An effective Faculty Responsibilities:

a. It is the responsibility of each faculty member to prepare and distribute a current syllabus at the beginning of each course.

b. It is the responsibility of each faculty to provide a current syllabus to the college, following the guidelines provided by the college or program.

c. A course syllabus must be available to students. Faculty are encouraged to post their syllabus to their Blackboard course site or supply students with an electronic copy via email, etc.

An effective syllabus will contain the following information:

a. Course title [exactly as it appears in the catalog], number, semester offered, credits, course type, prerequisite(s)

b. Professor’s name, contact information (phone number and email address), office location and office hours

c. Course description [exactly as it appears in the catalog]. Faculty can add semester-specific comments [for example "During the Fall 2012 semester, we will focus our attention on...."] and show how it fits with and elaborates on the catalog course description.

d. A statement about the course and its relationship to the program curriculum, general education and/or other requirements.

e. Course Learning Outcomes

The syllabus should identify learning outcomes, or what students will learn as a result of taking the course. These statements are intended to communicate to the students what aspects of the course the faculty considers to be the most important.

Best practices suggest faculty articulate 3-5 outcomes of the specific content/knowledge acquisition, the particular research or methodological approaches, or ways of thinking, working and acting that students will learn in the course. The outcomes typically use specific and descriptive verbs (see Bloom’s taxonomy, http://teaching.uncc.edu/articles-books/best-practice-articles/goals-objectives/writing-objectives-using-blooms-taxonomy) to indicate the level a student will learn a particular topic. Course outcomes should be measurable and they should be assessed as part of the evaluation practices of the course.

The course outcomes identify the most important aspects of what students will learn. Course assessment measure how effectively students are learning these outcomes. Both the outcomes and their assessment (see h.) should be included in the syllabus.
f. Required text(s) and/or supplies

An overview of the expectations for the course, including major assignments or projects

h. Grade evaluation breakdown and learning outcomes assessment (see “e.” above)

i. Course outline (weekly) including reading and/or homework assignments, time frames and deadlines for exams, major assignments and/or projects

j. University academic integrity policy statement with a reference to the University’s full academic policy and procedure (published in the Student Handbook and the Academic Catalog 2012-13), including a definition of plagiarism, and the sanctions that could be taken if a student is found guilty of academic dishonesty. In addition to the University standardized statement, faculty should add and discuss with students any specifics related to academic honesty which would be relevant to their particular courses - e.g. lab reports, designs, group projects.

Recommended statement below:

Academic Integrity

Academic integrity is a policy about ethical behavior at Philadelphia University regarding one’s intentions, decisions, and actions while conducting academic work. It includes values such as avoidance of the following: cheating; plagiarism; copying; the fabrication of information; and facilitating, or denying others access to information. It expects honesty and rigor in research, course work, writing and publishing. Academic Integrity is taken seriously in this course. Any student violating the University’s academic integrity policy will be subject to appropriate sanctions. The University’s complete academic integrity policy is available in the 2012-13 Academic Catalog and University’s Student Handbook. Academic resources, including information on citation and documentation for all written work, projects, and presentations, are also available on the Learning and Advising Center’s website: http://www.philau.edu/learning/writingguidelines.html.

k. Professor’s policies on lateness, makeup work, absenteeism.

Please note: As stated in the Absence for Medical Reasons policy (published in Academic Catalog 2012-13, http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/CommonPolicies/index.html#LOAmEd), faculty may not require a doctor’s note from Philadelphia University Health Services when students miss class due to illness.

Recommended syllabus statement regarding absences below:

In accordance with University policy, students are expected to attend class every day with all relevant required course materials and work. If you are absent from class, contact your faculty as soon as possible, preferably before the next class meeting. Students remain responsible for any missed work, for work completed in class, and for work due and must arrange for that work to be delivered to the faculty on time.

Serious illness, family emergencies, or other crises mean that students should contact the Dean of Students Office as soon as possible (215-951-2740) and follow up with a direct explanation to the faculty. Students are responsible for all work related to this class; however, faculty may (but are not required to) make some accommodation in terms of time of delivery and/or make-up exams for major tests. Please consult with your faculty and your academic advisor to determine whether you should withdraw from the course or request an incomplete grade in the case of serious illness or crises.

Faculty add specific attendance policy here, including penalties for non-participation.
Information regarding the collection of student work for assessment.
It is recommended that the following statement be included in every course syllabus – particularly those whose student work will be collected as part of the program assessment plan.

Recommended syllabus statement regarding assessment below:

Philadelphia University is committed to providing excellent and innovative educational opportunities to its students. To help us maintain quality academic offerings and to conform to professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As Philadelphia University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

Information on digital resources, e.g. a course system site, materials placed on electronic reserve, class email distribution lists, and course-specific websites. If no digital course supplements are being used, the syllabus should indicate as much. The use of Blackboard is recommended (but not required) to provide effective communication and supporting resources.

Information about the University's Academic Support Services.
Recommended syllabus language regarding Academic Support Services below:

Academic Support Services
Gutman Library (www.philau.edu/library)
Gutman Library is a gateway to a variety of information resources. The homepage of the library provides 24/7 access to online databases of articles, e-journal collections, e-books, and specialized information to support your coursework. See a list of Research Guides for specific programs and courses at http://libguides.philau.edu/start. The library building is wireless, has 80 available workstations (PCs and Macs), printers, scanners, and copiers; as well as individual and group study spaces.

The Learning and Advising Center (www.philau.edu/learning)
For first year course syllabi:
First year students are encouraged to consult with a first year academic advisor on all academic questions and decisions. First year advisors are available for consultation every weekday from 9AM to 5PM at the Learning and Advising Center, Haggar Hall. The Learning and Advising Center also provides one-on-one tutoring assistance for writing, study strategies, test taking, and specific Philadelphia University courses*. To make a tutoring appointment, students should stop by the Learning and Advising Center in Haggar Hall or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center’s website.
http://www.philau.edu/learning

For all syllabi:
The Learning and Advising Center provides one-on-one tutoring assistance for writing, study strategies, test taking, and specific Philadelphia University courses*. To make a tutoring appointment, students should stop by the Learning and Advising Center in Haggar Hall or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center’s website.
[*Faculty who wish to include a reference to tutoring for their own course or to require tutoring for their students should contact the tutorial coordinator at x6834 to make certain such tutoring is available.]

**Technology Resources** ([http://www.philau.edu/OIT/](http://www.philau.edu/OIT/))

The campus is wireless. If you need a computer, Gutman Library and Search Hall have open access computers. For assistance with technology issues, students should contact the Technology Help Desk at (215) 951-4648 or send an email to helpdesk@philau.edu.