

## GSE New Course Proposal Guidelines: Graduate (Updated 2021)

### Step One: Create the Course Syllabus

Please review the [Graduate Course Syllabi Guidelines](#) for help in creating your course syllabus and include each of the components required. Use the [GSE syllabus](#) template to create your syllabi. See the checklist on page 3 if you choose not to use the template and be sure that you have included all of the required components.

### Step Two: Prepare the Course for Review

Note: Faculty who wish to develop a new graduate course but are unsure if it will be sustainable over time, are encouraged to try the course out first under a departmental special topics number. After a course has been offered under a special topics number *for two semesters*, it must be formally approved as a new course before it is offered for a third semester. See checklist and specific guidance on the following pages.

Carefully review the [Creating a New Graduate Course](#) guidance at The Graduate School and complete the [New Graduate Course Approval Request Form](#).

The following notes can be helpful in the completion of this form.

**Instructor(s).** The primary instructor must either be a full-time tenured, tenure-track or clinical faculty member or a part-time faculty member who has a multiple year appointment. An adjunct instructor who is hired to teach one or two courses during the academic year cannot be the primary instructor.

**Description for Catalog.** This is a brief description of the course as it will appear in the catalog. The course objectives must be clearly elaborated. See the [Graduate Course Catalog](#) for examples.

**Rationale.** The basis or justification for introducing the course must be clearly addressed. This may include the function of the course as an essential element in a departmental or program major, the use of the course as an essential supplement to a program in another department, the role of the course in providing appropriate electives, etc.

**Duplication Check.** The description of the duplication check with courses in GSE as well as university-wide must be detailed and explicit. Each course that potentially duplicates the proposed course must be listed, and the differences between such courses and the proposed course must be clarified. Please see the [GSE Duplication Check Guidelines](#).

**Student Learning Outcomes.** For guidance on how to develop learning outcomes for your course please see the CEI's [What are learning outcomes?](#) page.

### Step Three: Complete the Review Process

The course proposal packet should include the following:

1. The syllabus
2. The duplication check documentation (please organize the emails and create one PDF document that is easy to review with a summary of the process)
3. The completed [New Graduate Course Approval Request Form](#)

Send your course proposal packet to the following units for approval:

1. Academic Department Approval
2. Academic Decanal Unit Approval
  - a. The new course reviewed is by the EC. The course may be approved, or it may be returned for revisions.
  - b. The EC then forwards the course to the ADAA. The course may be approved, or it may be returned for revisions.
  - c. When the course proposal is approved at the decanal level, you can then email the completed and signed form along with the syllabus to [grad-academic-services@buffalo.edu](mailto:grad-academic-services@buffalo.edu) for Graduate School review.
3. The Graduate School and Associate Dean's Graduate Council. Once approved by the Graduate School, the course proposal will then be subject to a vote at the monthly [Associate Dean's Graduate Council](#) meeting for final campus approval. Note, it is at this stage that insufficient duplication checks can cause undue delays in your course approval as an associate dean from any unit campus-wide can ask for clarifications or vote no because they have a similar course.

## Course Syllabus Component Requirements Checklist

Please use the checklist below to be sure that all of the required components are present. See also optional sections that you might consider including (for those not using the GSE Syllabus Template).

Required:

**\_\_\_ Basic Information**

- \_\_\_ Course Subject Code (i.e., ANA)
- \_\_\_ Course Number (i.e., 599)
- \_\_\_ Type of Instruction (i.e., LEC, SEM, TUT, etc.)
- \_\_\_ Course Title
- \_\_\_ Class Number (i.e., 12345)
- \_\_\_ Semester (i.e., fall 2018)

**\_\_\_ Course Information**

- \_\_\_ Date(s)/time(s)
- \_\_\_ Delivery mode (e.g., hybrid, online, traditional)
- \_\_\_ Number of credits (include ranges where applicable)
- \_\_\_ Instructor name(s) and contact information (including office hour information, where applicable)
- \_\_\_ Other relevant persons (e.g., TAs) where applicable and contact information (including office hour information, where applicable)

**\_\_\_ Course Description**

- \_\_\_ Should conform to the official description for the course; if this description is outdated, a new course description should be submitted via your department scheduler to the [university scheduling system](#) for use in all UB communications and systems.
- \_\_\_ Course prerequisites (if applicable); clear description of prerequisite coursework or knowledge expected prior to start the course.

**\_\_\_ Course Materials**

- \_\_\_ Required and recommended reading materials, resources, textbooks and resources citations.
- \_\_\_ Location/availability of course materials, where applicable (e.g., items on reserve through library, use of UBLeans Blackboard site, etc.).

**\_\_\_ Student Learning Outcomes:** Learning outcomes for the course should be linked back to the curriculum map for the program. Whether these are called outcomes, goals or objectives, these are specific student-focused statements that specify what the student should be able to do or know at that the completion of the course. Student Learning outcomes should:

- \_\_\_ Include objectives which delineate what the students should achieve from the course.
- \_\_\_ Clearly link to the more expansive student learning outcomes of the degree program, either in the syllabus or noted with a link to a site with the details on how the course relates to the larger program-level goals.
- \_\_\_ Follow the table template below:

Course Learning Outcome	Program Outcomes/Competencies	Instructional Method(s)	Assessment Method(s)

**\_\_\_ Course Requirements**

\_\_\_ Number of papers, tests and any other requirements, such as homework, attendance, class participation, laboratory assignments and clinical performance, that will count toward the final grade.

\_\_\_ Deadlines for assignments. Assignments should be linked to each of the student learning outcomes being assessed. A single assignment may be used to assess more than one learning outcome and an outcome may be assessed by more than one assignment.

**\_\_\_ Grading Policy:** Students should be apprised of how various graded activities will be combined to form their final grade for the course, including:

\_\_\_ How results from various requirements will be combined into a final grade\*.

\_\_\_ Relative weightings.

\_\_\_ A make-up policy for tests.

\_\_\_ Specification of the level of work that must be completed in order to obtain specific letter grades (A through F) or a passing grade if the course is graded on a pass/fail basis.

\_\_\_ Reference to the university's [Graduate Incomplete Policy](#) and any additional instructor requirements and comments regarding the use of incomplete grades.

\*The course syllabus should include a statement that reminds students of their responsibility to participate in the course evaluation process.

To clearly articulate the weight of each assignment, consider using a chart (see sample below).

Weight (percent of overall grade)	Assignment
xx%	
xx%	
xx%	
100%	

**GRADUATE GRADE OPTIONS:**

Grade	Quality Points
A	4.000-3.671
A-	3.670-3.331
B+	3.330-3.001
B	3.000-2.671
B-	2.670-2.331
C+	2.330-2.001
C	2.000-1.671
C-	1.670-1.331
D+	1.330-1.001
D	1.000-0.001
F	0.000-0.000

S	n/a
U	n/a

**INCOMPLETE GRADING SCALE:**

Grade	Quality Points
I/A-	3.670-3.331
I/B+	3.330-3.001
I/B	3.000-2.671
I/B-	2.670-2.331
I/C+	2.330-2.001
I/C	2.000-1.671
I/C-	1.670-1.331
I/D+	1.330-1.001
I/D	1.000-0.001
I/F	0.000-0.000
I/S	n/a
I/U	n/a

\_\_\_ **Academic Integrity**

\_\_\_ The following text must be included on the syllabus:

Academic integrity is critical to the learning process. It is your responsibility as a student to complete your work in an honest fashion, upholding the expectations your individual instructors have for you in this regard. The ultimate goal is to ensure that you learn the content in your courses in accordance with UB's academic integrity principles, regardless of whether instruction is in-person or remote. Thank you for upholding your own personal integrity and ensuring UB's tradition of academic excellence.

\_\_\_ Please also include any additional instructor, programmatic, departmental or decanal level requirements regarding academic dishonesty, as applicable.

\_\_\_ **Accessibility Resources**

\_\_\_ The following text must be included on the syllabus:

*If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources in 60 Capen Hall, 716-645-2608 and also the instructor of this course during the first week of class. The office will provide you with information and review appropriate arrangements for reasonable accommodations, which can be found on the web at: <http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>.*

**Optional:**

Please see the [Graduate School Guidelines](#) and the GSE Syllabus Template for suggestions regarding additional sections and suggested wording for these sections to enhance your syllabus.

Sample sections to consider:

**\_\_\_ Weekly Course Schedule**

Week Number and/or Date	Topic	Required Reading(s)/Assignment(s)	Due Date

**\_\_\_ Attendance Policy**

Your attendance policy might include reference to:

- \_\_\_ [Attendance issues related to religious observances.](#)
- \_\_\_ Athletic commitments.
- \_\_\_ Family/work obligations/emergencies.
- \_\_\_ Course cancellation/emergency planning.
- \_\_\_ Reference the [university emergency webpage](#) for cancellations/delays due to weather or other unforeseen events.

\_\_\_ The following text regarding COVID-19:

While your attendance and participation are essential components of this course, it is critical that you follow public health guidelines. As such, any student exhibiting COVID-19 symptoms should not come to campus to participate in coursework. If you need to miss class due to illness, isolation or quarantine must notify the instructor by email as soon as possible and no later than 24-hours after missing class. At that time, you are also expected to make arrangements to complete missed work.

**\_\_\_ Instructor and Course Support Staff Information**

The following could be included in this section:

- \_\_\_ Relevant professional information and/or teaching philosophy.
- \_\_\_ Roles and responsibilities of course support staff (e.g., TAs/GAs)

\_\_\_ **Lab Safety:** This section could include guidelines for lab safety, including policies and procedures.

\_\_\_ **Classroom Decorum:** Discussion of classroom expectations, including tardiness and/or use of cell phones and laptops, may be included in this section.

\_\_\_ **University Support Services:** Students are often unaware of university support services available to them. For example, the Center for Excellence in Writing provides support for written work, and several tutoring centers on campus provide academic success, support and resources. Other vital support for graduate students include counseling services and sexual violence resources. A support service section of your syllabus might include information about those. Feel free to add the following text in your syllabus as you see fit.

**COUNSELING SERVICE**

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services and Health Promotion are here to help with these or

other issues you may experience. You learn can more about these programs and services by contacting:

**Counseling Services**

120 Richmond Quad (North Campus), 716-645-2720

202 Michael Hall (South Campus), 716-829-5800

<https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html>

**Health Services**

Michael Hall (South Campus), 716-829-3316

<https://www.buffalo.edu/studentlife/who-we-are/departments/health.html>

**Office of Health Promotion**

114 Student Union (North Campus), 716-645-2837

<https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.html>.

**SEXUAL VIOLENCE**

UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please contact UB's Title IX Coordinator at 716-645-2266 for more information. For confidential assistance, you may also contact a Crisis Services Campus Advocate at 716-796-4399.

Please be aware UB faculty are mandated to report violence or harassment on the basis of sex or gender. This means that if you tell me about a situation, I will need to report it to the Office of Equity, Diversity and Inclusion. You will still have options about how the situation will be handled, including whether or not you wish to pursue a formal complaint. Please know that if you do not wish to have UB proceed with an investigation, your request will be honored unless UB's failure to act does not adequately mitigate the risk of harm to you or other members of the university community. You also have the option of speaking with trained counselors who can maintain complete confidentiality. UB's [Options for Confidentially Disclosing Sexual Violence](#) provides a full explanation of the resources available, as well as contact information. You may call UB's Office of Equity, Diversity and Inclusion at 716-645-2266 for more information, and you have the option of calling that office anonymously if you would prefer not to disclose your identity.

\_\_\_ **Technology Recommendations:** To effectively participate in this course, regardless of mode of instruction, the university recommends you have access to a Windows or Mac computer with webcam and broadband. Your best opportunity for success in the blended UB course delivery environment (in-person, hybrid and remote) will require [these minimum capabilities](#).

\_\_\_ **Additional Optional Text:** For this class, you should have access to (insert specific requirement here). Access is available (insert where on campus/how) or (recommended) students can purchase the (repeat specific requirement here) (insert where to purchase).

\_\_\_ **Public Health Compliance in Classroom setting**

As indicated in the [Student Compliance Policy for COVID-19 Public Health Behavior Expectations](#), in our classroom you are required to:

1. Obtain and wear masks/face coverings in campus public spaces, including campus outdoor spaces.
2. Maintain proper physical distancing in public spaces and must stay six feet apart from one another.
3. Stay home if you are sick.

4. Abide by New York State, federal and Center for Disease Control and Prevention (CDC) travel restrictions and precautionary quarantines.
5. Follow campus and public health directives for isolation or quarantine.
6. Should you need to miss class due to illness, isolation or quarantine, you are required to notify the course instructor and make arrangements to complete missed work.
7. You are responsible for following any additional directives in settings such as labs, clinical environments etc.

Students who are not complying with the public health behavior expectations will be asked to comply. Should the non-compliant behavior continue, course instructors are authorized to ask the student to leave the classroom. Non-compliant students may also be referred to the Office of Health Promotion to participate in an online public health class to better educate them on the importance of these public health directives for the entire community.

**Additional Notes**

Departments/programs may have additional requirements and/or may outline a particular format for the syllabus. Faculty should check to make sure there are no additional departmental guidelines they must follow when creating/revising course syllabi.