(Insert Name of Course)

The University of Toledo

(Insert Department, Program and/or College) (REQUIRED)
(Insert Alpha Course Identifier, Course Registration Number (CRN) and Section) (REQUIRED)

| Name:          | (Insert Instructor Name) |
| Email:         | (Insert UT Email Address) |
| Office Hours:  | (Insert Availability)    |
| Office Location: | (Insert Office Address) |
| Instructor Phone: | (Insert Phone Number) |
| Offered:       | (Insert Term and Year)   |
| Class Location: | (Insert Class Room Number and Building) |
| Class Day/Time: | (Insert Course Schedule) |
| Lab Location:  | (Insert Class Room Number and Building, if applicable) |
| Lab Day/Time:  | (Insert Lab Schedule, if applicable) |
| Credit Hours:  | (Insert Number)           |

CATALOG/COURSE DESCRIPTION (REQUIRED)

(Insert course description as provided in The University of Toledo course catalog)

COURSE STATEMENT
(Insert personal statement about course)

STUDENT LEARNING OUTCOMES (REQUIRED)
(Insert Student Learning Outcomes; include OTM, TAG and CTAGs if applicable; insert General Education Statement if applicable)

PHILOSOPHY OF TEACHING (TEACHING METHODOLOGY)
(Insert information about your teaching methodology, i.e. “This is an active learning course that will require students to be fully engaged...”). You It will also be beneficial to students if you align course outcomes with teaching and assessment methods) will be structured and achieved; identify the delivery modalities (face-to-face, online or blended), modes of communication and the learning activities that will be used

PREREQUISITES AND COREQUISITES (REQUIRED)
(List any prerequisite or corequisite courses required by the university and/or program http://www.utoledo.edu/catalog/pdf/COURSE%20DESCRIPTIONS_AY2014-2015_%20updated%2013_2014.pdf; if there are no prerequisite or corequisite courses required (see catalog) type “None”)

REQUIRED INSTRUCTIONAL MATERIALS (TEXTS AND ANCILLARY MATERIALS) (REQUIRED)
(Provide complete citations for each instructional material used including author, title, publisher, edition and copyright year for all books and ancillary, recommended, optional, or supplemental materials printed and electronic. If your course is OTM/TAG, or CTAG be sure to also include ISBN numbers).

TECHNOLOGY EXPECTATIONS
(Insert specifics about any technology requirements for the course, i.e., clicker, computer, iPad, etc. You will also want to include any applications students will be required to use in class, i.e., ALEKS, PowerPoint, Keynote, Photoshop, SPSS, etc.). If there are no technology requirements, you can type “None” or eliminate this section from your syllabus.)
UNIVERSITY POLICIES (REQUIRED AS IS)

(Insert the following: Policy Statement on Non-Discrimination on the basis of Disability (ADA)
The University is an equal opportunity educational institution. Please read The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.)

Academic Accommodations (REQUIRED AS IS)

(Insert the following: The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.)

ACADEMIC POLICIES

(Provide details regarding academic policies the student is expected to adhere to in your course; policies may include student conduct, academic dishonesty, missed class policy, student grievances, etc.)

COURSE EXPECTATIONS

(Insert a clear explanation of any and all course expectations you have. For example, parameters on class start times (tardiness); are late assignments accepted and if so under what circumstances, will late assignments be given full credit, is there extra credit, participation and attendance expectations, etc.)

OVERVIEW OF COURSE GRADE ASSIGNMENT (REQUIRED)

(Insert detailed information on how students will be evaluated and assessed a grade in the course. Clarify how you will assign grades, i.e., through letter grades and percentages, if you use a point system provide the grade equivalency. Explain the weight of each course assignment/exercise and/or exam and outline specifics about how attendance, effort and participation are calculated if applicable. Also include expectations on assignment submissions, i.e., late assignments will be accepted with a reduction in points. This section may also include specifics regarding grade related policies provided through the University, i.e., Incomplete or progress grades.)

Midterm Grading
Include a statement regarding how midterm grades will be calculated and why they are important.

Final Grading
Define the grading scale for your course.

COURSE GUIDELINES

(Insert specific information pertaining to your course requirements, i.e., communication requirements (office hours, before or after class, by email or phone). You may also want to share course expectations regarding acceptable in-class behavior and/or electronic communications, i.e., expectations for communicating via blogs, wikis, and/or other online discussion boards/resources. You may also want to include information regarding turnaround time for assignments, feedback and grades.)

ACADEMIC SUPPORT SERVICES

(Insert information on how the institution’s academic support services such as the Learning Enhancement Center, the Counseling Center, Disability Services Office, etc. can assist in their academic success. Be sure to include information on how to contact these offices.)
SAFETY AND HEALTH SERVICES FOR UT STUDENTS
(Insert information about various safety and health services available to UT students. To add a comprehensive list of these, the following link can be added to your syllabus (http://www.utoledo.edu/offices/provost/utc/docs/CampusHealthSafetyContacts.pdf); otherwise, please review the list of resources provided and choose specific contact information to add to your syllabus.)

COURSE SCHEDULE (REQUIRED)
(Insert a detailed course schedule/calendar that (1) includes weekly topics; (2) aligns the topic to be covered with the student learning outcome; and (3) describes in detail how you will assess student learning.)