



Office of the Provost

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Course Syllabus Policy

All courses at Loyola University Chicago (LUC) should have a syllabus that includes the minimum required information described in this policy. This policy governs all courses for academic credit at LUC. Faculty are encouraged to upload syllabi to [Simple Syllabus](#) no later than the Friday before classes start each term. Syllabi *must* be uploaded to Simple Syllabus no later than the first class, and reviewed directly with students during the first week of class.

This policy does not prescribe a specific template or format for syllabi. Individual instructors may choose to add other course specific information as desired. How the required information is presented may vary by academic unit and/or by instructor. In addition to the minimum required syllabus components described here, many instructors also find it useful to include information or guidance on a range of other topics. Academic units may require consistent syllabi across multiple sections of a course, inclusion of additional components, or templates.

To supplement this policy, please refer to the following resources for recommended syllabus components and additional considerations for syllabus design:

- [Faculty Center for Ignatian Pedagogy: Syllabus Design](#)
- [Office of Online Learning \(OOL\): Syllabus Guidelines](#)

Definitions

Syllabus

A document (electronic or printed) that provides students with information about course expectations and requirements important for their successful completion of the course, as well as information about the instructor and their plans for content delivery and assessment.

Academic Unit

The department, program, college, school, or center within which a course is offered. Academic unit policies often govern course syllabi, and consultation and coordination may be required between faculty offering multiple sections of classes.

Course

A specific and discrete educational experience in which students register (nearly always for academic credit) and that is designed to advance student knowledge, ability, skill, and/or disposition toward defined educational outcomes.

Modality

The mode by which a section of a course is taught by faculty and experienced by students. Common modes include: 100% in person, 100% online (synchronous or asynchronous), or a hybrid (in person and online to various extents).

Requirements

1. All courses must share a syllabus with students prior to the start of class.
2. Syllabi must be uploaded to [Simple Syllabus](#) no later than the Friday before classes start each term.
3. All course syllabi should, at a minimum, contain the following information:
 - a. **Course Information**
 - i. Course name and description (from LOCUS)
 - ii. Program/number/section (e.g., ECON 201-001)
 - iii. Course meeting time(s) [if applicable]
 - iv. Location [if applicable]
 - v. Pre-requisites/Co-requisites [if applicable]
 - vi. University requirements fulfilled (e.g., Engaged Learning, Writing Intensive) [if applicable]
 - b. **Instructor Information**
 - i. Instructor name (including TA, if applicable)
 - ii. Where, when, and how to contact the instructor
 - iii. Office hours for the term. All faculty members are responsible for holding regular office hours. Individual academic units may set policies for minimum office hours and modality of office hours.
 - c. **Learning**
 - i. List course learning outcomes, objectives, and/or competencies¹
 - ii. Brief description of learning activities planned to achieve those outcomes, objectives and/or competencies (e.g., lecture, small group projects, readings and discussion, class presentations)
 - iii. A timeline that the instructor sets that describes the overall organization of the course, as well as when readings, assignments, and assessments will occur
 - d. **Information about Academic Integrity**
 - i. Link to the University Policy posted in the [Undergraduate Academic Standards and Regulations](#). Please open the foldout for the third item, "Academic Integrity."
 - e. **Required Materials, and/or Equipment**
 - i. Textbooks and/or course texts
 - ii. Other materials and/or equipment, as well as whether they must be purchased or will be provided (e.g., calculators, art supplies, lab safety equipment, medical

¹ Each section of a course must have the same course learning outcomes. Combined course sections (e.g., those taught as 300/400 level) must have a separate syllabus for each level, and the syllabuses must have different objectives and assignments of appropriate rigor.

equipment, hardware requirements, software access, virtual proctoring requirements, digital storage devices, special clothing, musical instruments)

f. Evaluation and Grading

- i. List of components on which students will be evaluated (e.g., exams, projects, essays, participation, presentations)
- ii. Grading scheme(s) and / or rubrics governing the course
- iii. Policy on late or missing work/exams
- iv. Policy on missed classes and/or tardiness, including penalties [if applicable]²

g. Attendance

- i. Expectations for student attendance / presence in the course
- ii. [Statement](#) about the observation of [religious holidays](#)

h. Information about Accessibility Support

- i. Insert and/or link to the [SAC \(Student Accessibility Center\) Recommended Syllabus Statement](#).

i. Information about Title IX

- i. Insert and/or link to the [Office for Equity & Compliance's recommended syllabus language](#)

Last edited December 2024

² If faculty attendance policies require documentation for absences, faculty will set the specifications for how these will be employed in their syllabus. Faculty may not demand protected health information from a student. Please note, the Wellness Center does not provide written excuses for students who are experiencing health issues. It will, however, provide an appointment card, which details the date and time of a visit to the center.