

Statement on Graduate Course Syllabi

The Administrative Board of The Graduate School, composed of representatives from graduate disciplines on campus, supports and encourages the following guidelines for the development and distribution of a graduate syllabus.

Board members concur with all aspects of Faculty Council Resolution 2012-11, both in course syllabus content and also in the spirit of supporting graduate students in their own learning and professional development. Graduate students should expect information on the first day of a course about class content and goals, faculty expectations, and evaluation methods. Course syllabi should be retained by the department or unit of the University for at minimum four years; longer retention periods may be appropriate for doctoral course syllabi.

Best practices indicate the syllabus should contain:

- 1) course identifying information, such as course number, class meeting times, and prerequisite courses or knowledge
- 2) instructor and teaching assistant (if appropriate) identifying information, such as contact information and office hours
- 3) course goals and key learning objectives specific to the level at which the course is taught, including outcomes and competencies students will develop in the course and the variety of pedagogical approaches that may be used
- 4) course requirements and dates, including a class calendar, assignments and readings, exams, or other activities outside class time
- 5) course resources, such as text books, reserved readings, software, and online sites and tools
- 6) policies about conduct in class, including attendance, use of technology/electronic devices, class sessions being recorded (if relevant), and preparation/participation expectations
- 7) grading policies and expectations
- 8) statement on the University's Honor Code, including any instructions specific to the course and its assignments
- 9) statements articulating the availability of accessibility resources, writing and learning center assistance, counseling and psychological services, and campus health services
- 10) statements valuing diversity and inclusion that acknowledge students' varied backgrounds (e.g., gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, parent/family status), provide expectations for classroom culture and discourse, and offer assessment practices and any relevant flexibility
- 11) syllabus change clause, if desired (see sample language in the Resolution)

In addition to these best practices, individual units may have their own policies to follow to address discipline-specific and accreditation-related syllabus expectations.

References:

Faculty Council Resolution 2012-11, On Guidelines for Course Syllabi

College of Arts and Sciences' Statement on the Contents of a Course Syllabus

Approved by the Administrative Board of The Graduate School, November 2014; rev. 2019