include the full description for the course included in the UWF academic catalog. Identify course numbers and titles of any pre-requisite or co-requisite courses.

List of student learning outcomes (SLOs) for the course
Student learning outcomes (SLOs) should be written in active language and describe student behaviors or quality of student work using language that suggests a direct measure of the learning. Direct measures based on what students say (make a classroom presentation, participate in discussions) or do (answer exam questions, write a paper, solve homework problems, design a research project, produce a creative work) can assess what students know, understand, think, or feel. The CUTLA resource page, Writing Student Learning Outcomes for Course Syllabi, describes how to write course- and program-level SLOs and includes a list of action words that will assist you in writing measurable SLOs.

Instructors tend to focus on the content of a course and neglect important disciplinary skills and attitudes when writing student learning outcomes for a syllabus. Make these implicit goals explicit by writing SLOs related to disciplinary skills (use of a specific disciplinary style for writing or other professional communication, authorship practices, laboratory procedures, studio techniques) and attitudes (professional conduct in the discipline, disciplinary habits of thinking and using evidence, values associated with disciplinary work).

Every course that is required for completion of a specific degree program should include one or more course student learning outcomes that are meaningfully related to one or more of the program-level SLOs identified for the degree program. Program-level SLOs are described in the Academic Learning
Compact (ALC) for undergraduate programs and Academic Learning Plan (ALP) for graduate programs. Instructors can also consult the curriculum map for a degree program to determine the contribution a specific course makes to the achievement of program-level SLOs for that degree program. Links to repositories for program curriculum maps are found on the ALC and ALP pages on the CUTLA web site.

Description of topics covered
Catalog descriptions for courses are frequently short and sometimes cryptic. Use this section of the syllabus to provide a more complete description of the course content.

Information about exams and grading procedures
Identify all exams, assignments, and other graded work. Describe how graded work will be weighted to determine the final grade in the course.

Course policy regarding proctored exams
For online courses and any course in which a major exam (e.g., midterm or final exams) is administered in eLearning, describe course policy regarding proctored exams. The Faculty Senate Proctoring Policy for Exams in Online Courses describes procedures that should be followed for the administration of significant exams in online courses. The policy requests that faculty include information on the course syllabus to identify specific exam dates, times, and procedures for taking the exams and the projected costs to the student associated with arranging for proctored exams (e.g., costs associated with using ProctorU for secure exam proctoring). Instructors must also post information about the use of proctored exams for students in Classmate, the online course registration system. To post information in Classmate, log into MyUWF, select the Classmate App and then click on the Syllabus/Tech Codes link under Action to open an interface for uploading your syllabus. This interface also includes drop-down menus that allow instructors to set technology codes for their course, including a code for exam proctoring.

Attendance policy for the course
Faculty may establish policies regarding attendance for their classes, but they must describe these policies in writing to students. The syllabus is a convenient place to do this. Class attendance policies must be consistent with the University Attendance Policy (quoted below). Attendance policies for General Education courses are also constrained by the General Studies Courses Attendance Policy for First Time in College (FTIC) Students, which states that “student attendance in General Studies Courses is mandatory” (AC-33.01-12/14).

Describe the procedures a student must follow to document that an absence qualifies as an “excused absence.” For example, describe when the student (or the student’s representative) must notify you and when the student must make arrangements to make up a missed exam or other assignment. Describe any documentation you require from students who request an excused absence. The Student Handbook requires students to make arrangements with their instructors for any assignments or tests that may be missed because of an excused absence before any scheduled absence for a University-sponsored event (p. 8, UWF Student Planner and Handbook PDF).

The University expects students to take full responsibility for their academic work and academic progress. To progress satisfactorily, students must meet the requirements of each course for which they are registered. Successful work depends to a large extent on regular class attendance.

Class attendance is regarded as an academic matter. Each faculty member will provide a written attendance policy to each class within the first week of classes. It is the responsibility of students to know the attendance policy of each course they are taking. Students must inform their instructor(s) of absences from classes prior to or as soon as possible after the absence. Instructors have the right to request verification for all excused absences. Students are held accountable for all assignments in each course, whether or not the assignments were announced during an absence. Faculty members must allow each student who is absent due to a reason recognized or accepted as an “excused absence,” as set forth below, the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence. The use of attendance records in grading and handling of any excuses for
absences is left to the discretion of the faculty member responsible for the course, subject to the
guidelines given below:

- Students will be excused from class to observe religious holidays of their faith. No major
test, major class event, or major University activity will be scheduled on a major religious
holiday.
- Absences for imposed legal responsibilities (e.g., jury duty, court appearance) and
military obligations will be recognized as excused absences.
- Absences resulting from participation in extracurricular activities in which students are
official representatives of the University will be recognized as excused absences.
- Absences for serious illness, death or serious illness within the student’s immediate
family or other sound reasons offered by the student may be accepted as excused
absences.

(Faculty Handbook (updated 4/2015), pp. 34-35)
UWF Catalog

The Attendance Policy for First Time in College (FTIC) Students (AC-33.01-12/14) takes
effect for General Education courses in the Fall 2015 term. See the FAQ on this policy (link
below) for suggested attendance policy statements for General Education courses.

Frequently Asked Questions on General Education Attendance Policy (PDF)

Statement about academic conduct and plagiarism

Recommended statement to include in syllabus:
The Student Code of Conduct sets forth the rules, regulations, and expected behavior of
students enrolled at the University of West Florida. Violations of any rules, regulations, or
behavioral expectations may result in a charge of violating the Student Code of Conduct. It is
the student’s responsibility to read the Student Code of Conduct and comply with these
expectations. The Academic Misconduct Policy (2009) defines various forms of academic
misconduct and describes the procedures an instructor should follow when he or she suspects
that a student has violated the Academic Misconduct Policy.

The University of Delaware Office of Student Conduct has a useful resource page on academic
honesty and disruptive classroom behavior. This page includes useful suggestions for language that
might be used on a course syllabus to describe the University policy on academic misconduct

Notify students of your intention to review student work for authenticity
with Turnitin

A notice on the course syllabus about the possible use of Turnitin or other methods for checking
authenticity of authorship can motivate students to take greater care in adhering to good authorship
practices. A "best practice" in syllabus construction is to include a statement on the course syllabus if you
intend to submit any written work by students to the Turnitin service to evaluate text for originality.
Consider including a reference to the UWF Turnitin website to inform students about how the service
works. Instructors have the right to investigate the authenticity of student work with a variety of research
tools. Consider describing other tools you might use to validate authorship of written material.

Statement about assistance for students with special needs

The Student Disability Resource Center (SDRC) requests that all instructors include the following
statement on their syllabus to inform students with special needs about how to request appropriate
accommodations.

Recommended statement to include in syllabus:
The University of West Florida supports an inclusive learning environment for all students.
If there are aspects of the instruction or design of this course that hinder your full
participation, such as time-limited exams, inaccessible web content, or the use of non-captioned
videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with the Student Disability Resource Center (SDRC) at http://uwf.edu/offices/student-disability-resource-center/forms/sdrc-forms/. Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the
Statement about assistance for students with special needs
The Student Disability Resource Center (SDRC) requests that all instructors include the following statement on their syllabus to inform students with special needs about how to request appropriate accommodations.

*Recommended statement to include in syllabus:*
The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with the Student Disability Resource Center Forms. Appropriate academic accommodations will be determined based on the documented needs of the individual. For information regarding the registration process, e-mail sdrc@uwf.edu or call 850.474.2387.

Information for course continuity following a campus emergency
The following statement may be included on the syllabus to inform students about University closures and how course work will be handled during and following an emergency or natural disaster. Some instructors develop contingency plans for personal emergencies such as onset of a serious health problem during a term.

*Recommended statement to include in syllabus:*
In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

*Weather Emergency Information*
WUWF-FM (88.1MHz) is the official information source for the University. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.

In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and MyUWF will both provide current information regarding hurricane preparation procedures, the status of classes, and the closing of the University.

Emergency plans for the University of West Florida related to inclement weather are available on the following UWF web pages:
- Hurricane preparedness
- Other emergency procedures

Components required for General Education courses
Because each course in General Education has been approved to meet specific learning outcomes associated with the General Education curriculum, the course student learning outcomes listed on the syllabus must include learning outcomes that align with the identified General Education learning outcomes and include assignments that will serve as embedded assessments for these learning outcomes. Courses must also include learning outcomes that align with the contribution the course makes to other program learning outcomes (e.g., if the course is a required course in the major). Instructors may include additional course learning outcomes that align with individual instructor learning goals.

*All courses in General Education should include the following statement on the course syllabus:*
[Course Name] is designated as a General Education course. The General Education curriculum at the University of West Florida is designed to provide a cohesive program of study that promotes the development of a broadly educated person and provides the knowledge and skills needed to succeed in university studies. This course has been approved as meeting your requirement in the [Name of Area] area. The major General Education learning outcomes for this course are [Domain Name 1] and [Domain Name 2]. If you are interested in a major in [your academic program] you should contact the [your academic department] at [department main phone number]. If you are undecided about your major you should contact your academic advisor or the Career Center at 850-474-2254.

An instructor teaching a course in General Psychology, for example, would edit this paragraph as follows:

General Psychology is designated as a General Education course. The General Education curriculum at the University of West Florida is designed to provide a cohesive program of study that promotes the development of a broadly educated person and provides the knowledge and skills needed to succeed in university studies. This course has been approved as meeting your requirement in the Behavioral area. The major General Education learning outcomes for this course are Analysis/Evaluation and Ethical Reasoning. If you are interested in a major in psychology you should contact the Psychology Department at 850-474-2364. If you are undecided about your major you should contact your academic advisor or the Career Center at 850-474-2254.

The Attendance Policy for First Time in College (FTIC) Students (AC-33.01-12/14) takes effect for General Education courses in the Fall 2015 term. See the FAQ on this policy (link below) for suggested attendance policy statements for General Education courses.

Frequently Asked Questions on General Education Attendance Policy (PDF)

Calendar of important events

Provide a calendar of dates for scheduled exams and due dates for other graded assignments. Instructors can give themselves flexibility by identifying a range of dates as the tentative scheduling window for a major exam or indicate that specific dates are subject to change.