

## Best Practice for Graduate Courses

When preparing a graduate course for approval, the syllabus will be reviewed by the Graduate Council to ensure that the rigor is appropriate for graduate level credit. To do this, the following areas will be evaluated with attention to the items listed below.

Use the current syllabus template provided by the Provost Office.

1. Course Description
  - Is clear and reflects an accurate overview of the course
  - Is a concise description of course (generally, 3 to 5 sentences)
  - Includes specific content, concepts, or constructs to provide clarity
  - Is formatted for the University Course Catalog
2. Course Learning Outcomes (CLO)
  - CLOs are clear and measurable outcomes of learning
  - CLOs are aligned to course assignments
  - CLOs align with the mission of the program
  - CLOs use action verbs and includes higher order and critical thinking skills (Bloom's Taxonomy Levels - Analyzing, Evaluating, Creating; Webb's DOK – Strategic Thinking, extended thinking)
  - 600G courses include unique CLOs for those students taking the course for graduate credit
3. Textbooks/Required Readings
  - List of the readings/textbook(s) for the course is provided in the appropriate citation style
  - Textbooks/readings are current and up-to-date
  - Resources more than 10 years old require a rationale as to why these should be used that is clearly explained on the application
4. Assessment Methods
  - List of activities/assignments completed during course (e.g., assignments, discussion boards, exams, etc.) is included and is clear
  - Activities are clearly aligned with the CLOs
  - Basic description of activities and evaluation method associated with each activity is provided
  - Activities/assignments should encourage critical thinking skills, requiring students to analyze, synthesize, and integrate course content with practical knowledge
  - 600G courses should include distinct activities/assignments as compared to the undergraduate. Graduate assignments should reflect rigor and a demonstration of deeper knowledge and application of the course content.
5. Course Schedule
  - Basic schedule of activities and readings to be completed during the semester is included and clear

- Clarifies course themes or modules covered during the course, by week, individual class period or other method that best matches the content of the course.
  - Represents a logical progression of course content to encourage effective learning
6. Grading Scale
- Detailed point or percentage breakdown is given
  - It is clear whether rounding will or will not occur; grade scale has two decimal places
  - 600G level courses should provide separate grading scales and assignments for students taking the course for graduate credit
7. University Statements and Policies
- All policies and procedures required by the Provost's office, the College and Department are included
    - Student Help Resources
    - Course Policies
    - University Policies