

UHD faculty are encouraged to create comprehensive syllabi for their courses. A comprehensive syllabus sets the tone for the course, tells your learners what/when/how they will learn the material, communicates what they should do to succeed, and attempts to clear up any confusion with regards to course and university policies.

This template originally prepared by the UHD Online Taskforce and updated in August 2021 by the Office of the Provost provides detailed instructions for each section of the syllabus. Additionally, you may find the following resources helpful:

- [Tips on creating an effective syllabus](#)
- UHD Policy on Course Syllabi ([PS 03.A.29](#))
- Example of Syllabus using this template (Link to be provided)



Indicates a **Required Section**



Indicates an **Optional Best Practice**



The items below are required by policy: “course name and number, the number of semester credit hours, the semester and year in which the course is being offered”

**WELCOME TO**  
**[COURSE TITLE AND CRN NUMBER]**  
[SEMESTER CREDIT HOURS]  
[SEMESTER/YEAR]



Provide basic contact information. All faculty must have specific office hours. Clarify if office hours are virtual, by appointment, etc. Note that simply stating the office hours does not give students much incentive to show up to them. Briefly outline the purpose of office hours: Why should students show up? What are the benefits? Consider informing students what to do if they do not receive a reply within the stated time window.

**Instructor:**

**Email:**

**Office:**

**Office Telephone:**

**Office Hours:**

**Class Location: [Zoom Meeting Room or BB or Classroom]**

My preferred method of contact is \_\_\_\_\_. Responses to messages received will be sent within 24-48 hours. However, please note that emails sent over the weekend may not receive a reply until the next business day. It is important to plan accordingly.

Gatormail is the official student email of UHD. All email correspondence from you and to you will occur using your Gatormail account.

### Course Description:



Provide the official course description from the [UHD course catalog](#) (must not be edited)

### Prerequisites:



List any formal prerequisites as specified in the [UHD course catalog](#). No additional prerequisites can be required.

### Learning Objectives:



Be sure to use the official learning outcomes, as approved by UCC: typically 3-5 outcomes that are not to be changed for a specific section. Under certain specific circumstances (e.g., a Service Learning course), outcomes can be added (but not subtracted).

By the end of this course, students will:

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### Textbook & Course Materials:



Include details such as full name of textbook, author(s), publication year, edition, ISBN, and where it can be purchased. List them in the same citation format required in your course/discipline (e.g., APA). It is helpful to students if you include a picture of the textbook cover, so they get the right edition. Indicate whether your course uses OER (open-access) materials. Books for every class should be ordered through Follett. Include the link in this section.

Include any details on required online solutions or publisher materials (e.g., Connect). Explain how to access them and include links to tech support.

This section must also include any required activities or test proctoring that may involve additional cost to students.

## Required Text(s):

[Search the UHD Library](#) to see if they have your course materials or contact them through [Ask a Librarian](#).

## Recommended (Optional) Readings:



Include details such as full name of textbook, author(s), publication year, edition, ISBN, and where it can be purchased. List them in the same citation format required in your course/discipline (e.g., APA).

## Required Technology:



Use this section to clarify what equipment is needed for online learning, particularly for your class. The guidelines below are consistent with recommendations from UHD's Teaching Technology and Learning Center (TTLIC). Providing this information will reduce the number of technology challenges

To succeed at online courses at UHD, students will need a desktop or laptop computer running an up to date Windows or macOS operating system, using the latest Firefox or Chrome browsers. A built-in or add-on webcam is also often required in certain courses where multimedia tools (Zoom, VoiceThread, etc.) and/or exam proctoring tools (Lockdown Browser, Monitor, etc.) are used. Chromebooks are not compatible with test proctoring tools such as ProctorU or Lockdown Browser. While the Blackboard App can be helpful for some course features, we recommend not using it for graded activities.

To avoid being booted from your connection at critical moments, students are encouraged to access courses, in particular exams, on a computer that's hardwired to the Internet router (via Ethernet using a Cat 5 or Cat 6 cable) as opposed to depending on Wi-Fi. Additionally, certain courses will require additional software downloads and installs, so the student will need a machine with permission to do that. For more information on taking Blackboard tests, see [this guide](#).

## Course Format:



What does Online mean in your class? What are the asynchronous components? What are the synchronous components? Is there an alternative if they cannot attend? What percentage of time are you expected to complete on your own versus live sessions?

Students new to online may find these resources particularly valuable to determine your readiness for and understand general expectations in an online course:

- **Online Readiness Self-Assessment ([Link](#)):** Complete this self-assessment to receive specific feedback based on a student's individual needs. This self-assessment has 22 questions, and it shouldn't take more than a few minutes for you to complete.
- **Realistic Preview of Online Learning ([Video](#)):** In this brief video, hear from UHD students on what to expect in an online class and how to overcome common challenges.

- **Blackboard Orientation:** After logging into Blackboard, students can complete an orientation on the foundations of Blackboard.

### Teaching Philosophy:



Share your teaching philosophy with students allows them to see the type of learning environment you are hoping to create. This is the place for you to explain to your students why you do what you do. For example, if your teaching involves discussion or problem-solving activities, explain what you hope to achieve.

### Course Requirements:



Define and specify whatever tasks and assignments students will need to do to successfully complete the course. If you do not explain the assignments in detail here, consider adding language like the following to this section: **“Do not submit work for a grade using only the information in this syllabus. Detailed instructions for each assignments will be provided ahead of time.”**

If you are using tests, explain: How are tests conducted? How do you proctor to prevent cheating and create a comfortable testing environment? Are tests open-book? If students are required to visit a testing center (UHD or otherwise), what contact information can you provide and what are the hours?

Consider the tone and language of this section. Maintain a positive encouraging tone and be mindful of using ALL CAPS or having too much underlined, Bold, or Red text.

### Grading Scale:



Clarify what constitutes a grade of A, B, C, etc. Are you using a 1000 point system or weighted average?

### Course Objectives Mapping:



Course objectives mapping is a pedagogical best practice. It shows students the learning purpose of activities and assessments. Provide examples of how you will be measuring their achievement of each stated learning objectives (LOs) of the course. It can be in narrative format or a table showing how assessments tie to each LO. As you complete this section, consider:

- Are my assessment methods diversified enough to consider and take advantage of learner diversity?
- Am I choosing the best methods to assess a given learning outcome?
- Are my learners already familiar with the kind of assessments and assignments found in this course?

Learning Objectives	Activities/Assessments
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[the knowledge/skills students are expected to demonstrate]

[an evaluated activity used to determine the extent to which the stated outcome has been mastered by students]

### Course Policies & Procedures:



UHD's syllabus policy requires all syllabi to include class policies "that might have a significant impact on a student's performance". However, specific policies are not identified and may depend on the course. Below we provide sample course policies to include.

### Late Work:



How do you handle late work? Explain if you accept late work, percentage of points lost, etc.

### Make-Up Exams:



Do you offer make-up exams? If so, what is the format and process for requesting a make-up?

### Feedback & Grading Policy:



What feedback can students expect from you on assignments? What is your turnaround time on provided grades and feedback? What should students do with the feedback?

What is the procedure if a learner feels there was an error in grading or wants to appeal? Are there opportunities to resubmit assignments for a better grade? Do you use rubrics?

It is recommended to remind students here that "Any correspondence regarding your participation or grades can only be sent to your Gatormail".

### Participation Policy:



How should students participate and be "present" in your course? How often should students login? If there are synchronous components, discuss expectations regarding absences and engagement.



The statement below is required by the Provost's Office. These statements should be listed verbatim without edits.

Your failure to engage course material or make contact with faculty to adequately explain your absence by the 10th class calendar day of the semester will result in your being administratively dropped from this course. Being dropped from this course may affect your enrollment status and/or your financial aid eligibility.

### Strategies for Student Success:



Describe the characteristics of a successful student in this course. List relevant student services provided by the University or your College that aid them in doing so. Examples include: Reading & Writing Center, Math & Stat Center, Supplemental Instruction, Library, Career Development Center, Student Counseling Services. How would students benefit from any of these services, and what impact would it have on their success in the course?

### Student Challenges & Emergencies:



Address what a student should do in case of any emergency or challenge with personal matters that impact their ability to succeed in the course. Be prepared to refer students to appropriate UHD services such as Student Counseling, Registrar, Financial Aid, etc. Retention is everyone's job and we treat students holistically. Consider whether an incomplete is warranted.

### Class Cancellations, University Closures, and Natural Disaster:



How will students be notified of any class cancellations? How will university closures be addressed? See the common syllabus language referenced below for general content here.



You must link to and reference *or* include the content from the Common Course Syllabus language found on the UHD website for "syllabus resources." This includes statements maintained by the Office of the Provost on the following areas: Responses to University-Wide Disruptions, COVID Exposure or Diagnosis, Safety Precautions, Student Support Services, Student Counseling Services, Accessibility and Statement of Reasonable Accommodations, Technology Requirements, Testing and Final Exams, Use of Blackboard, Canvas, and Zoom, Recording of Class Sessions, Academic Honesty, Proctoring

### End-of-Course Student Surveys (IDEA):



It is helpful to inform students about the course evaluation process at the outset, letting them know how valuable their feedback is. Sample wording may include "During the last week of the course, you will be asked to complete an end of course survey. Your thoughtful and honest responses to the survey are extremely important. We learn best what works, and what doesn't, by listening to our students. The survey is your chance to help us improve."

### Syllabus Subject to Change:

This syllabus is tentative and subject to change. Changes, if any, will be announced in writing.

### Course Calendar:



Provide a course calendar that list what needs to be done each week, including deadlines for each assignment and activity. Use a table format to make the class schedule easy to read. In addition to the syllabus, we recommend posting the calendar separately on Blackboard in an easy to find location.

The Course calendar below contains only the general outline of the activities and assignments that you are responsible for each week. Specific instructions for each week are provided in Blackboard.

Week	Dates	Topics/Readings	Activities	Assignments/Tests due
1				
2				