Policy Summary

All teaching faculty shall provide at or before the first meeting of a class, each term, a copy of a course syllabus to each student in their classes.

Full Policy Text

All teaching faculty shall provide at or before the first meeting of a class, each term, a copy of a course syllabus to each student in their classes. The syllabus may be distributed either in print or electronically. Also, a copy of each syllabus shall be provided the departmental office no later than the end of the first week of class.

Course syllabi shall contain the following items of information:

1. Complete course title and number; name of professor; term, year;
2. Statement of faculty member’s accessibility to students outside of class (e.g., office hours, telephone number);
3. Prerequisites (if any) for the course;
4. Course objectives that specify measurable and/or observable student learning outcomes. These learning outcomes should state course objectives in language that makes explicit the knowledge and skills students should have after completing the course. Consequently, these objectives may be quantitative or qualitative, as appropriate for the learning outcomes. The learning outcomes for general education courses are available at www.gsu.edu/~wwwfhb/goals.doc as approved by the GSU Senate 2/13/04.
5. Course assignments (e.g., required readings and activities) and due dates;
6. Specific course requirements (e.g., written and oral tests and reports, research papers; performances). In cross-listed undergraduate and graduate classes, the course requirements will clearly specify how the nature (quality and/or quantity) of the work expected of students and the criteria for evaluation of the work produced be commensurate with the degree level. Any projects and/or other activities required specifically of graduate students taking the course and the criteria by which student work will be judged must differentiate graduate-level from undergraduate-level work;
7. Grading policy: how the final grade is to be determined with respect to the weights assigned to various course requirements;
8. Attendance policy (see current University general Catalog for University guidelines). Syllabi should state specific requirements for attendance including requirements for the frequency and kind of participation by designated channels;
9. List of text(s) or other required course materials;
10. Make-up examination policy;
11. All syllabi should include the following statement: "The course syllabus provides a general plan for the course; deviations may be necessary."
12. All syllabi should refer to the Policy on Academic Honesty
13. All syllabi should include the following statement: "Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take the time to fill out the online course evaluation."
14. All syllabi should include the following statement: "Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought."

**Administration of Policy**

**Mandating Authority:**
University Senate

**Responsible Office(s):**
Academic Deans and Department Chairs (see individual colleges)
Senate Committee on Admissions and Standards

**Responsible Executive(s):**

**Policy History**

**Approving Body:** Senate

**Rationale or Purpose**

The rationale for this addition to the faculty handbook is based upon the following premises:

1. Student perceptions of instruction are a valuable resource for
   a. faculty members seeking to hone their skills as teachers.
   b. administrators and faculty committees responsible for assessing faculty teaching.

2. The higher the rate of student participation in the evaluation process, the more accurately evaluations reflect student perceptions of the course and the instruction, and, therefore, the more valuable a resource the evaluations are.

3. Student participation in the evaluation process is dropping (and, in light of Premise 2, this is a problem).

4. Studies have shown (see accompanying bibliography) that faculty encouragement is the most effective means of raising the level of student participation in course evaluations.
Additional Information

Policy approved by University Senate in 1996

Additional Helpful Resources