



University Policy Statement

UPS 300.004

POLICY ON SYLLABI

I. GENERAL GUIDELINES

A syllabus should provide a clear guide to the course. It shall be a normal and reasonable duty of each faculty member to provide syllabi in accordance with provisions laid out in this document.

Students shall be provided with an ADA accessible syllabus in the form of a digital document, which shall be posted on the University Learning Management System.

The instructor should provide this document preferably by the first day of class and shall post it no later than the end of the first full week of classes in fall and spring semesters. In winter and summer session instructor shall provide this document by the first day of class.

An accessible syllabus template and sample syllabi are available at the Faculty Development Center website. The Office of Undergraduate Academic Programs is responsible for their content.

A copy of the accessible syllabus shall also be provided to the head of the academic unit or designee no later than the end of the first week of classes.

Syllabi shall be compatible with the description in the course catalog.

Faculty shall not be bound to adhere to their syllabus calendar on a strict day-to-day basis but should follow it as much as is reasonably possible.

After distribution of syllabi to students, major assignment or course requirement changes (e.g., additional term papers or examinations) must be announced to students with a reasonable timetable for completion.

II. INFORMATION TO BE INCLUDED IN SYLLABI

At a minimum, syllabi shall give the following detailed information:

1. Faculty information to include office location, telephone number(s), e-mail address, and office hours, how quickly the instructor will respond to e-mail questions or LMS chat;
2. Course information to include course name, course number, course description, course modality (in-person, hybrid, or fully online), meeting times and dates with modality, course student learning outcomes (SLOs), required course materials and equipment, and a calendar of topics with assigned readings or other materials for all instructional weeks (weeks 1-15 for

fall and spring semesters) plus the final exam week (week 16). Note that lecture, seminar and discussion courses require fifteen weeks of instruction and a final exam and/or culminating activity during week sixteen (see UPS 300.005). All other courses require fifteen weeks of instruction and may have a final exam and/or culminating activity during week sixteen. Course calendars shall reflect these requirements.

3. Grading policy, standards and criteria to include
 - a. attendance policy (if any);
 - b. examination dates if applicable (see also UPS 300.005);
 - c. "make up" and late submission policy;
 - d. the grading scale which includes a clear indication of +/- grading will be used;
 - e. description of how student work will be authenticated where relevant;
 - f. penalties for academic dishonesty (group/individual); and
 - g. whether there are extra credit options. Such options shall be available to all students;
4. Required course assignments (e. g., activities, papers, projects), including relevant information (due dates, group/individual);
5. Procedures for reporting and documenting technical problems that prevent submission of work and alternative options for submitting work when relevant;
6. Technical competencies and resources required beyond those expected of all students (see also III);
7. The instructors' policies and expectations about students' use of Generative Artificial Intelligence (GAI) tools and other emergent technologies.
8. For courses that meet General Education (GE) requirements (see UPS 411.201):
 - a. A statement of the specific GE requirement(s) that the course meets;
 - b. A statement that the course meets the GE writing requirement and an explanation of the way in which the GE writing requirement shall be met and assessed.
 - c. A statement that for courses in Oral Communication (A.1), Written Communication (A.2), Critical Thinking (A.3) and Mathematics/Quantitative Reasoning (B.4) "A grade of "C-" (1.7) or better is required to meet this General Education requirement. A grade of "D+" (1.3) or below will not satisfy this General Education requirement." Courses in all other GE categories (including Overlay Z) shall include a statement that "A grade of D (1.0) or higher is required to meet this General Education requirement. A grade of D- (0.7) or below will not satisfy this General Education requirement.";
9. A link to a webpage to be provided by FDC: Suggested text in the syllabus: Please see the website for important additional information.

III. WEBPAGE WITH STUDENT RESOURCES

A webpage linking to important student resources shall be established and maintained by the Provost and Vice President for Academic Affairs or Designee. The website address will be provided by FDC. Whenever possible, this website address shall not change.

This webpage should contain links to the following:

1. A list of university learning goals and program learning outcomes;
2. A list of the learning objectives for each GE category;
3. Appropriate online behavior (“Netiquette”);
4. Students’ rights to accommodations for documented special needs;
5. Campus student support resources, including Counseling & Psychological Services; Title IX and Gender Equity; Diversity Initiatives and Resource Centers; and Basic Needs Services;
6. Academic integrity (see UPS 300.021);
7. Actions students should take in an emergency;
8. Information pertaining to the Library services;
9. Student Information Technology Services, including information about technical competencies and resources required of all students; and
10. Software privacy and accessibility statements.

IV. INFORMATION RECOMMENDED FOR INCLUSION IN SYLLABI

Faculty members are also recommended to specify instructor classroom management procedures (if any). Instructors have the authority and discretion to set classroom expectations to foster student learning. For example, instructors may specify expectations regarding classroom participation, entering/exiting class during the class period, student seating, the use of electronic devices, or other behaviors.

Because CSUF values diversity in culture, world views, experiences, pedagogies and epistemologies faculty members are also encouraged to include an accessibility statement, a diversity statement (see also UPS 100.007), and a land acknowledgment statement (see link on the syllabus template on the Faculty Development Center page).

Source: University Curriculum Committee

EFFECTIVE DATE: November 5, 2025

Supersedes: UPS 300.004 dated 2-9-2023
and ASD 22-114