



Online Syllabus Guidelines & Examples

The Online Syllabus Template and Online Syllabus Guidelines & Examples provide critical information for faculty developing online course syllabi. The guidelines were designed to accompany the template in an effort to provide additional information and examples for instructors at the University of Toledo.

The information provided on the template is either “REQUIRED” or recommended based on Best Practices in post-secondary education pedagogy and the Quality Matters Higher Education Rubric – a set of standards for the design of online and blended courses. While faculty are not required to use the syllabus template, the sections marked as “REQUIRED” must be on every University of Toledo course syllabus to meet University, state and/or federal requirements.

For additional information or assistance with online syllabus development, please contact your [instructional designer](#). Thank you!

(Insert Name of Course)

The University of Toledo

(Insert Department, Program, or College)*

(Insert Alpha Course Identifier, Course Registration Number, and Section)*

Instructor:	(Insert Instructor Name)*	Offered:	(Insert Term and Year)*
Email:	(Insert UT Email Address)*	Course Website:	Blackboard Learn
Office Hours:	(Insert Availability/By Appointment)*	Class Location:	Blackboard Learn
Office Location:	(Insert Office Address)*	Credit Hours:	(Insert Number)*
Instructor Phone:	(Insert Phone Number)*		

*The Ohio Department of Higher Education, Ohio Revised Code (3333.04) and/or the Higher Learning Commission require all of the information in the section above to be on all course syllabi.

CATALOG/COURSE DESCRIPTION*

The Ohio Department of Education requires the course/catalog description, as published in [The University of Toledo Course Catalog](#), is on every syllabus. (QM Standard 1.2)

COURSE OVERVIEW

The Course Overview is not a required section of a university syllabus. However, many instructors use it to provide a short description that will help learners to understand the purpose of the course (QM Standard 1.2). An example is provided below.

Course Overview Example

Welcome to Human Geography. I hope you enjoy this course and find the topics we cover to be applicable to your lives.

This course has 3 basic goals:

1. to introduce you to the range of subject matter that forms the sub-field of human geography;
2. to introduce you to the manner in which human geographers study the subject matter; and
3. to understand the position and contributions of human geography within the sweep of academic disciplines, but particularly in the social sciences

* Required



A wide range of subjects that may, at first, seem unrelated characterize human Geography. We will explore such subjects as population, migration, religion, agriculture, industry and urbanization. You will find that it is often not the subjects we study that bind human geography together, but in fact, the manner in which we study them.

STUDENT LEARNING OUTCOMES*

The Higher Learning Commission and several other program accreditations require Student Learning Outcomes to be on all syllabi. Student learning outcomes describe exactly what students will achieve (will be able to do) upon successful completion of the course and serve as the “measures” instructors will use to evaluate student mastery of content and attainment of knowledge in the course (QM Standard 2.1). Student Learning Outcomes (SLOs) should begin with action verbs (appropriate and varying levels of Bloom’s Taxonomy) (QM Standard 2.5) and be written in explicit, observable and measurable terms (QM Standard 2.3). Please note, the word outcome and objective are often used interchangeably. Examples of well-written SLOs are provided below. For assistance writing SLO’s for online courses, please contact your [instructional designer](#).

SLO Example

Upon completion of this course, the student will be able to:

1. Distinguish between science and pseudo-science when...
2. Identify ethical and non-ethical choices used in...
3. Apply ethical reasoning when constructing arguments for...
4. Formulate strategies to locate and evaluate secondary resources for...
5. Construct arguments using ethical principles to...

General Education Courses

If your course is part of our institutional Core Curriculum (General Education) you need to include a statement noting that the course fulfills the university requirement for general education and identify the specific general education discipline area it fulfills. An example of this is provided below.

Core Curriculum (General Education) Course Requirement Example: This course is part of our institutional General Education Program and supports the general education outcomes Communication and Information Literacy.

Student Learning Outcomes and State Initiatives

1. ***Ohio Transfer Module Courses (OTM):*** If your course is designated as an OTM course you must include or parallel the core SLOs required by the state. You can have additional SLOs but must have the specific OTM SLOs. Please use the following Ohio Board of Regents (OBOR) link for additional information regarding the required [OTM learning outcomes](#).
2. ***Transfer Assurance Guidelines (TAGs):*** If your course is part of a major field of study and identified as one that follows the TAG requirements you must include SLOs that are consistent with the individual course descriptions provided for each transferable course in an area of study. Please see the following OBOR link for [TAG Guidelines and course descriptions](#).
3. ***Career and Technical Assurance Guidelines (CTAG):*** If your course is identified as one eligible for transfer as part of the CTAGs you must include the learning outcomes that have been identified for courses in your specific discipline. Please use the following OBOR link for additional information regarding [CTAG required learning outcomes](#).



TEACHING METHODOLOGY

This is not a required element of the syllabus, but many faculty choose to include information on what makes the course unique, what it aims to do, how the course is organized (QM Standard 1.2), what teaching strategies will be used, and how grades will be achieved. A sample statement is provided below.

Teaching Methodology Example

This fully online course is designed to stimulate student learning through the web-based delivery of readings, video, and audio, as well as collaborative activities involving asynchronous discussion and group projects. No on-campus meetings will be required.

WORKWEEK

This is not a required element of the syllabus, but it is highly recommended for online courses to provide specifics about when the workweek begins and ends (QM Standard 1.2). An example is provided below.

Workweek Example

In this fully online course, weeks run from Mondays through Sundays: specifically, they begin at 12:01AM Monday morning and end at 11:59 PM on Sunday night. All assigned work for any week is to be completed by the end of Sunday in that week. The materials for any week will be posted by Monday morning of that week, if not earlier, under the appropriate folder. Begin each week on Monday by checking the schedule and then viewing the content for the week under Weekly Content.

PREREQUISITES AND COREQUISITES*

Use the university course descriptions, associated with [The University of Toledo Course Catalog](#), to accurately list any and all prerequisite and/or corequisite courses required by the university and/or program. If there are no prerequisite or corequisite courses required, type "None" after the heading. (QM Standard 1.7) See examples below.

Example of Prerequisites and Corequisites when a course has requirements

Prerequisites: BUAD 3020 FOR LEVEL UG WITH MIN. GRADE OF C OR OPMT 5520 FOR LEVEL GR WITH MIN. GRADE OF C B

Example of Prerequisites and Corequisites when a course does not require any prerequisite and/or corequisite courses

Prerequisites and Corequisites: NONE

TEXTS AND ANCILLARY MATERIALS*

Provide complete citations and ISBN numbers for all (required and optional) instructional materials (QM Standard 4.3). Please see example below.

Texts and Ancillary Materials Examples

Book Citation: ISBN-14: 1098765432; Steven A. Beebe; Communication: Principles for a Lifetime; Pearson; 5th edition; May 1995.

Article Citation: De Huff, E. W. (n.d.). Taytay's tales: Traditional Pueblo Indian tales. Retrieved from <http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html>.



Online Periodical Citation: Author, A. A., & Author, B. B. (Date of publication). Title of article. Title of Online Periodical, volume number (issue number if available). Retrieved from <http://www.someaddress.com/full/url/>.

TECHNOLOGY: REQUIREMENTS, PRIVACY POLICIES, & ACCESSIBILITY*

Technology requirements, technical skills, privacy policies, and accessibility information about course technologies are required in an online course syllabus in order to meet QM Standards 1.5, 1.6, 6.4, and 8.7. Insert the following statement which links to a webpage with the general technical skills and requirements needed for online courses, as well as the privacy policies and accessibility information for commonly used technologies. If additional technologies other than those listed on the webpage are used in your online course, please provide the requirements, privacy policies, and accessibility information for those technologies below this statement. This statement has also been provided for you in the online syllabus template.

Please view the [technology considerations](#) for this course, including technical skills needed, general technology requirements, technology privacy policies, and accessibility of course technologies.

ACADEMIC POLICIES*

Academic policies are required to be on syllabi by the University and several external agencies. These policies help set expectations for students and often protect faculty when issues arise (QM Standard 1.4). The most effective and efficient way to ensure your syllabus is always up to date is to include the appropriate URL policy page to it along with a brief explanation. This will ensure students are aware of all the academic policies that pertain to them and serve as comprehensive protection to you as the faculty member knowing all policies have been included. See example below.

Academic Policies Example: Undergraduate

All students at the University of Toledo are expected to read, understand, and follow the academic policies that govern their attendance at the University. These policies include, but are not limited to, [academic dishonesty](#), academic forgiveness, adding and dropping a course, grades and grading, and the missed class policy. Please use the following URL to read a comprehensive list of academic policies that pertain to you in this class and throughout your academic journey: [Undergraduate Academic Policies](#). If you have any questions after reading through the policies, please let me know.

Academic Policies Example: Graduate

All graduate students at the University of Toledo are expected to read, understand, and follow the academic policies that govern their attendance at the University. These policies include, but are not limited to, [academic dishonesty](#), academic grievance, leave of absence, and transfer of credit. Please use the following URL to read a comprehensive list of academic policies that pertain to you in this class and throughout your graduate education at UToledo: [Graduate Academic Policies](#). If you have any questions after reading through the policies, please let me know.

COURSE EXPECTATIONS

Course expectations are not required to be on online syllabi. The Higher Learning Commission does, however state, under Assumed Practices, Policy Number CRRT.B.10.020{C} that “instructors communicate course requirements to students in writing and in a timely manner.” As such, it is highly recommended that faculty include course expectations in their syllabi. This would include information

* Required



on late work, copyright of course materials, proctored exam information (if applicable), etc. (QM Standard 1.4). Examples are provided below.

Course Expectations Examples

Late Work: Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date.

Copyright Notice: The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

Proctored Exams: The Midterm and Final Exams will be proctored and administered on campus. Details, including specific times and locations, are provided in the Course Schedule. Learners parking on campus are advised to contact [Parking Services](#) for parking permit options and costs. Off-campus proctored testing is an option. Learners outside the Toledo area will be required to locate an approved proctor in their local area and pay for any proctoring expenses. UT Online is available to assist students with off-campus proctoring arrangements. Please visit the [Student Requirements for Off Site Proctored Exams](#) webpage to learn more about this process.

STATEMENT ON USE OF ARTIFICIAL INTELLIGENCE TOOLS

The following language is optional for instructors who wish to include a statement on AI. These examples are to assist in establishing clear guidelines concerning the integration of generative AI tools within your course. Customize these suggestions to suit your unique teaching context. Also include explicit instructions in assignment descriptions regarding the permissibility or restrictions on AI tool usage.

A. Approved and Restricted Use of AI

Students are permitted to utilize generative AI tools (e.g., ChatGPT, etc.) within this course for specific purposes, including refining ideas during brainstorming sessions, information gathering on assigned topics, constructing outlines for organizing thoughts, and/or checking grammar and style.

However, students are prohibited from using generative AI tools in this course for activities such as:

Drafting entire written assignments, falsely representing work as your own in discussion posts or group projects, and/or including large portions of uncited text in course submissions.

Students are accountable for the content generated using AI tools, ensuring adherence to intellectual property laws and ethical standards. Properly documenting and citing AI tool usage is mandatory to comply with university policies and any unauthorized use of generative AI tools in assignments may be considered academic dishonesty. If you are uncertain about permissible usage, please seek clarification first.

B. Encouraged and Permitted Use

Students are encouraged/expected to employ generative AI tools (e.g., ChatGPT, etc.) in this course, in ways that align with the course's learning objectives. Students are responsible for the content generated using AI tools and should adhere to intellectual property laws and ethical standards. Proper documentation and citation of AI tool usage is crucial to comply with



university policies on academic honesty.

C. Prohibited Use

The use of generative AI tools (such as ChatGPT, etc.) is strictly forbidden in this class. Any utilization of AI tools for class-related work may violate The University of Toledo's Academic Honesty Policy, as it involves using work that is not solely your own.

COMMUNICATION GUIDELINES*

For online courses, it is required at minimum to include information regarding instructor response times to student inquiries and a timeframe for feedback on assignments in order to meet QM Standard 5.3. Providing information regarding online communication (via email, discussions, real-time communication, if applicable) and "netiquette" will also help to meet QM Standard 1.3.

Email Communication*

Email statements are required on online syllabi and elaboration is encouraged because they set expectations for effective communication. Informing students to use their UToledo email is consistent with FERPA requirements.

Please see examples below.

Communication Guidelines Examples

Instructor Communication: I am here to help, and will do my best to respond to inquiries in a timely manner. Learners can expect a reply to emails and discussion questions within 24-48 hours. If you haven't received a response from me within that timeframe, please consider reaching out again. Feedback on assignments will be posted within 1 week after the due date, unless otherwise noted.

Netiquette: It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the [Student Code of Conduct](#). To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of [Internet etiquette](#).

Email Announcements: Our primary mode of contact is through the Blackboard course shell. I will also send you important e-mail announcements as necessary to keep you informed of any changes or critical information related to the course. Therefore, it is crucial that you check your email daily.

Use University-Issued Email: To ensure that I can readily identify you as a registered student and to maintain the security of our correspondence, please send all course-related emails from your university-issued email address.

Discussion: In this fully online course, participation is vital to your success, and your active engagement during weekly discussion is crucial to learning. On Monday morning of each week, a series of discussion questions will be posted in the discussion folder for that week. To earn full credit, you must reply to the initial weekly question by Thursday at 11:59 PM and respond to the postings of two of your peers by Sunday at 11:59 PM. Please see the Grading Rubric for Online Discussions for complete grading criteria.

Real-Time Communication: A link to Blackboard Collaborate Ultra, a real-time communication tool has been added to the course menu in Blackboard. We will not be using this tool as part of our course assignments; however, the tool is available for you to use if and when you need it. I would be happy to arrange a time to meet with you virtually if you feel that you have questions

* Required



that would best be answered in real-time. Conversely, you could also use the tool to meet with fellow students online in order to enhance your understanding of course concepts.

OVERVIEW OF COURSE GRADE ASSIGNMENT*

Grading information is required on all syllabi and must include detailed information about how both midterm and final grades are calculated (QM Standard 3.2). For more information on grading, visit the [Registrar's webpage](#). See examples below:

Midterm Grading Example

Midterm grades are assigned the 8th week of class and are used to assist students with determining their academic standing. Attendance is also recorded during the 8th week to meet state and federal laws regarding financial aid disbursement. Please note, if you are not attending class it could affect your financial aid (scholarships, grants, loans or Federal Work Study). If you decide you are not going to attend this class (or any other class you have registered for), you must formally withdraw (drop) from the course. You can do this by logging onto the myUT portal, clicking on the "Student" tab, and then under "My Toolkit" click on Register/Drop/Withdraw.

Your midterm grade will be calculated as follows:

Quizzes: 1-6:	50%
Homework:	40%
In class activities:	20%
TOTAL	100%

Final Grading Example

The grading scale in this course is as follows:

GRADE	TOTAL POINTS
A = 90 – 100%	900-1000
B = 80 – 89%	800-899
C = 70 – 79%	700-799
D = 60 – 69%	600-699
F =	< 59%

Your final grade will be calculated as follows:

(ASSESSMENT MEASURES) ASSIGNMENTS/EXERCISES/EXAMS	TOTAL POINTS	PERCENTAGE OF FINAL GRADE	SLO ALIGNMENT
Quizzes	300	30%	SLO 1-6
Case Study	200	20%	SLOs 1, 2 and 3
Presentation	100	10%	SLOs 4 and 5
Debate	200	20%	SLOs 1, 2 and 3
Final Exam	200	20%	SLOs 1-6
TOTAL	1000	100%	All SLOs

* Required



Assignments/Assessment Descriptions

Quizzes (30% of final grade and aligns with SLOs 1-6): Various formats will be used for quizzes including multiple choice and short answer questions and short answer/essay questions. Students who take all quizzes will have their lowest quiz grade dropped.

Case Study (20% of final grade and aligns with SLOs 1, 2 and 3): Groups will be randomly assigned and each group will be assigned a case study. Each group will be required to rotate each function as explained in the handout while working on the case study project. Each group will be required to present their findings to the class via discussion board. Peer evaluations will be completed both within each group and by the class upon completion of the Case Study Presentation.

Presentation (10% of final grade and aligns with SLOs 4 and 5): Students will give a 5-minute oral presentation (recorded) on a common communication faux pas. The presentation should be factual, include references to how modern-day conveniences/technologies have impacted communication expectations both socially and professionally and offer strategies for improving such faux pas. The presentation should have visual aids for effect.

UNIVERSITY POLICIES*

Some university policies are required to be on all syllabi, such as non-discrimination on the basis of disability (ADA requirement; ADA) (QM Standard 7.2), while other offer protections to students and to faculty and are highly recommended by the University/Faculty Senate, such as Title IX and the Student Code of Conduct. The most efficient way for faculty to ensure that their syllabi have the appropriate policies is to link directly to the policy pages where these policies reside to ensure that they always have the most up-to-date version (QM Standard 1.4). See examples below. If you are using the template, the required policies have been provided for you.

Institutional Classroom Attendance Policy*

Federal law requires the university to have an Institutional Attendance Policy that requires faculty to track student participation by the census date, which varies for each POT, these dates can be found here: [Student Participation Tracker \(Classroom Attendance Policy\) POT and Census Dates](#), for federal financial eligibility and disbursement, please include ONE of the following Institutional Attendance Policy statements on your syllabus based on the POT of Term your course is offered.)

Use this statement for Fall and Spring FULL TERM courses:

Please be aware that the university has implemented an attendance policy, which requires faculty to verify student participation in every class a student is registered at the start of each new semester/course. For this course, if you have not attended/participated in class (completed any course activities or assignments) within the first 14 days, I am required by federal law to report you as not attended. Unfortunately, not attending/participating in class impacts your eligibility to receive financial aid, so it is VERY important that you attend class and complete course work in these first two weeks. Please contact me as soon as possible to discuss options and/or possible accommodations if you have any difficulty completing assignments within the first two weeks.

-Or-

Use this statement for SUMMER and OTHER POT courses [CON, MED, LAW, etc.]:

Please be aware that the university has implemented an attendance policy, which requires faculty to verify student participation in every class a student is registered at

* Required



the start of each new semester/course. If you have not attended/participated in class (completed any course activities or assignments) within this period, I am required by federal law to report you as having not attended class. This date varies by the part of term, in which your course started, these dates can be found here: [Student Participation Tracker \(Classroom Attendance Policy\) POT and Census Dates](#). Unfortunately, not attending/participating in class impacts your eligibility to receive financial aid, so it is VERY important that you attend class and complete course work early. Please contact me as soon as possible to discuss options and/or possible accommodations if you have any difficulty completing assignments.

Policy Statement on Non-Discrimination on the Basis of Disability (ADA)*

The Non-Discrimination on the basis of Disability (ADA) policy must be included on all syllabi. Please cut and paste the following statement and link on to your syllabus. If you are using the template, it has been provided for you.

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

Academic Accommodations*

The Academic Accommodations statement must be included on all syllabi and has been provided to faculty directly from the Office of Accessibility and Disability Resources. Please cut and paste the following statement on to your syllabus verbatim. If you are using the template, it has been provided for you.

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an Accommodations Memo from the Office of Accessibility and Disability Resources, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course.

For students who have not established accommodations with the Office of Accessibility and Disability Resources and are experiencing disability access barriers or are interested in a referral to health care resources for a potential disability, please connect with the office by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

Religious Accommodations*

The Religious Accommodations statement must be included on all syllabi. Please cut and paste the following statement onto your syllabus verbatim. If you are using the template, it has been provided for you.

A student is permitted to be absent, *without penalty*, for up to three days each academic semester to take holidays for reasons of faith or religious or spiritual belief system or to participate in organized activities conducted under the auspices of a religious denomination church, or other religious or spiritual organization. [3364-71-30 Religious accommodations policy](#) and [3364-71-30.01 Religious accommodations procedure](#).

Grievance procedure: A student may notify the institution of any grievance regarding the policy's implementation using the [3364-71-05.1 Academic grievance procedure](#).



Student Policies

It is recommended to include a link to the list of student policies in your syllabus. Here is sample verbiage and a link to the student policies page. This statement and link have also been provided for you in the online syllabus template.

Your safety and well-being as a University of Toledo Student is important to the faculty, staff, and administration; as such, please take a minute to review the comprehensive list of university policies that apply to you as a student of the University: [Student Policies](#).

ACADEMIC AND SUPPORT SERVICES*

The University requires that faculty include information about the support resources available to students on their syllabi and is also required for QM Standards 7.1, 7.3, and 7.4. The most effective and efficient way to do this is to provide a link to a comprehensive list of academic and support services on campus. This statement and link have also been provided for you in the online syllabus template.

Please view the [Learner Support](#) page for links and descriptions of the technical, academic, and student support services available to UT students.

SAFETY AND HEALTH SERVICES FOR UT STUDENTS*

The University requires all syllabi to include information on safety and health services available to students on campus (QM Standard 7.4). This statement and link have also been provided for you in the online syllabus template.

Please use the following link to view a comprehensive list of [Campus Health and Safety Services](#) available to you as a student and click here for information on the [Office of Public Safety](#).

INCLUSIVE CLASSROOM STATEMENT*

The University requires all syllabi to include this statement from the Office of Equity and Diversity. This statement has been provided for you in the online syllabus template.

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

COURSE SCHEDULE*

Every syllabus is required to have a detailed course schedule that includes weekly dates, the topic being discussed each week (not just chapter number), associated SLOs, and assignments due (QM Standard 1.2).



WEEK	DATES	TOPIC	STUDENT LEARNING OUTCOME(S)	ASSIGNMENTS DUE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				