To assist instructors in creating a complete course outline for their course(s) and to provide students with a consistent presentation of course information, the College of Biological Science is asking all instructors to adopt the following minimum requirements for course outlines.

The university will adopt an electronic course outline template in the very near future. This CBS template has similar content and is designed to make the transition to the institutional template straightforward. The template is also designed to be in an Accessible format, although instructors must ensure that accessible format is retained when converting to a PDF (see below).

Please direct any questions to Brian Husband, Associate Dean Academic.

The purpose of a course outline (or syllabus) is to provide students with a description of the course goals, desired learning outcomes, specific content, modes of learning, resources to support content, assessment methods and due dates, and any relevant course policies of which students need to be aware. The outline should be considered a contract between instructors and students. Changes to the structure of a course during a course offering should be avoided, and modifying the methods and timing of evaluation can be made only with unanimous consent of the students.

At a minimum, course outlines should include the content for the following seven categories of information (use of category names not required). Basic instructions regarding the content and suggested order of each category is provided. A blank template, which may be useful for implementing this format, is given at the end of the instructions.

I. General information
II. Course Goals
III. Course Content
IV. Course Resources
V. Methods of Assessment
VI. Course & University Policies
VII. Campus Resources

**Accessible Format**
To ensure the course outline is in accessible format, please follow these requirements:
1. The material should be presented in a clear, organized manner. Use headings to organize material. Keep the formatting of the document as simple as possible.
2. Use a font which is, at minimum, 12-point.
3. The font should be sans-serif (such as Arial or Calibri).
4. Maintain high contrast between the background and the text, for example: black text on a white background.
5. Text boxes and images create visual clutter for some individuals and may be problematic for screen readers if they are not properly formatted.
6. Keep in mind that course outlines are often read using different media. For some readers, how material appears when printed on paper may be different from how the same material appears when read on a screen. To avoid this problem, it is important to use “style” options rather than font options for headings etc. For example, if you are creating your course outline in MS Word, choose formatting from the “style” option on the home tab. For example, rather than using “bold” and “italics” under the “Font” option use “Strong” and “Emphasis” from the “Style” option on the home tab.
7. Web addresses, for students with visual impairment, can be confusing. The recommendation is that the name of the website is written, with an active link. For example, the link to “Accessible Instruction—Resources” is formatted in MS Word by clicking on the “Insert” tab and selecting “Hyperlink.” In “text to display,” write the name of the web site, put the address in appropriate box and press “ok.”
8. When converting a course outline to PDF, be sure the format is still accessible (refer to Document Accessibility for tips.)
General Instructions for each section

General Information
a. title - this section contains the University, College, and Departmental names, course name, course code and semester of offering. Typically these are listed at the top of the outline.
b. course description (from undergraduate calendar), credit weighting, pre-requisites/co-requisites, and restrictions (limits as to which students can register)
c. teaching team (names, contact information and office hours for instructors, coordinators, GTAs)
d. course schedule (location and times of all face-to-face meetings) (N.B. for Fall semester courses, include a note regarding the extra class day at end of semester to replace Thanksgiving Monday)

Course Goals
e. (optional, if 1b is not sufficient) Describe the overall goals of the course in 1-4 sentences.
f. List the specific learning outcomes for the course. Between five and ten outcomes would generally be appropriate for a 0.5 credit course. Learning outcomes should refer to what students should know or be able to do following successful completion of the course (i.e. attainment of a passing grade) that can be assessed. Outcomes are usually culminating competencies that involve combinations of knowledge, skills and attitudes, and should be expressed using active verbs (i.e., the student should be able to demonstrate, compare, synthesize, apply, analyze, etc) that reflect the extent of mastery by the student. (For example: By the end of this course, successful students will be able to critically evaluate a scientific claim in the public media by locating relevant research from the primary literature, identifying the major elements of that research and critically assessing its methods, results and conclusions). Learning outcomes for a particular course should address at least some of the learning outcomes established for the degree (e.g. BSc ) and the university.

Resources available to help craft learning outcomes can be found on the Open Learning and Educational Support website and the AVPA website.

A series of short workshops will also be offered by OpenEd (TBA) to provide assistance.

Course Content
  g. List the specific course content, activities or broad topics that will be covered throughout the semester. Where appropriate, use a table to provide a tentative schedule of the semester content by week (or some other meaningful time interval) as this may help to link the content to forms of assessment in section V. If
applicable, list the content themes by mode of interaction (i.e. lecture, tutorial, seminar, lab) either in a single or separate table(s).

E.g. Single table

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics</th>
<th>Lab/Seminar Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E.g. Separate table for lectures

<table>
<thead>
<tr>
<th>Lecture Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

h. Method of Presentation (optional) – include any additional information regarding how students are expected to engage with course material during student contact times (lectures, labs, seminars, tutorials) and non-contact times, and how the students are to use the various resources available.

e.g. “Lectures will be used to discuss readings and introduce new concepts”, or “assigned readings will complement what is taught in lecture”, or “readings should be reviewed in advance of lecture as class time will be used for case studies or discussions”

Course Resources

i. List all required resources, along with any other resources available to support the student in achieving the stated learning outcomes. Describe the use and availability of resources as appropriate (e.g. hours and location of SLGs). E.g. Required textbook, Recommended textbook, Lab manual, i-Clickers, Journal Articles, Reserve at library, Suggested readings, D2L on Courselink, Supported Learning Groups, Field trips, Eligible additional costs (lab coats, safety boots, dissecting tools). If there is a Courselink site associated with the course, instructors should include details to guide the student on how to access the materials, specifically for first and second year courses.

PLEASE NOTE THAT, ACCORDING TO THE PROVINCIAL GUIDELINES, STUDENTS CANNOT BE CHARGED FOR ONLINE RESOURCES OR OTHER ANCILLARY FEES THAT ARE REQUIRED TO COMPLETE THE ASSIGNMENTS OR TESTS.
PLEASE NOTE THAT STUDENTS CAN NOT BE ASKED TO PURCHASE A REQUIRED TEXTBOOK, THOUGH IT CAN BE STRONGLY RECOMMENDED. AS A RESULT, COPIES MUST BE MADE AVAILABLE ON RESERVE IN THE LIBRARY.

Methods of Assessment

j. In a table, list the forms of assessment (assignments, tests etc) and show how they align with specific learning outcomes and course content. By numbering the learning outcomes and content in sections II and III, instructors need only list the corresponding number here. Learning outcomes and content can be assessed multiple times.

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Weight of Assessment (% of final)</th>
<th>Due Date of Assessment</th>
<th>Course Content /Activity</th>
<th>Learning Outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g Quiz</td>
<td>5%</td>
<td>Oct 15, 2013</td>
<td>e.g. Lectures week 1-6 Assigned readings Chpt 1 Field trip #1</td>
<td>#1, 2</td>
</tr>
</tbody>
</table>

PLEASE NOTE: IF ASSIGNMENTS AND TESTS DO NOT EXPLICITLY ALIGN WITH THE LEARNING OUTCOMES, THE INSTRUCTOR SHOULD REVIEW AND REVISE THE OUTCOMES OR ASSESSMENTS OR BOTH

PLEASE NOTE, ACCORDING TO UNIVERSITY POLICY:

- Meaningful and constructive feedback (assessment) must be provided to students prior to the 40th class day, which is the last day to drop a course.
- Evaluation criteria should measure quality of performance and not merely activity (or attendance for particular activities).
- Unannounced evaluations (e.g. pop quizzes) can not be used for course assessment purposes or to determine course grades.

k. (Optional) provide any additional descriptions about the forms of assessment that you require. e.g. Midterm exam – 40 multiple choice and 6 short answer questions; Research proposal - instructor needs to provide guidance regarding, length, style, topics, assessment etc.

l. Important dates: In a separate location, list the date and time of midterm and final exams and any other important dates or deadlines.

NOTE. Once released any changes to the grading scheme can only be approved under strict policies as approved by Senate. The policy can be found under Resolution 5 in the grades section of the Undergraduate Calendar.

Course and University Policies
Required UNIVERSITY policy statements (default statements provided)

**When You Cannot Meet a Course Requirement**
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for [Academic Consideration](#).

*Instructors are strongly encouraged to clearly state what form the consideration will take when a student is granted academic consideration*

**Accessibility**
The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services (formerly the Centre for Students with Disabilities) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [SAS](mailto:sas@uoguelph.ca) or see the [SAS website](http://www.uoguelph.ca/sas).

**Academic Misconduct**
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.
The Academic Misconduct Policy is detailed in the Undergraduate Calendar.

E-mail Communication
As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly. E-mail is the official route of communication between the University and its students.

Drop Date
The last date to drop one-semester courses, without academic penalty, is the 40th class day. To confirm the actual date, please see the schedule of dates in the Undergraduate Calendar. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar.

Copies of out-of-class assignments
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Recording of Materials
Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources
The Academic Calendars are the source of information about the University of Guelph’s procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Required INSTRUCTOR POLICIES: (provided by instructor)

Grading
Indicate all course policies regarding in-semester tests and assignment submissions, including time and place for submission of assignments and explicit penalties for late submissions.

Optional Policy Statements, to be included as appropriate.
May include:
- Participation and completion of laboratory components – if they are mandatory, please state this in your course outline
- Standard operating procedures for laboratory participation, for example, proper clothing and safety equipment
• Professional conduct regarding technology in the classroom - what are your expectations regarding computer and phone use during lectures, seminars and labs?

Example from BIOC 2580 -“Technology in the classroom: Feel free to bring your laptop to lectures, but only use it in a manner that will not disturb those around you. Please do not use your laptop for anything other than activities related to this biochemistry course. Turn your cell phones off, or put them on silent, and do not text-message during class.” J. Dawson and E Wojteko

• Expectations of professional conduct on electronic discussion groups

• Statements with respect to the use of animals

  e.g. The University is committed to conducting research and teaching in accordance with the highest ethical standards. The University is committed to ensuring that animals which are used for research and teaching will receive care and treatment that meets or exceeds the standards outlined by provincial guidelines and statutes, and by the Guidelines of the Canadian Council on Animal Care

**Campus Resources**

**If you are concerned about any aspect of your academic program:**

Make an appointment with a [Program Counsellor](#) in your degree program.

**If you are struggling to succeed academically:**

There are numerous academic resources offered by the [Learning Commons](#) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills. You can also set up individualized appointments with a learning specialist.

**If you are struggling with personal or health issues:**

[**Counselling services**](#) offers individualized appointments to help students work through personal struggles that may be impacting their academic performance.

[**Student Health Services**](#) is located on campus and is available to provide medical attention.

For support related to stress and anxiety, besides Health Services and Counselling Services, [Kathy Somers](#) runs training workshops and one-on-one sessions related to stress management and high performance situations.

**If you have a documented disability or think you may have a disability:**
Student Accessibility Services (SAS) formerly Centre for Students with Disabilities can provide services and support for students with a documented learning or physical disability. They can also provide information about how to be tested for a learning disability.

**Additional Course Information**
Include any additional course information as required
University of Guelph  
College of Biological Science  
Insert Departmental Name  
COURSE OUTLINE  
Insert Course Title, Course Code,  
Insert: Semester  

Course description  
Insert calendar description, credit value, pre-requisites & co-requisites, any restrictions (*consult undergraduate calendar for this information*)  

Teaching team  
Insert name, contact information and office hours (if applicable) for all instructors, technicians, coordinators and GTAs (*large courses may provide this in labs instead*)  

Course schedule  
Insert day, time & location of all face-to-face meetings (lectures, labs, seminars, tutorials etc)  

Learning goals and rationale  
Insert brief statement of course goals or philosophy (optional)  
Insert learning outcomes (*5-15 numbered statements as to what students should know or be able to do after successfully completing this course*)  

Course Resources  
Insert a list and brief description of course resources (e.g., recommended textbook, course webpage via courselink, specific resources on webpage, i-Clickers requirements, resources on reserve in library, supported learning groups, hours & locations for additional support or help rooms)  

Course Content  
Insert description of major course components (lecture, lab, seminar etc), their role in achieving course goals and how students are expected to engage with course material, in and out of class (optional).  
Provide a list of major course content and activities. A table, indicating a tentative schedule of course content, is recommend (for example, see below)  

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics Covered in Lecture</th>
<th>Lab/Seminar Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 -2 or enter dates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Or
Methods of Assessment
Insert list of the forms of assessment, weighting and relevant dates (see below). Indicate how these assessments align to course content and learning outcomes.

<table>
<thead>
<tr>
<th>Form of Assessment</th>
<th>Weight of Assessment</th>
<th>Due Date of Assessment</th>
<th>Course Content /Activity</th>
<th>Learning Outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter all assessments</td>
<td>Enter weight (% of final) for all assessments</td>
<td>Dates or deadlines</td>
<td>Lecture, non-lecture</td>
<td>Add number corresponding to relevant learning outcomes</td>
</tr>
</tbody>
</table>

Insert additional descriptions of the different forms of assessment (optional)

Important Dates
Insert list of important dates or deadlines, including the date of the midterm and final exam (where applicable) and deadline for dropping courses without penalty (40th class day).

Course and University Policies

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Instructors are encouraged to clearly state what form the consideration will take when a student is granted academic consideration

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or a short-term disability should contact Student Accessibility Services (formerly the Centre for Students with Disabilities) as soon as possible.

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Grading
Indicate all course policies regarding in-semester tests and assignment submissions, including time and place for submission of assignments and explicit penalties for late submissions.

Insert any other course-specific policy statements (e.g., requirements for participation, safety requirements in the lab, professional conduct regarding use of technology, statements related to use of animals etc).

General Campus Resources

If you are concerned about any aspect of your academic program:

Make an appointment with a Program Counsellor in your degree program.

If you are struggling to succeed academically:

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