



Role and Relationship of Coordinators Importance of a Learner-Centered Syllabus

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Role as Coordinators

To collaboratively ensure that the program at iUSC complies with SACS requirements by meeting Broward College academic standards of quality.

- Course Schedule
- Syllabi- College Course Outlines
- Textbooks
- Credentialed instructors
- Academic support services and resources



Basics of a Strong Relationship

The 3C's Relationship Model

Communication

Collaboration

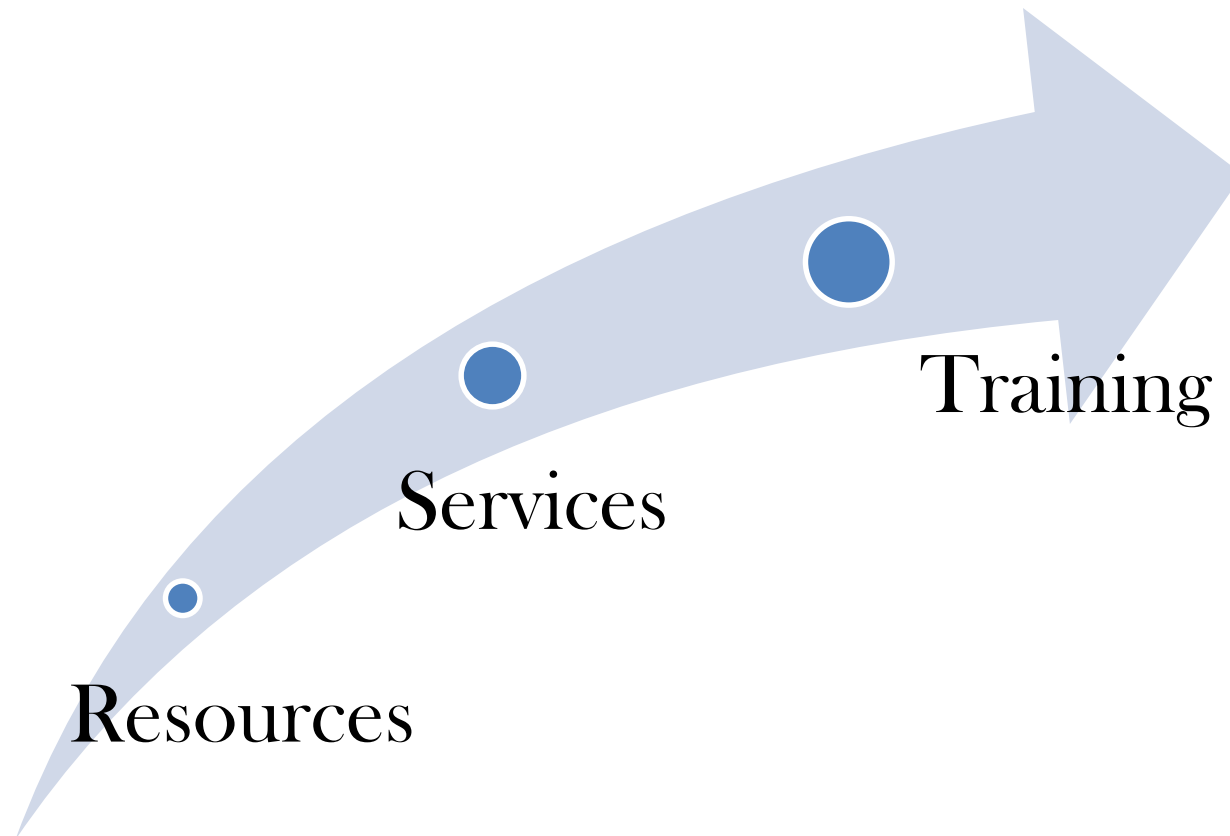
College Academic
Standards

The Beginning Stage

- EAP Sequence
- Course delivery- fast track
- Student population- high-intermediate EAP levels
- Textbooks

The Beginning Stage

- Focus towards SACCS accreditation
- Needs Analysis Report- for each site visit



Affiliate Stage

- Development of the academic schedule
- Testing implementation: LOEP and CPT
- Marketing and recruiting for students
- Searching for instructors
- Student Affairs and Library Services

International Center Stage

➤ Training

College Internal Database (CID)

Professional development

D2L (college online learning platform)

➤ Classroom observations

➤ 7th Broward College Latin American Summit



Learner-Centered Syllabus



IT'S IN THE SYLLABUS

In pairs, answer the following questions:

- What is a learner-centered syllabus?
- What is required to be on the syllabus?
- What is NOT required?

A Learner-Centered Syllabus is...

- To establish a *contract for learning*
- To communicate the course goals, organization, policies, expectations, and requirements to students
- To set the tone of the class
- To help students manage their learning
- To communicate course goals and content
- To provide a learner-centered **PLAN**

Learner-Centered Syllabus

Designing a learner-centered syllabus means that **students and their ability to learn are at the center of what we do**. Being learner-centered means that you:

- View and foster learning as a partnership with students
- Shift from an instructor's point of view to the student's perspective
- Provide your students with tools and information to promote active learning
- Accommodate different learning styles

Syllabus Construction

A strong syllabus is built on a solid foundation of **course design**. The course design should be based upon **Broward College course outlines** and consistent with policies and guidelines of the College.

BROWARD COLLEGE		BROWARD COLLEGE	
COURSE OUTLINE		COURSE OUTLINE	
LAST REVIEW: 2011-2012 <small>(14, 2004-2007)</small>	NEXT REVIEW: 2015-2016 <small>(14, 2011-2015)</small>	STATUS: A <small>(A, L, G)</small>	
COURSE TITLE: ESL Advanced Composition II			
COMMON COURSE NUMBER: EAP1640C			
CREDIT HOURS: 3	CONTACT HOUR BREAKDOWN <small>(Per 15 week term)</small>		
CLOCK HOURS: <small>(Per Course ONE)</small>	Lecture: 48	Lab: 13	Other:
PREREQUISITE(S): EAP1540C or through placement testing and/or department recommendation			
COREQUISITE(S):			
PRE-COREQUISITE(S):			
COURSE DESCRIPTION <small>(Per Broward, minimum)</small> : This is an advanced composition course in English for speakers of other languages. Students are given intensive practice in the writing of the multiparagraph essay for the various modes. Emphasis is given to clear and logical development of ideas. Students apply advanced grammar skills and precise vocabulary usage to essay writing. With a D or an F, a student must repeat EAP 1640C.			
General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area			
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area			
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area			
UNIT TITLES			
1. Essay Development			
2. The Writing Process			
3. Introduction to Research			
4. Effective Use of Grammar and Mechanics			
5. Effective Editing			
EVALUATION: In this course, the mastery of clear and logical multiparagraph essays and advanced grammar and vocabulary usage shall be assessed using a variety of assessment types including journals, quizzes, essay tests, mini reasearch papers, and a college-wide department final exam.			

A Syllabus Contains

Basic Information: Instructor's name, contact information, and office hours; title of the course, location, times

Course Description: Prerequisites, overview of the course

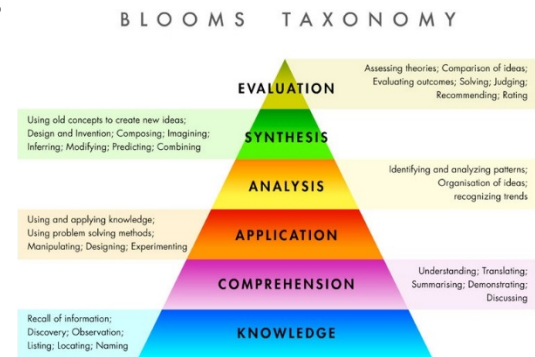
Course Learning Outcomes: general student learning outcomes from the **course outline**- Blooms Taxonomy

Materials: Primary/required books and readings, including other lab equipment, software,

Learning Assessments: Exams, quizzes, projects, assignments, problem sets, reports, etc.

Course Policies: Grading procedure and scale, academic policies, attendance, class participation, missed exams or assignments, late policies, standards for academic honesty

Schedule: Tentative calendar of topics, firm dates for exams and assignments



Broward College Syllabus Templates

Tuesday - April 19, 2016

HOME DEPARTMENTS ACADEMIC RESOURCES WORK TOOLS COLLEGE ORGANIZATIONS HELP MYWORK

Departments > Instructional Technology > Course Templates

Instructional Technology

- About Us
- Teaching
 - Classroom Quick Starts
 - Teaching Resources
 - Open Educational Resources
- Blended
 - Blended Learning
 - Blended Active Development
 - **Course Templates**

D2L-Templates ⓘ

Listed below are some templates for instructors to use when they are delivering existing online or blended classes. If you are developing online or blended courses, more templates are available in D2L, under Help for Instructors / Development and Delivery Tools.

Syllabus

The Broward College syllabus template is based on guidelines from the Southern Association of Colleges and Schools (SACS), our accrediting agency. "Students must be provided written information about the goals and requirements of each course, the nature of the course content, and the methods of evaluation to be employed." All online and blended courses must include a syllabus.

- [2016_BlendedSyllabusTemplateD2L_8week.html](#)
- [2016_BlendedSyllabusTemplateD2L_16week.html](#)

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TemplateD2L 8week.html](file:///C:/Users/aapa/Pictures/2016%20Syllabus%20TemplateD2L%208week.html)

NOW I WANT YOU ALL TO
PUT YOUR THINKING CAPS ON...



Questions?

