

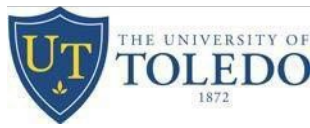
Syllabus Guidelines

The Syllabus Template and Syllabus Guidelines provide critical information for faculty developing course syllabi. The guidelines are 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 Center for Excellence in Teaching and Learning at 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 UToledo 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)		

***REQUIRED:** 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, 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/>

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 to 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 (SLOs) to be on all syllabi. The SLOs 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. SLOs should begin with an action verb (appropriate and varying levels of Bloom’s taxonomy) and be written in explicit, observable, and measurable terms. Please note the words ‘outcome’ and ‘objective’ are often used interchangeably. Examples of well-written SLOs are provided below. For assistance with SLOs, please contact the Center for Excellence in Teaching and Learning (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://transfercredit.ohio.gov/educational-partners/educational-partner-initiatives/ohio-transfer-36/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: <https://transfercredit.ohio.gov/initiatives-upd/transfer-assurance-guides/tag-course-descriptions>
3. **Career and Technical Assurance Guidelines (CTAGs):** 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://transfercredit.ohio.gov/students/student-programs/Career-Technical-Assurance-Guides>

For assistance writing SLO’s, please contact the Center for Excellence in Teaching and Learning (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 (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 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 class activities are a significant part of your grade.

PREREQUISITES AND COREQUISITES*

Use the UToledo course descriptions, associated with the course catalog, which can be found at https://www.utoledo.edu/offices/registrar/student_records/course_description.html, to accurately list any and all prerequisite and or corequisite courses required by UToledo and/or program. If the course does not require any prerequisite and or corequisite courses, type “none” after the header. 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*

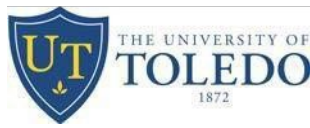
Provide complete citations and ISBN numbers for all (required and optional) instructional materials. Please see examples below.

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/>.



EMAIL COMMUNICATION

Email statements are not required on face-to-face syllabi but are encouraged because they set expectations for effective communication. Informing students to use their UToledo email is consistent with FERPA requirements. This is also an opportunity to state your own availability and estimated response times. See example below.

Example:

Clear and effective communication is essential for a successful learning experience in this course.

Email Announcements: Outside of class, 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 university-issued 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.

Timely Responses: I understand the importance of timely communication. I will make every effort to respond to your emails within 24-48 hours (excluding weekends and holidays). However, in rare instances, a message might be inadvertently overlooked. If you haven't received a response from me within that timeframe, please consider resending your email.

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:

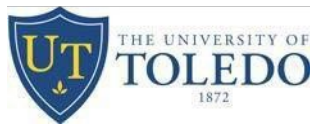
<http://www.utoledo.edu/dl/students/required-info-online-learners.html>, which will direct students to a number of resources provided through UToledo Online.

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 examples 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: <http://www.utoledo.edu/policies/academic/undergraduate/>. 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: <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, attendance expectations, late assignments, extra credit available, etc. See examples below.

The best way to contact me is by e-mail and, depending on when I receive the e-mail, I will respond within 24 to 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 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 that life happens. Be smart, choose wisely. Please note: exams are taken as scheduled in the class. Any exceptions need to be discussed/approved before the exam and are at my discretion. All makeup exams will be essay.

Check your Rocket e-mail regularly as it will be my main method of communicating any course changes with you outside of the class period.

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:

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:	30%
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:

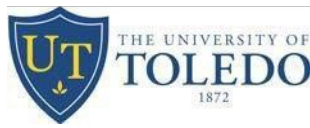
(ASSESSMENT MEASURES) ASSIGNMENTS/EXERCISES/EXAM S	TOTAL POINTS	PERCENTAGE OF FINAL GRADE	SLO ALIGNMENT
Quizzes	300	30%	SLO 1-6
Case Study	200	20%	SLOs 1, 2 and 3
Presentation	100	10%	SLOs 4 and 5
Debate	200	20%	SLOs 1, 2 and 3
Final Exam	200	20%	SLOs 1-6
TOTAL	1000	100%	All SLOs

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.



SUGGESTED LANGUAGE ADDRESSING AI TOOL USAGE IN THE COURSE:

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

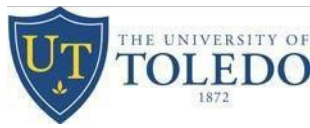
Students are encouraged/expected to employ generative AI tools (e.g., ChatGPT, etc.) in this course, in ways that align with the course's learning objectives. Students are responsible for the content generated using AI tools and should adhere to intellectual property laws and ethical standards. Proper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

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 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. See examples 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 Policy 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 Policy 3364-30-04](#)

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

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*

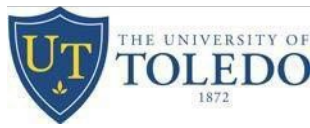
The Academic Accommodations statement must be included on all syllabi and has been provided to faculty directly from the Office of Accessibility and Disability Resources. Please cut and paste the following statement onto your syllabus verbatim. If you are using the template, it has been provided for 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 affiliation with the office of accessibility and disability resources and are experiencing disability access barriers or interested in a referral to a health care resource for a potential disability or would like information regarding eligibility for academic accommodations, please contact 419.530.4981 or send an email to StudentDisability@utoledo.edu.

RELIGIOUS ACCOMMODATIONS*

The Religious Accommodations information 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. See: [3364-71-30 Religious accommodations policy](#) and [3364-71-30.01 Religious accommodations procedure](#).

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 of Toledo provides a variety of academic and support services to help you reach your fullest potential. We are here to ensure that you have the resources you need to be successful, healthy, and engaged. Please use this link to explore the wide array of resources and services available to you: <https://www.utoledo.edu/success/>

SAFETY AND HEALTH SERVICES FOR UTOLEDO STUDENTS*

The University requires all syllabi to include information on safety and health services available to students on campus.

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

Please use the following link to view a comprehensive list of Campus Health and Safety Services available to you as a student: <https://www.utoledo.edu/studentaffairs/parent-association/health.html>, and this link for information on the Office of Public Safety: <https://www.utoledo.edu/publicsafety/>.

COVID-19 HEALTH AND SAFETY STATEMENT

The following language is optional for instructors who wish to include a statement on COVID-19:

Special Course Expectations During COVID-19 And Flu Season

Maintaining a safe campus during the ongoing COVID-19 pandemic and flu season remains a top priority. UToledo continues to follow the guidance of the U.S. Centers for Disease Control and Prevention and Ohio Department of Health to keep our campus safe.



COVID-19 AND ATTENDANCE

The University of Toledo has a missed class policy. It is important that students and instructors discuss attendance requirements for the course. Anyone with a temperature at or above 100.0 degrees Fahrenheit or who is experiencing symptoms consistent with COVID-19 or the flu should not come to campus until symptoms abate. It is recommended that the student do a self-administered COVID test or contact their primary healthcare provider or the University Health Center at 419.530.3451 or Health Science Campus Student Health and Wellness Center at 419.383.5000 to be treated.

Absences due to testing positive for COVID-19 are considered excused absences. Students should notify their instructors and follow the protocols summarized in this document on Navigating COVID-Related Course Concerns.

If a student has been exposed to someone with COVID-19, they should wear a mask for 10 days and test at day 5, but they DO NOT have to quarantine and can still attend classes.

FACE COVERINGS

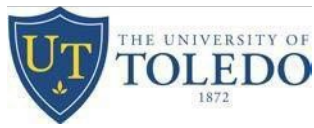
Face coverings are currently not required while on campus, but students should feel free to wear them as the risk of exposure to individuals with COVID, the flu, or other respiratory illnesses is ongoing.

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

Schedule 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.				