



Syllabus Guidelines

The Syllabus Template and Syllabus Guidelines provide critical information for faculty developing 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. While faculty are not required to use the syllabus template, the sections highlighted or 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 syllabus development or training, please contact the University Teaching Center (419.530.4508 or universityteachingcenter@utoledo.edu). For faculty teaching online: 419.530.8835 or utdl@utoledo.edu.

Thank you!

(Insert Name of Course)

The University of Toledo

(Insert Department, Program and/or College)*

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

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

*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 Higher requires the catalog/course description, as published, is on every syllabus. Faculty can access the most current and previous versions of the course catalog through the UToledo website (<http://www.utoledo.edu/>) by searching for **course descriptions** or by using this URL: <https://www.utoledo.edu/catalog/2018catalog/docs/COURSE%20DESCRIPTIONS%202018Revised.pdf>.



COURSE OVERVIEW

The course overview is not a required section of a university syllabus. However, many faculty use it to provide a short description that will help learners understand the purpose of the course. 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

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. Student Learning Outcomes (SLOs) should begin with action verbs (appropriate and varying levels of Bloom’s Taxonomy) and be written in explicit, observable and measurable terms. Please note, the word outcome and objective are often used interchangeably. Examples of well-written SLOs are provided below. For assistance writing SLO’s please contact the University Teaching Center (universityteachingcenter@utoledo.edu).

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:
<https://www.ohiohighered.org/transfer/transferrmodule/learningoutcomes>.
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:
<https://www.ohiohighered.org/transfer/tag/courseDescriptions>.
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:
<https://www.ohiohighered.org/transfer/ct2/ctags>.

For assistance writing SLO's, please contact the University Teaching Center (universityteachingcenter@utoledo.edu).

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, what teaching strategies will be used, and how grades will be achieved. A sample statement is provided below.

Teaching Methodology Example: This course is intended to inspire student mastery of the content through active engagement and participation. A variety of learning strategies will be used including clickers, in class discussions, group activities and presentations. Please be prepared when you come to class by completing any and all assigned readings and/or viewing posted videos. Coming to class prepared to participate will be critical to your success in the course as in the class activities are a significant part of your grade in the course.

PREREQUISITES AND COREQUISITES*

Use the university course descriptions, associated with the course catalog, which can be found at <https://www.utoledo.edu/catalog/2018catalog/docs/COURSE%20DESCRIPTIONS%202018Revised.pdf>, to accurately list any and all prerequisite and/or corequisite courses required by the university and/or program. If the course does not require any prerequisite and/or corequisite courses type "None" after the header. See examples below.

Examples:

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

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 for all [required and optional] instructional materials; please see example below.

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

Technology requirements are not required on face-to-face syllabi, however, the information can be extremely helpful to students and as such, faculty are highly encouraged to include it. The easiest and most comprehensive way to do this is to include the following URL: <http://www.utoledo.edu/dl/students/required-info-online-learners.html>, which will direct students to a number of resources provided through UToledo Online.

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. 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.

Examples:

Academic Policies for Undergraduate Students: 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:

<http://www.utoledo.edu/policies/academic/undergraduate/>. If you have any questions after reading through the policies, please let me know.

Academic Policies for Graduate Students: 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:

<http://www.utoledo.edu/policies/academic/graduate/>. If you have any questions after reading through the policies, please let me know.



COURSE EXPECTATIONS

Course expectations are not required to be on face-to-face 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 on modes of communication, timeliness of feedback on assignments, class start times (tardiness), participation and attendance expectations, late assignments, extra credit available, etc. See example below.

Course Expectations Example:

The best way to contact me is by email and depending on when I receive the email I will respond within 24-48 hours. Assignments submitted on time will be returned the next class meeting unless otherwise specified in class. Late assignments will be accepted for one week after the due date however there will be an automatic deduction of 20%. You get two “freebies” in my class. The first freebie allows you to miss one class no questions asked however all other absences must be approved ahead of time according to the University Missed Class Policy. The second freebie is on a late assignment. You can submit one late assignment without an automatic 20% reduction in the grade of the assignment. I allow these freebies because I realize “life happens” be smart, choose wisely! Exams are taken as scheduled in-class any exceptions must be approved before the day of the exam and are at my discretion. All make-up exams will be essay. Extra credit is not available in this course however; you will get points for actively participating during class.

Check your rocket email regularly as it will be my main method of communicating any course changes with you outside of class. Please note, exams are taken as scheduled in-class; any exceptions need to be discussed/approved before the exam and are at my discretion. All make-up exams will be essay. Extra credit is not available although students do receive points each day if they actively participate and complete reading assignments.

GRADING*

Grading information is required on all syllabi and must include detailed information about how both midterm and final grades are calculated. For more information on grading, visit the Registrar’s webpage at:

<http://www.utoledo.edu/offices/registrar/>. See examples below.

Midterm Grading Example:

All syllabi need to include information regarding how midterm grades will be calculated and why they are important

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%
<u>In class activities:</u>	<u>20%</u>
TOTAL	100%

Final Grading*

Define the grading scale for your course. See example below.

Final Grading Example:

Students who do not attend class or stop attending at some point throughout the semester will be given a final grade of "F" which will affect your overall grade point average. To formally withdraw from this or any other course you need to contact the Registrar's Office.

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
In-class Activities/Quizzes	300	30%	SLO 1-6
Case Study	200	20%	SLOs 1, 2 and
Presentation	100	10%	SLOs 4 and 5
Debate	200	20%	SLOs 1, 2 and
Final Exam	200	20%	SLOs 1-6
TOTAL	1000	100%	All SLOs

Assignments/Assessment Descriptions

In-class Activities/Quizzes (30% of final grade and aligns with SLOs 1-6): In-class activities will include class discussions, debates, group work, and a variety of presentations. Various formats will be used for quizzes including multiple choice and short answer questions using a student response system (clickers) and short answer/essay questions. Points given for in-class assignments cannot be made-up and only one quiz per student can be made-up - no questions asked. Students who take every all quiz 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 class and provided in the handout while working on the case study project. Each group will be required to present their findings to the class. 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 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), while others offer protections to students and to faculty and, as such, are highly recommended by the University/Faculty Senate (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. See example below.

Example:

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 following university policies that apply to you as a student of the University:

- <https://www.utoledo.edu/title-ix/policies.html>
- [The University of Toledo's Title IX \(Sexual Misconduct\) Policy - 3364-50-01](#)
- [Nondiscrimination 3364-50-02](#)
- [Nondiscrimination on the basis of disability - Americans with Disability Act compliance 3354-50-03](#)
- [Consensual romantic and/or sexual relationships - Policy 3364-25-65](#)
- [Student Code of Conduct 3364-30-04](#)

Please use this URL to view a more comprehensive list of student policies: **(the UTC recommends including this link)** <https://www.utoledo.edu/policies/audience.html/#students>

Academic Accommodations*

The Academic Accommodations statement must be included on all syllabi and has been provided to faculty directly from the office of Disability Services. 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 Student Disability Services, 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 affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](#) by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.



ACADEMIC AND SUPPORT SERVICES*

The University requires that faculty include information about the resources available to students on their syllabi. 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. See example below.

Example:

The university provides a variety of academic and support services on campus to help you succeed and reach your fullest potential. Whether you need to ask a question, get help with an assignment, seek advice from a counselor, find a job or join a club, UT Toledo is there for you! Just use the following URLs to find the academic support or service you need:

Tutoring: <http://www.utoledo.edu/success/lec/>

Library: <http://www.utoledo.edu/library/>

Success Coaching: <https://www.utoledo.edu/successcoach/>

Student Affairs: <http://www.utoledo.edu/studentaffairs/>

Career Services: <http://www.utoledo.edu/success/career/>

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. 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. See example below.

Example:

In addition to the university policies developed to ensure your health and well-being as a student, there are also a number of on and off campus resources available to support you including a food pantry! Please use the following link to see some additional resources available to you:

[Campus Health and Safety Contacts](#)

Link to Food Pantry:

<http://www.utoledo.edu/studentaffairs/food-pantry/>.

INCLUSIVE CLASSROOM STATEMENT

The University recommends including an Inclusive Classroom Statement on all syllabi. We are encouraging faculty to use the following statement provided by the Office of Equity and Diversity as an example.

Example:

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*

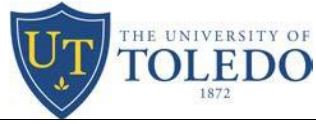
Every syllabus is required to have a detailed course schedule that includes class meeting dates, the topic being discussed each class session (not just chapter number), associated SLOs, and assignments due. A schedule outline and example are provided below.

Schedule Outline:

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

Example:

WEEK	DATE	TOPIC	SLO	ASSESSMENT/ASSIGNMENT
1	(Add Date)	Introductions, Overview of syllabus, course expectations including out of class preparation and flipped class model		
2	(Add Date)	Introduction of essential methods	SLO 1 - Distinguish between science and pseudo-science when...	Quiz 1 – (Insert date of Quiz)
Assignment/Prep for Next Week (Insert date): Reading on Theories and Principles (Chapters 3 and 4 in textbook); watch video posted to course site on Theories and Principles and complete guided notes packet to prepare for first quiz				
3	(Add Date)	In class discussion on Theories and Principles guided by students	SLO 1 - Distinguish between science and pseudo-science when...	Quiz 1 (Insert date of Quiz); In-class Group Argument
4	(Add Date)	Students will be divided into groups and assigned a question related to theories and principles; once the group answers the question they will then need to develop an argument against it and present it to the class	SLO 2: Demonstrate knowledge of ethical and non-ethical choices used in...	In-class activity
Assignment/Prep for Next Week (Insert date): Read Jones and Smith (2005) article posted on Blackboard on applying the theories and principles in different contexts; write up your 3-2-1 (refer to syllabus attachment for directions) and be				



prepared to share with class (on insert date due); complete guided notes packet to prepare for first quiz.