



THE UNIVERSITY OF  
**TOLEDO**

# — Syllabus Review

**Preparing for  
Accreditation**

**The Higher Learning  
Commission will randomly  
sample our syllabi to  
determine if we are  
delivering on our promise.**



# — Who reads it?



- Students
- Department
- New Faculty
- Program Reviewers
- SARA
- Higher Learning Commission
- Specialized Accreditors (if applicable)
- Other higher education institutions

# — What does it do?



For Students:

- Establishes expectations
- Sets guidelines
- Provides a map
- Explains grading
- Provides resources

For Others:

- Evidence of accreditation standards
- Evidence of student learning for transfer credit decision-making



**We reviewed almost 300 syllabi to determine if they provide the information that meets assumed practices, provide measurable student learning objectives, and offer our students the information they need to succeed in our courses.**

# What's Inside?

74%

## Contact Information

- Name
- Email
- ***Phone number***
- Office location and Office hours

64%

## Course Information

- Course Name
- Course ID
- ***Credit Hours***
- Class time and location (if applicable)



# — What's Inside?



49%

## Course Catalog Description

- Matches the current catalog online



61%

## Student Learning Outcomes

- Describes specific actions/skills expected of students
- Aligns with assignments
- SLOs are observable and measurable



# — What's Inside?

54%

## Pre/Co-Requisite Courses

- Lists all pre/co-requisite courses
- ***Matches current course catalog online***

78%

## Required Text(s) & Ancillary Materials

- Full Citation
- ***ISBN included***





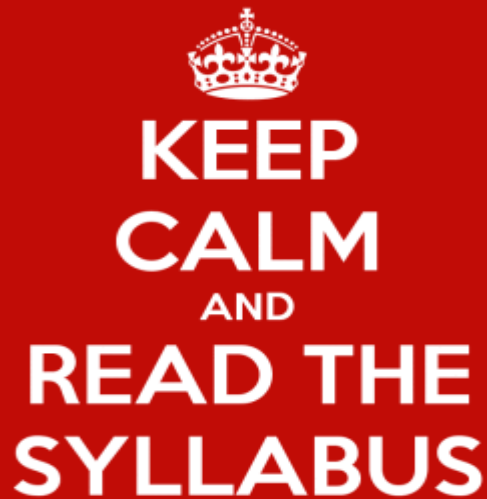
# — What's Inside?



64%

## Course Schedule

- Topics listed in chronological order for each class
- Required readings
- In-class activities
- Assignments due
- ***Includes the Schedule***



KEEP  
CALM  
AND  
READ THE  
SYLLABUS



# What's Inside?

30%

## University Policy on Non-Discrimination (ADA) & Academic Accommodations Statement

- *Includes the policy statement on Non-Discrimination on the Basis of Disability (ADA)*
- *Academic accommodations statement matches one provided by the Disability Service Office.*

30%

## Grading

- Explains how *midterm* and final grades are calculated (scale, points, percentages, weights of assignments)
- Discusses expectations (i.e. late assignments, extra credit, test proctoring)
- Indicates instructor *timeframe for feedback* on assignments



# — What's Next?

We are working with Online Learning to merge our syllabus templates to eliminate as much variance as we can.

We are also working to move all of the policy statements that are required elements of the syllabus to a linked policy page and to assure that that policy page is continuously updated.

We will also continue to review syllabi to assure that learning outcomes in sections of the same course are consistent across sections and modalities----face to face, online, and hybrid.

We will conduct these reviews to incrementally improve our scores as we strive for continuous improvement.

