Requirements for Course Syllabi, College of Liberal Arts and Sciences

The LAS Committee on Courses and Curricula requires that faculty submitting new courses/course revisions for approval include course syllabi that include **all** the following elements, and that are written with a student audience in mind:

- Course rubric, number, title, and number of credits (if differential credit, also indicate). Including a statement on the approximate number of hours that students are expected to commit each week to complete the instructional activities of the course (i.e., readings, engagement with other students, etc.). Please see the Provost's page on assigning credit hours.

  - If differential credit is offered (i.e., 3 hours of undergrad, 4 hours for graduate) articulate the additional amount of work that graduate students need to complete to attain the additional credit.

- The instructor's name, office location, and contact information

- A brief description of the course that expands on the catalog description (this should include main goals of the course, its focus, and the general topics or skills that will be covered).

- Notation of any pre-requisites, as well as requirements the course meets (Gen Ed, major/minor requirement, other).

- Frequency and duration of class meetings (e.g., MWF 10:00-10:50 AM, TR 8:00-9:15 AM).

  - See the Campus Administrative Manual for standard teaching times.

- A list of required and, if applicable, recommended course texts with complete information such as author(s), publisher, date of publication, plus where to obtain texts (including any found online or on Canvas).

- A list of at least 3 Student Learning Outcomes (SLOs). For Gen Ed courses, consider keying to the specific Gen Ed requirement; for courses in the major, to major program goals.

  - For more information about SLOs see the Provost's webpage: https://provost.illinois.edu/assessment/learning-outcomes-assessment/resources/

  - General Education Learning Outcomes: https://gened.illinois.edu/learning-outcomes/

- A semester-long Course Calendar that includes course topics by day/date, daily readings and assignments, and due dates.

- **Grading:** Please include (1) Course and assignment grading policies and breakdown of final grade (e.g., Papers 40%, Exams 40%, Group Presentation 20%) and (2) a grading scale (percentages or points and letter grade range equivalents, including decimals if needed).

- A brief description of all major assignments, including length, scope, and basic requirements for each.

- A course attendance policy, including instructor's policies on late work, makeup exams, etc. If attendance and/or participation are part of the course grade, please indicate how that will be assessed. Here is the campus policy on attendance.

- A statement on Academic Integrity, which may refer to the student code only or may include additional direction beyond this.

  - If applicable to your course, you may wish to consider an AI policy as well. Generative AI Implications for Teaching & Learning

- A statement for students who need disability accommodations (e.g., " The University of Illinois is committed to ensuring that all students, including those with disabilities, do not experience barriers to learning and participating fully in class. If you have a letter of accommodation from DRES and have not already given it to me, please do so as soon as possible to ensure your accommodation needs are met. To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 333-1970, email: disability@illinois.edu, or go to the DRES website.").

Additional Resources:
- Guidelines to the Organization and Contents of a Syllabus: https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/creating-a-syllabus
- General Education Syllabi Requirements: https://uofi.app.box.com/s/e4uvwfyecc496r4ptxtpcm1zkwkb1w81/folder/280912708625
- Example formats and exemplary language approved by campus offices for syllabi components can be found here.
- For **Graduate Courses** (400 and 500-level) recommendations for:
  - Syllabi: https://www.grad.illinois.edu/faculty-staff/program-development/recommendations-syllabi
  - Development of courses: https://www.grad.illinois.edu/faculty-staff/program-development/developing-graduate-programs-and-courses
  - Guidelines for Participation grades: https://www.grad.illinois.edu/faculty-staff/program-development/developing-graduate-programs-and-courses
- For Online Courses:
  - Please review the LAS Online guidelines & policies found here: https://lasonline.illinois.edu/faculty/las-online-policies-guidelines These include statements about proctoring/identity verification.
  - Encouraged statements by ATLAS for inclusion in syllabi of online courses:
    - Learning activities can vary depending on the course, so instructors may adjust the language and hours in the statements below based on the specific content of the course being proposed.

Undergraduate, 4-week, 3-credit-hour Online Course

XXX ### is an online, undergraduate-level, 4-week, 3-credit hour course. The student is expected to devote 48 hours per week learning the topics of the course through video lectures and readings, and 24 additional hours per week on homework assignments and class projects. The instructor will be available for consultation online and/or face-to-face for students and instructors who may be on campus.

Undergraduate, 8-week, 3-credit-hour Online Course

XXX ### is an online, undergraduate-level, 8-week, 3-credit hour course. The student is expected to devote 6 hours per week learning the topics of the course through video lectures and readings, and 12 additional hours per week on homework assignments and class projects. The instructor will be available for consultation online and/or face-to-face for students and instructors who may be on campus.

Undergraduate, 16-week, 3-credit-hour Online Course

XXX ### is an online, undergraduate-level, 16-week, 3-credit hour course. The student is expected to devote 3 hours per week learning the topics of the course through video lectures and readings, and 6 additional hours per week on homework assignments and class projects. The instructor will be available for consultation online and/or face-to-face for students and instructors who may be on campus.

Graduate, 8-week, 4-credit-hour Online Course

XXX ### is an online, graduate-level, 4-credit course. In a graduate-level, 4-credit course, the student should be expected to devote 8 hours per week learning the advanced topics of this course (through video lectures and readings), and 16 additional hours per week on homework assignments and class projects. The instructor will be available for consultation online and/or face-to-face for students and instructors who may be on campus.

Graduate, 16-week, 4-credit-hour Online Course

XXX ### is an online, graduate-level, 4-credit course. In a graduate-level, 4-credit course, the student should be expected to devote 4 hours per week learning the advanced topics of this course (through video lectures and readings), and 8 additional hours per week on homework assignments and class projects. The instructor will be available for consultation online and/or face-to-face for students and instructors who may be on campus.