The Learner-Centered Syllabus

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OVERVIEW

Syllabi serve several functions. First and foremost, they communicate individual faculty member decisions about teaching and learning to students. Syllabi also reflect disciplinary, departmental, and college/school norms regarding pedagogy, style, and the way faculty work together to develop curricula. In fulfilling the University’s responsibilities to external accreditors, state agencies, parents, and other stakeholders, syllabi also play an important role in reflecting a vision of shared governance among faculty, students, and academic administrators across the University.

The following requirements apply to all syllabi for courses taught at the University. Programs, departments, colleges, and schools may have additional requirements for faculty teaching in those units. In addition, writing-intensive courses may require additional information be listed on the syllabus, and recent state legislation may require additional information on all syllabi for online courses. The Drexel Center for Academic Excellence (DCAE) will communicate any additional requirements as they are determined and developed. Additional resources for constructing and evaluating syllabi can be found on the DCAE site (http://www.drexel.edu/provost/dcae/teaching/Syllabi.html).

The goal has been to keep the list of institution-wide requirements to what minimally constitutes a foundation for a learning-centered syllabus while supporting our faculty members’ ability to develop syllabi that work best for them within their disciplinary and instructional contexts. The requirements also support Drexel University compliance to specific legal and Middle States accreditation standards. Additional information about this effort can be found on the Academic Channel within the Drexel One Portal.

Please forward any questions or comments to:

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# Syllabus Checklist

## Header and Cover
- **Course Prefix and Number**: List the course prefix and number (e.g., EDUC 321)
- **Official Course Title**: Provide the course title as it appears in the catalog
- **Term**: Identify the term in which the course is being taught

## Instructor Information
- **Instructor Name**: Provide the name of instructor(s) teaching the course, as well as any teaching assistants responsible for the course
- **Contact Information (Phone, E-Mail, Web Site)**: Provide the contact information you would like students to use during the term
- **Office Hours, Location, Mailbox**: List when and where you will be available for office hours and where students can drop off items to you (e.g., department mailbox)

## Student Learning Information
- **Course Description**: Provide a description of the course consistent with what appears in the university catalog
- **Course Purpose within a Program of Study**: Describe the purpose of the course, expand on the course description (e.g., special topics course where the description says "Topica may vary"), and/or inform students what role the course plays in the degree program
- **Statement of Expected Learning**: List the most important learning goals (e.g., outcomes, objectives, competencies, performance criteria) you expect students to achieve in the course (n.b., in most cases, there will be between 3 and 8 statements of expected learning)

## Course Materials
- **Required and Recommended Texts, Readings and Resources**: List all required and recommended readings, texts, and resources that will support student performance in the course
- **Required and Supplemental Materials and Technologies**: List any additional materials or technologies (e.g., software, mp3 player) that students will need for the course

## Assignments, Assessments and Grading
- **Graded Assignments and Learning Activities**: Identify assignments and any activities for which the students will receive a grade
- **Grading Matrix**: Detail how a score/grade for each assignment and/or activity is used to calculate a final score/grade for the course
- **Grade Scale**: Define point breakdowns for each possible grade assigned (e.g., 90-93 = A-)

## Course Schedule
- **Course Calendar**: Provide students with a calendar of course activities, readings, assignments, and/or exams. The level of detail will be determined by the faculty member or department in which the course is taught.

## Academic Policies
- **Academic Integrity, Plagiarism and Cheating Policy**: State or link to the Drexel University policies on the syllabus
- **Students with Disability Statement**: State or link to the Drexel University policies on the syllabus
- **Course Drop Policy**: State or link to the Drexel University policies on the syllabus
- **Course Change Policy**: Communicate the prerogative of the faculty member to change the course during the term at his, or her, discretion. Articulate how, and when, these changes will be communicated to students.