

# Course Syllabus Guide

Course syllabus requirements exist in various policies and regulations at the New York State level, within the SUNY System and at the University at Albany, by level of study and/or academic unit. This guide defers authority on syllabus content and practices to applicable existing regulations and units. It does not replace existing regulations or expectations, but is provided to serve as a secondary resource/guide to faculty and/or academic units in developing such documents.

Items listed below with an asterisk \* are those that are specifically expected to be included in syllabi by State/SUNY regulation. Many State program registration and/or update processes require the submittal of course syllabi. Keeping them up to date is a good practice for multiple reasons. Syllabi should be provided to all registered students in a course and available for advance review by prospective registrants.

Please include the name of the syllabus author and date at the bottom of each syllabus\*

## General Course Information

- Course title and identifying abbreviations/numbering [department and number; cross-listings if any]\*
- Term [if applicable]
- Credits and instructional time [class meeting specifics if applicable/available] per week\*

In a traditional 15 week semester the University expects 55 minutes minimum of instruction per week for each credit to be earned.

For online courses here is an example of what to indicate:

*This course is delivered online and asynchronously. It meets or exceeds the total amount of instructional and student work time expected in a traditional in-class course in every week of a 15 week semester: three 55 minute sessions of classroom or direct faculty instruction for every 3 credit course. The contact time achieved in this class is satisfied by (1) instruction or interaction with a faculty member once a week for each week the course runs as well as (2) academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, work with class peers and computer tutorials graded and reviewed by faculty.*

- Meeting locations/times and/or alternatives [i.e., online; arranged]
- Pre-requisites and co-requisites\*

## **Instructor Information**

- Instructor name(s) and course responsibilities [if applicable]
- Office location, hours and contact information

## **Course Description, Purpose and Goals**

- Formal course description as published in the appropriate University Bulletin\*
- Course overview/goals
- General education category/categories [if applicable]
- Student learning objectives (SLOs)\*

The SLOs, per the Middle States Commission, should be “statements, expressed in observable terms, of the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of a course.” The SLO language should be student-based (what the student should learn) and not course-based (what will be taught).

## **The Course Environment**

- Facilities and teaching methods
- Required texts and/or other educational materials
- Instructor provided materials and/or access
- Recommended additional texts and/or educational materials
- Attendance/participation requirements

## **Course Delivery Structure, Schedule & Grading**

- Topics and dates
- Student Learning Assessments [with grading percentages]\*
- Assignments [with grading percentages]\*
- Examinations [with grading percentages]\*
- Grading scale criteria/rubric for all assessments and the course in total\*
- Due dates, absences, make-ups and/or penalties
- Incomplete grades
- Safety policies and practices [if applicable]
- Final exam date and time [if applicable]
- Course bibliography [if applicable]\*

## Important Resource Information

- Reasonable accommodations for student with documented disabilities

The University's Disability Resource Center strongly urges that the following statement be included in the each course syllabus:

*Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 130, 518-442-5490, DRC@albany.edu). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.*

- Academic integrity and conduct\*

Clear statements should be included with detail regarding students participating in the course in conformance to University academic integrity expectations and regulations, along with reference to policy and resources available (below). Specific clarification of course standards regarding student collaborations is encouraged.

[https://www.albany.edu/graduatebulletin/requirements\\_degree.htm#standards\\_integrity](https://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity)

<http://library.albany.edu/infolit/integrity>

## Syllabus Resources & References

University at Albany undergraduate syllabus policy:

[https://www.albany.edu/undergraduate\\_bulletin/regulations.html](https://www.albany.edu/undergraduate_bulletin/regulations.html) (page down a bit)

University at Albany College of Arts & Sciences graduate syllabus policy:

<https://www.albany.edu/cas/assets/2011-cas-syllabus-requirements-graduate-courses.pdf>

New York State Education Department Syllabus Expectations:

<http://www.highered.nysed.gov/ocue/aipr/guidance/gpr11.html>

Johnson C. Best Practices in Syllabus Writing. *J Chiropr Educ.* 2006 Fall; 20(2): 139-144:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2384173/>

With thanks to Ann Hawkins, PhD, SUNY System Administration for her advice & assistance, as well as the same from Celine LaValley in the UAlbany Office for Undergraduate Education.

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Source: Jon Bartow, Office for Graduate Education, University at Albany  
Feedback toward improvement in future versions appreciated  
Course Syllabus Guide v1.0 April 2018