INDIANA UNIVERSITY

**IUPUI GRADUATE OFFICE**

# SUGGESTED COURSE SYLLABUS FORMAT

The Curriculum Sub-Committee of the Graduate Affairs Committee provides the following outline as a suggested format for new courses submitted for review and ultimate approval by the Graduate Affairs Committee. The outline contains the type of information the Sub-Committee needs in order to conduct its review of the course and make an informed recommendation to the Graduate Affairs Committee. It is realized that not every new course will necessarily lend itself to the outline as set forth here. However, to the extent to which the substantive areas encompassed by the outline are addressed within any given syllabus, it will greatly reduce the likelihood of proposed courses being returned with requests for additional information.

**I. HEADER:**

The header should include: *the title, course number, and the proposed instructor (if known)*. If the instructor has not yet been assigned, the instructor should be listed as “TBA”. If there are multiple sections or the instructor will vary from semester to semester, list the instructor as “Varies”. The header should also identify any prerequisites and / or other conditions that must be met in order to enroll in the course (e.g., instructor approval). The outline is intended to cover the type of information referred to on *Line 17* of the *New Course Request* form.

**II.** **COURSE DESCRIPTION AND RATIONALE:**

The *Course Description and Rationale* should provide the type of information that makes it possible for a relatively naive person to be able to determine exactly what the course is about, at what level it is pitched, and how it fits into the broader curriculum. As such, it should provide a general overview of the purpose of the course and any unique features about the course that need to be known by someone considering enrolling in it. In essence, this component of the outline is an expanding version of the “Course Description” as listed on *Line 10* of the *New Course Request* form.

**III. EDUCATIONAL OBJECTIVES:**

The course objectives should identify in operational terms the educational outcomes that will be expected of students as a result of having completed the proposed course. They provide the context within which appropriate content is selected, pedagogy and educational experiences are justified, and student performance is to be evaluated. They should reflect the knowledge, values, and skills that students are expected to attain and should be written with clear graduate-level learning outcomes that follow Bloom’s Taxonomy.

1. **COURSE CONTENT:**

This section should identify the specific topics or subject areas to be covered, including the major concepts and principles included in the course. Topics may be listed by class session, by units of instruction, by phases of the course, or any other format that best reflects the nature of the course and / or the instructor’s approach to it. However, the sequencing of the topics should reflect the general order of presentation so that it is clear exactly how the course is expected to unfold.

**V. REQUIRED AND RECOMMENDED TEXTS:**

This section should identify any required and / or recommended texts or other course materials (e.g., software, art supplies, etc.) that students will be expected to acquire in order to participate satisfactorily in the course.

**VI. EVALUATION AND GRADING:**

This section should describe the basis upon which students will be evaluated in this course. The evaluation process should be explained in sufficient detail to allow students to know exactly what they will be expected to do in order to meet the educational objectives of the course. At minimum, it should identify the factors that will be taken into consideration with respect to the grading process, including a description of assignments, tests, orals, class participation, etc., as well as how such factors are to be weighted relative to the final grade. A graduate-level grading scale should be included. Keep in mind that to earn a degree from the Graduate School, students must have at least a 3.0 graduate GPA. For this reason, several graduate programs do not accept any grade below a B.

Grading Scale (example):

|  |  |
| --- | --- |
| Letter grade | Percentage |
| A+AA-B+BB-C+C | 97-10093-96.9990-92.9987-89.9983-86.9980-82.9977-79.9973-76.99 |

**VII. BIBLIOGRAPHY:**

The syllabus should include a complete or representative sample of the selected readings related to the course. These may be listed in a separate section or integrated with the appropriate content areas identified above.

**The following information is also required to be included in the syllabus:**

**IUPUI Policy on Disability Accommodations**

Students needing accommodations because of disability will need to register with [Adaptive Educational Services](https://aes.iupui.edu/) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241.

**IUPUI Policy on Religious Holidays**

IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. Students seeking accommodation for religious observances must submit a request in writing to the course instructor by the end of the second week of the semester and should use the [Request for Course Accommodation Due to Religious Observance Form](http://registrar.iupui.edu/religiousholidayform.html). More information on the IUPUI Policy on Religious Holidays is available here: <http://registrar.iupui.edu/religious.html>.

**IUPUI Policy on Academic Integrity:**

The IU Code of Student Rights, Responsibilities, and Conduct states that students must uphold and maintain academic and professional honesty and integrity; the code defines academic misconduct as any activity that tends to undermine the academic integrity of the institution. Students engaging in academic misconduct may therefore receive penalties from their course instructor and disciplinary action from the university. Policies against academic misconduct apply to *all* course-, department-, school-, and university-related activities. Academic misconduct may involve human, hard-copy, or electronic resources and includes but is not limited to the following: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. For definitions of these activities, visit <http://studentcode.iu.edu/responsibilities/academic-misconduct.html>. For information on how faculty and students are expected to handle cases involving academic misconduct, visit <http://registrar.iupui.edu/misconduct.html>. Additional information about the rights and responsibilities of IU students is available at <http://studentcode.iu.edu/>.

**IUPUI Policy on Sexual Misconduct**

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, please visit <http://stopsexualviolence.iu.edu/help/index.html> (Links to an external site.) for contact information.

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus’ Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed.

Protecting a student’s privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu/index.html) (Links to an external site.) to learn more about available resources on campus and in the community.

**Education and Title VI**

Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance.

Programs and activities that receive ED funds must operate in a non-discriminatory manner. These may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing and employment, if it affects those who are intended to benefit from the Federal funds.

<http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>