**How to use the Online/Hybrid Course Syllabus Template**

Last updated 8/25/22

The online syllabus template includes components that support best practices in online course design and delivery. The template is meant to serve as an example and contains navigation links and specific language that can be used when developing a syllabus for your online or hybrid course.

Add, change, or delete parts of the template to meet your needs.

### Tips and Accessibility

There are boxes throughout the document providing Tips and Information about accessibility. Delete these by clicking on the upper left-hand corner and pressing Backspace or Delete.

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| Tips are suggestions for instructors to consider as they construct a syllabus for their online course. Tip boxes will appear like this. |

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| Information for creating an accessible syllabus for online courses will appear in boxes like this. |

For additional questions or support regarding your online syllabus, [request a consultation](https://volsonline.utk.edu/online-learning/consultation/) with Online Learning and Academic Programs (OLAP).

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| Consider using your first assignment to test students’ understanding of the syllabus. This will allow you not only to address any misunderstandings but also help students acclimate to the online environment. Suggestions: a syllabus quiz or a graphic syllabus. |

(Enter Course Name/Number) Syllabus

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| For universal accessibility, always use the “Styles” feature in Word to differentiate headings and normal text. This was already done in this syllabus template, so you can just fill in the text specific to your course. |

# COURSE INFORMATION

[Include the course number and title, term and year, office hours, office location, phone number, email address, instructor web page URL, and any other contact instructions (e.g. GTA information). An example is provided below.]

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| For universal accessibility, if you insert a photo of yourself and a map of your office location, be sure to click on those images and add “alt text” to describe both the photo and the map (right-click and select “Format Picture”). |

## Course Number and Title, Term and Year

## University of Tennessee, Knoxville

Course Section: [Insert Course Section Here]

Course Credit Hours: [Insert Course Credit Hours Here]



### Faculty Contact Information

* [Instructor Name]
* [Email]
* [Office Location]
* [Phone Number]
* [Instructor Web Page URL]
* [Office Hours: Virtual (Zoom, Canvas Chat, etc.) including time zone]

### Welcome Statement

[Words welcoming students and setting the tone for the class are contained within this section. A welcome message should also be part of the Canvas Home page and might include course highlights, fun projects such as, “We will be creating a Podcast!”, and the importance of participation in online discussions.]

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| Consider the tone of your written welcome. In an online learning course, it’s critical that instructors establish teaching presence early and often. Remember: the syllabus will likely be the first impression you make with your online students. |

### Instructor Availability

[List specific days and times when the instructor is available to meet with students online or talk over the phone. Include an estimated turn-around time for responding to emails.]

**Example:** Please don’t hesitate to email me with updates, questions, or concerns. I will typically respond within 24 hours during the week and 48 hours on the weekend. I will notify you if I will be out of town and if connection issues may delay a response.

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| Consider building in some flexibility in your office hours (e.g. alternate ways of contact, some variation in hours). |

# Course Description

[The course description can be taken from the [course catalog](http://catalog.utk.edu/) and may include course goals and any prerequisites/co-requisites.]

### Student Learning Outcomes/Objectives

[Measurable outcomes reflect what students will be expected to do by the end of the course; well-written SLOs should be measurable and align with course evaluation/grading methods; SLOs may include cognitive, behavioral, affective, and metacognitive outcomes.]

### Programmatic Outcomes/Department Goals

[The learning outcomes could include programmatic outcomes. This section could also mention the mission of the program or program goals.]

### Value Proposition

[This is the instructor’s statement regarding the value (worth) of this course. It should make explicit for the student the value of learning in this course.]

# Learning Environment

[This section provides students with the instructor’s vision of what will take place in the course. It offers information about the methods of instruction (e.g. synchronous, asynchronous, combination; what kinds of activities and assignments students will have; and the tools for learning, etc.)]

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| Consider providing additional information for students new to online learning environments, including options for practicing submitting assignments and participating in Zoom sessions. |

Example: This is a fully online course, which means to complete this course you are not required to travel to campus. You will participate in this course asynchronously and using Canvas, the University of Tennessee’s Learning Management System. Synchronous sessions will be conducted using Zoom [if applicable]. Additional [Canvas](https://oit.utk.edu/teachingtools/online/student-resources/) and [Zoom](https://oit.utk.edu/teachingtools/liveonline/zoom-getting-started/zoom-participant-guide/) resources are available for students unfamiliar with these online environments.

# How to Be Successful in This Course

[This section can span topics from general guidelines (e.g. estimated amount of time to spend on preparation, assignments, participation in class discussion, use of supplemental teaching materials, etc.) to more sophisticated rubrics related to student performance on various evaluation measures (e.g. exams, assignments, projects). It can also describe instructor expectations and learner expectations, the roles/responsibilities of the learner, and/or the roles/responsibilities of the instructor. This section provides an opportunity to present the notion of shared responsibility for learning. For additional student support, this section could include a link to OLAP’s [How to be Successful in an Online Course](https://volsonline.utk.edu/students/).]

**Example:**

Learner Expectations

* Be prepared for all classes
* Be respectful of others
* Actively contribute to the learning activities in class
* Abide by the UT Honor Code

### Instructor Expectations

* Be prepared for all classes
* Evaluate all fairly and equitably
* Be respectful of all students
* Create and facilitate meaningful learning activities
* Behave according to University codes of conduct

# Course Requirements

### Texts/Resources/Materials

[Include here any required or recommended texts and/or materials assigned for the course (e.g. lab equipment, art supplies, software, etc.).]

### Computer Requirements

[Enter information about browsers, operating systems, and any additional software students will need to download or purchase. Attempts should be made to use software supported by the University of Tennessee, freeware, or open source software. For example, a link to [UT Available Software](https://oit.utk.edu/software-hardware/software/) could be included in this section of the syllabus.

### Required Equipment

[Any required equipment, such as a computer, headset with a microphone, etc., should be included. For example, provide students with [system requirements for using Zoom](https://oit.utk.edu/teachingtools/liveonline/system-requirements/), direct them to general [campus computing information](https://newvols.utk.edu/prep/computer-requirements/), or to [computing support](https://oit.utk.edu/desktops/).]

### Course Resources

[Information about the course Canvas site, and any type of research/reference materials or technology (e.g. Online@UT, Zoom, Library Resources) the student will need for the course. It could include links to [Getting Started with Zoom](https://oit.utk.edu/teachingtools/liveonline/zoom-getting-started/), [Online@UT Canvas](https://oit.utk.edu/teachingtools/online/), the [UT Library](https://www.lib.utk.edu/), the UT Library’s [Information for Distance Education](https://www.lib.utk.edu/info/distance-ed/), and UT [Research Guides](https://libguides.utk.edu/?b=s) and [Subject Librarians](https://libguides.utk.edu/?b=o), or to a specific journal or other resource used in class.]

### Technical Support

For technical issues, contact the OIT HelpDesk by phone at (865) 974-9900 or at the [Walk-in HelpDesk](https://oit.utk.edu/help/walkin-hours/),. For IT and Computing issues, use the online [Contact Form](https://help.utk.edu/footprints/contact/).

# Course Communications Policy

[Here is where instructors will detail how they will communicate with students; it addresses online student behavioral expectations and specifies how instructors will use various Canvas components to communicate with students (e.g. what kind of information students will receive in an announcement, how and when the discussion board will be used, where students should post questions, how quickly students can expect a response to questions, email, etc.).]

### Online “Classroom” Etiquette (Netiquette)

[The instructor should provide expectations for student behavior/conduct in discussion boards, chat, groups, email, and other online interactions. Instructors could refer students to the [UT’s Principles of Civility and Community](https://civility.utk.edu/principles/).]

### Announcements

[Detail how course announcements will be used during the semester. Direct students to check their [Canvas notification settings](https://community.canvaslms.com/docs/doc-10624) to ensure they receive instructor announcements.]

### Discussions

[Provide information about how online discussions will be used during the semester. Include student instructions for accessing the discussion board in Canvas, as well as grading rubrics or parameters for what constitutes a quality post/response.]

### Questions

[Describe any question forums added to the Canvas discussion board and how to access them. Question forums can be used to encourage student participation. For example, if a student provides a clear and thoughtful response to a classmate’s question, they could receive one extra credit point (5 points maximum) toward their final grade.]

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| Consider if there will there be one area for all questions or a forum for each week. |

### Email

[Instructors should detail how email will be used in the course. Describe the importance of students using email to communicate with you and how important it is for them to regularly check their university email.

### Virtual Office Hours

[Remind students of the instructor’s availability for virtual office hours and the tool/s that will be used (e.g. Zoom, Skype, FaceTime, Canvas Chat, etc.). Make sure to provide instructions or links to help students access these technologies.]

# Course Attendance and Participation Policy

[Instructors should provide student attendance and participation expectations and consequences, including any point deductions for repeated absences or excessive tardiness.]

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| Consider expressing the importance of student participation in an online course as well as student participation expectations and consequences for students who do not consistently participate in course discussions, assignments, and quizzes. |

### Campus Closures

Online, distance, and hybrid courses follow the same academic calendar and semester schedule as on campus courses. If the university closes campus for any reason, including inclement weather, instructors teaching online should not penalize students who are unable to attend, submit assignments, or otherwise participate in an online, distance, or hybrid class session.

# Assignments, Assessments, and Evaluations

[Detail evaluation methods and grading criteria (e.g. points, percentages, rubrics, tests, quizzes, weighting, curve, or UT grading distribution information, grade appeals to instructor, etc.); consider including a policy for incompletes and withdrawals.]

### Major Assignments and Exams (names and due dates)

* Exams and quizzes (e.g. how many, what kind, dates, final exam period, missed exams/makeup exams policies, etc.);
* Assignments/problem sets/projects/reports/research papers (general info, assessment criteria, format, policy for late or missed assignments);
* Other assignments (e.g. posting to discussions); Where possible, build in flexibility to give students choices (e.g. in assignment types or topics) and where students turn in assignments (e.g. online and in class).

### Student Feedback to Inform Course Improvements

[Provide any methods of feedback that will be used by instructors, such as formative feedback mechanisms during the semester.]

### Procedures for Turning in Assignments

[Describe how to turn in assignments. Remember to include any instructions for using the plagiarism checkers [Unicheck](https://oit.utk.edu/news/unicheck/) or refer to University policies on Academic Honesty, Plagiarism, and the UT Honor Code. This section could also include information about expected turn around such as when students can expect to receive graded assignments.]

### Academic Honesty/Student Conduct

[Include any specific remarks about academic honesty or software used in the online environment (e.g. Proctorio). Instructors could refer students to the University Academic Integrity policy and Honor Statement found under the University Policies section of the syllabus as well as the Acceptable Use, Copyright, and other [policies](https://oit.utk.edu/general/policies/) regarding information and technology use at the University of Tennessee.]

**Example1:** Students are expected to complete their own work. Student work completed for a former class or by someone other than the student could result in disciplinary action.

**Example 2:** Students shall not:

* Cheat.
* Plagiarize.
* Collaborate with others on an assignment unless the student is assigned by the instructor to complete group work.
* Allow another student to access your Canvas account using your NetID.

### Plagiarism

[Instructors can provide students with a definition of plagiarism and examples to clarify what constitutes plagiarism.]

### Academic Writing

[Include an outline of any specific style (e.g. MLA, APA, etc.) that students will be expected to use to complete course assignments and links to any helpful resources (e.g. manuals, websites, etc.). Providing information or links to university writing support resources such as the [UT Writing Center](https://writingcenter.utk.edu/) could also be shared here.]

# Grading Criteria

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| For accessibility, use the table feature in Word to create a table. Repeat headers at top and/or create a new table for each week or class session. Mark the header as “Header Row” using Table tools. |

### Points possible

**Example:**

| ASSIGNMENT | POINTS |
| --- | --- |
| Participation | 100 |
| Weekly Discussions | 200 |
| Mid-Term | 200 |
| Weekly Quizzes | 200 |
| Final Exam | 300 |
| Total: | 1000 |

### Grading Scale

[A statement affirming that final grades will be assigned in accordance with the UT grading scale should be included. The following table is an example. A link to more information about student [UT Grades and GPA](https://onestop.utk.edu/gpa/) or other policies related to academic standing provided by [OneStop](https://onestop.utk.edu/) could also be included.]

| LETTER GRADE | PERCENTAGE |
| --- | --- |
| A | 98-100 |
| A- | 90-97 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 75-79 |
| C | 70-74 |
| D | 60-69 |
| F | 59 and below |

### Rubrics

[Define the use and purpose of a Rubric, if applicable.]

### Extra Credit

[Describe any opportunities for students to earn extra credit points.]

Grades

[State how grades can be viewed and instructions for what students should do if they have questions about grades.]

**Example:** If you have a question, email the instructor (*Provide email address or other means of contact here*). Please do not post questions about grades on the discussion board.

# Campus syllabus

[This section includes **information that is required to appear in your syllabus** including policies pertaining to discrimination, scholastic dishonesty, cheating, and plagiarism policies (e.g. honor statement, consequences, examples, etc.) as well as disability services.

Fall 2022

Dear Student,

The purpose of this **Campus Syllabus** is to provide you with important information that applies to all UTK courses. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high-quality learning experience. I want to wish you the best for a successful and productive semester.

–Dr. John Zomchick, Provost and Senior Vice Chancellor

**ACADEMIC INTEGRITY**

Each student is responsible for their personal integrity in academic life and for adhering to UT’s Honor Statement. The Honor Statement reads: “An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

**YOUR ROLE IN IMPROVING THE COURSE THROUGH ASSESSMENT**

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester you may be requested to assess aspects of this course, either during class or at the completion of the class, and through the TNVoice course evaluation. Please take the few moments needed to respond to these requests as they are used by instructors, department heads, deans, and others to improve the quality of your UT learning experience.

**STUDENTS WITH DISABILITIES** – <http://sds.utk.edu>

The University of Tennessee, Knoxville, is committed to providing an inclusive learning environment for all students. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability, or a temporary injury, you are encouraged to contact [Student Disability Services](http://sds.utk.edu/) (SDS) at 865-974-6087 or [sds@utk.edu](mailto:sds@utk.edu). An SDS Coordinator will meet with you to develop a plan to ensure you have equitable access to this course. If you are already registered with SDS, please contact your instructor to discuss implementing accommodations included in your course access letter.

**ACCESSIBILITY POLICY AND TRAINING** – <http://accessibility.utk.edu>

The University of Tennessee, Knoxville, provides reasonable accommodations for individual students with disabilities through its office of [Student Disability Services](http://sds.utk.edu/). The university is also committed to making information and materials accessible, when possible. Resources and assistance to support these efforts can be found at <http://accessibility.utk.edu/>.

**WELLNESS** – <http://wellness.utk.edu/> and <http://counselingcenter.utk.edu/>

The [Center for Health Education and Wellness](http://wellness.utk.edu/) empowers all Volunteers to thrive by cultivating personal and community well-being.  The Center can answer questions about general wellness, substance use, sexual health, healthy relationships, and sexual assault prevention. The [Student Counseling Center](http://counselingcenter.utk.edu/) is the university’s primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services.

Any student who has difficulty affording hygiene products, groceries, or accessing sufficient food to eat every day is urged to contact the [Big Orange Pantry](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdos.utk.edu%2Fbig-orange-pantry%2F&data=04%7C01%7Crhinde%40utk.edu%7Cc08b048824a945d9c08608d9dc4a0589%7C515813d9717d45dd9eca9aa19c09d6f9%7C0%7C0%7C637783032738103574%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=popHYayG%2Bd7H50O1pEKnK4Cxaumn677WZOSU%2BQ8zBbE%3D&reserved=0) for support. The Big Orange Pantry, located in Greve Hall, is a free resource for all students, faculty, and staff, no matter how great or small their need is. Students who need emergency financial assistance can also request funding from the [Student Emergency Fund](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdos.utk.edu%2Fstudent-emergency-fund%2F&data=04%7C01%7Crhinde%40utk.edu%7Cc08b048824a945d9c08608d9dc4a0589%7C515813d9717d45dd9eca9aa19c09d6f9%7C0%7C0%7C637783032738103574%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=Ioh3QMExJXlPQjiOgzmTFtfTMKGCEjN3CiR3sUBUCFo%3D&reserved=0).

Students who are experiencing non-academic difficulty or distress and need assistance should call 974-HELP or [submit an online referral](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdos.utk.edu%2F974-help%2F&data=04%7C01%7Crhinde%40utk.edu%7Cc08b048824a945d9c08608d9dc4a0589%7C515813d9717d45dd9eca9aa19c09d6f9%7C0%7C0%7C637783032738103574%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=IZ4u78AIu5kSwtJiq8iAKTTOJgv%2BEpDL5hnHA%2BRSMKA%3D&reserved=0). The 974-HELP team specializes in aligning resources and support to students experiencing mental health distress.

**EMERGENCY ALERT SYSTEM** – <http://safety.utk.edu/>

The University of Tennessee, Knoxville, is committed to providing a safe environment for learning and working. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UT Alerts. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, course schedules and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

**COVID-19 GUIDELINES (updated August 8, 2022)**

[CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/science/community-levels.html) recognizes the changing dynamics of living in a world with COVID-19. It rates COVID-19 community levels as low, medium, and high, with recommendations at each level about the use of masks and other precautions. At all levels of community spread, staying up-to-date with vaccination is the best way to protect yourself from serious illness and to limit the spread of COVID-19. Wearing a mask is always an option for any individual who chooses to do so, and the CDC recommends that those with high risk of severe illness talk with their health care providers. If you are sick, please stay in, avoid being around others as much as possible, and contact your health care provider for any symptoms that are worsening, moderate to severe, or concerning to you. For more information about vaccination or to self-report an illness and receive support, visit <http://studenthealth.utk.edu/CommunityHealth>. For more information about COVID-19, visit <http://studenthealth.utk.edu/covid-19>.

# Course SCHEDULE/Outline/Assignments/Units of Instruction

[Construct a table or list with the tentative calendar, topics, assignments, dates for exams and due dates, special events, etc. This is highly recommended but, in an online environment, this section may also refer students to a dynamic document, a Canvas [calendar](https://community.canvaslms.com/videos/1093), or other page on a Canvas course site. It could also be posted as a graphic. Major dates for assignments should not be changed or students should be given reasonable advanced notice.]

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| For accessibility, use the table feature in Word to create a table. Repeat headers at top and/or create a new table for each week or class session. Mark the header as “Header Row” using Table tools. |

**Example 1 - Course Schedule:**

| Unit/Module | Topic | Student Activities |
| --- | --- | --- |
| **Unit/Module 1** | Add topic and learning outcomes | **[Enter Dates]**  Student activities “You do”  (e.g. homework, independent work, group work)  (Formative and Summative assessments) |
| **Unit 2** | Syllabus | **August 20 - August 26**   * Read syllabus * Post questions in the Unit 2 Discussion Forum * Create graphic syllabus and submit it using the assignment feature in Canvas   **Due: August 26 by 11:59pm (EST)** |
| **Unit 3** | Topic | **August 27 - September 2**   * [Add] * [Add] |

**Example 2 - Course Schedule:**

| Week 1 | Topics | Project Timeline |
| --- | --- | --- |
| **[Date]**  Synchronous class meeting: First day of class; By the end of the week, students will propose a project | Instructor introduction; student introductions  Review syllabus  Introduce Project Assignments  “Working with your Client” and  Project Planning Requirements | **By [Date/Time]:**   * Meet with client (online, by phone, in person) * Begin developing your project plan to include: project overview description, problem statement, timeline for development, ideas for tools needed for development/development platform, potential issues, any costs… |
| Week 2 | Topics | Project Timeline |
| **August 27 - September 2**  Asynchronous course  By the end of first week, students will have submitted a graphic syllabus | Syllabus | **By 11:59pm (EST) on September 2:**   * Read syllabus * Post questions in the Unit 2 Discussion Forum * Create graphic syllabus and submit it using the assignment feature in Canvas |

You can also include important dates in the [academic calendar](https://registrar.utk.edu/calendar/academic-calendars/) either here and/or added to your site’s calendar (e.g. last day to add classes, academic closings and breaks, last day to drop a course with “WD,” last day to drop a course without “F,” and last day of classes and final exam days).

### [Optional section and language]

**Example:**

\*Please note: The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing/email of any such changes.