

FORT WAYNE SENATE
EDUCATIONAL POLICY COMMITTEE
MEMORANDUM

TO: The Senate

FROM: Educational Policy Committee

SUBJ: Guidelines for Graduate Courses

DATE: 20 March 1991

DISPOSITION: To the Presiding Officer for Implementation

Resolved, That the Senate adopt the following guidelines for graduate courses [prepared by the Graduate Subcommittee]:

Graduate-level courses should be more demanding, sophisticated, and rigorous than undergraduate ones. While it may be appropriate for undergraduate courses to include a significant component of rote learning of facts or mechanical application of knowledge, it is to be expected that graduate courses will emphasize theoretical, conceptual, methodological, or systematic treatment of material. They should deal directly with the research content of the field and with the discipline's research methodologies.

When graduate courses cover the same topics as or are cross-listed with undergraduate courses or when undergraduate courses are offered for graduate credit, special efforts may be necessary to ensure the integrity of the graduate component. Graduate courses should build on basic undergraduate courses; they should assume that students grasp the fundamentals of the discipline. Reading assignments to graduate students may be more extensive than those to undergraduates, and should stress primary materials and professional research rather than textbook-style synthesis. Graduate students should undertake more challenging projects than undergraduates. Such projects may demand extensive writing; they should encourage a greater degree of originality and should emphasize critical analysis rather than simple description. Graduate students should be able to defend the rationale and methodology of their projects; they should be able to evaluate their sources. Graduate students should be expected to take an active role in class discussion; they may be asked to give special presentations and to attend special sessions restricted to graduate students. Written examinations directed to graduate students should emphasize questions requiring theoretical, conceptual, methodological, or systematic treatments of the material.