

## Faculty Guidelines for Doctoral Course Syllabi

*Unless otherwise indicated, the following information is considered essential and to the extent applicable must be incorporated as elements of a course syllabus. [Required] or [Optional] content is specified below.*

### A. Heading

Azusa Pacific University, School/College, and Department  
Course number, course title, current year and semester, number of units, and course credit description

[Required –all of content in #3]

Following the APU Credit Hour policy, to meet the identified student learning outcomes of this course, the expectations are that this \_\_\_ unit course, delivered over a \_\_\_ week term will approximate:

\_\_\_ hours/week classroom or direct faculty instruction

\_\_\_ hours/week laboratory work

\_\_\_ hours/week internship

\_\_\_ hours/week practica

\_\_\_ hours/week studio work

\_\_\_ hours/week online work

\_\_\_ hours/week research

\_\_\_ hours/week guided study

\_\_\_ hours/week study abroad

\_\_\_ hours/week other academic work

In addition, out-of-class student work will approximate a minimum of \_\_\_ hours (undergraduate) or \_\_\_ hours (graduate) each week.\*

\* Faculty note that this calculation of time in out-of-class work is based on the policy below which states that per credit hour there is a minimum of two hours (for undergraduate) or three hours (for graduate) of out-of-class student work each week for a fifteen-week term, or the equivalent amount of work over a term of a different length.

### B. Faculty Information

Full name, title, Department

Office location and hours

Contact information: office phone number, office fax number, e-mail address

An emergency phone number (if you give your home phone number, list any restrictions, e.g., “No calls between 10 p.m. and 6:30 a.m.”)

### **C. University Information**

Include a mission Statement – this may be the APU mission statement or your department mission statement, or both.

Mission and Purpose Statement of APU:

*“Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.”*

### **D. Course Information**

State the precise course description. Quote the description used in the current university catalog.

[Optional] Additional information beyond the course description. You may want to elaborate on course content and methods of instruction.

### **E. Student Outcomes (formerly referred to as course objectives) and Expected Competencies**

1. Student learning outcomes have been established for each course by individual departments and approved by the Doctoral Curriculum Review Committee. Instructors wishing to add learning outcomes should consult with their department chair prior to doing so.
2. State clear student outcomes in terms that are observable and measurable.
3. Each outcome should be measured during or upon completion of the class and should be able to be linked to course assignments.
4. For doctoral level work, the types of outcomes expected should be reflective of the higher levels of Bloom’s taxonomy (1956 and the newer revision that includes “create” as the highest level of the taxonomy). For example:

Upon completion of the course, the student should be able to:

- Synthesize current literature on ...
- Design and implement a research protocol for investigating .
- Evaluate the effectiveness of ....
- Analyze the current research evidence of ....
- Articulate and evaluate the integration of Christian faith within the discipline...

The lower-order thinking skills, reflected in knowledge, comprehension, and application, should not be the predominant outcomes of doctoral level courses.

5. If you wish to include the learning objectives that are on your IDEA course evaluations, you may do so here.

**Examples of student learning outcomes, IDEA objective, and assignments/assessments used to assess them:**

By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the table.

<b>Student Learning Outcome</b>	<b>IDEA Objective</b>	<b>Assignments Used to Assess</b>
“By the end of this course, students should be able to.....”		
Describe the major historical themes, events, and personalities in European history from 1789-1914	Gaining factual knowledge	Tests 1, 2 and 3
Articulate how their faith interacts with their understanding of psychological principles	Learning to analyze and critically evaluate ideas, arguments and points of view	Critical thinking papers
Compare and contrast different methods of treating knee injury in sport	Developing specific skills, competencies and points of view needed by professionals in the field	Research paper Test #2
Write clearly and concisely, using the writing style of the American Psychological Association	Developing skills in expressing oneself orally or in writing	Literature review, survey paper, APA worksheets
Demonstrate an understanding of how faith impacts research decisions.	Learning to analyze and critically evaluate ideas, arguments and points of view	Class discussions on ethics chapter, statistics review and topic selection

**F. Required Textbook(s) and Study Resources**

Cite author/editor, title, edition, publisher, and date.

For Web sites and other media and technology sources, identify by URL or other reference numbers.

Provide information on source and availability; be sure the required text materials are available in the bookstore

List any additional *required* materials students must have, including equipment, supplies, diskettes, study guides, technology, library, special calculators, etc.

The following statement may also be helpful to your students to include in the syllabus in this section or in your course policy section:

Copyright Responsibilities:

**[Required]**

*Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with*

*respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at*  
[http://apu.libguides.com/content.php?pid=241554&search\\_terms=copyright](http://apu.libguides.com/content.php?pid=241554&search_terms=copyright)

**G. Recommended Reading and Other Course Resources**

List recommended books, articles, and other collateral material.

List any additional materials *recommended* for students, including equipment, supplies, diskettes, study guides, technology, library, special calculators, etc.

**H. Course Calendar/Schedule; include the following:**

Weekly schedule of topics

Dates of exams and finals

Due dates for writing assignments, research papers, projects, and presentations

Required special events, e.g., computer lab visit, library assignments, field trips, etc.

Include disclaimer: "Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion."

**I. Assignments**

Description. Provide a clear explanation of each assignment. This may include a description of the nature, method, and length of any critical reviews, research papers, projects, and/or presentations required.

Requirements. Clearly identify all reading, study, writing and evaluation requirements for each assignment. Enumerate all required elements of each assignment and the criteria by which the substantive elements of the assignment will be evaluated.

Style standard. ***If applicable***, state the style standard by which the writing assignments will be evaluated (e.g., APA).

**J. Information Literacy and use of the Library [Use of Library Required for graduate programs by WASC as of Fall 2011, Information Literacy optional content for graduate syllabi, though required for all UG syllabi]**

1. The following statement would be included in all syllabi. Note: Faculty should select the standard(s) applicable to your course and delete other standard(s) when placing this material in your individual course syllabus).

*Information literacy is defined as "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (American Library Association, 1989). In this course, teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for*

*Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:*

- *determine the nature and extent of the information needed.*
- *access needed information effectively and efficiently.*
- *evaluate information and its sources critically and incorporate selected information into their knowledge base and value system.*
- *individually or as a member of a group, use information effectively to accomplish a specific purpose.*
- *understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.*

2. Faculty need to state how the library will be used in this course. For example if there is a course LibGuide, this would be the appropriate place in the syllabi to refer to this. If student s will be expected to make use of the library and its resources, this should be stated. Example statement:

*This course requires students to complete course assignments using resources available from the University Libraries. Research assistance and subject guides for this course are available at <http://apu.libguides.com/>*

#### **K. Evaluation/Assessment Rationale for Grade Determination**

Syllabi should clearly communicate to students how their grade will be determined. All syllabi need to provide 3 pieces of information:

1. Provide a short statement and/or chart listing the factors that will contribute to the final grade for the course. Below are some examples:

***Example:***

Readings	10%
Assignment #1	20%
Assignment #2	20%
Presentation	25%
Final Paper	<u>25%</u>
Total	100%

2. Definition of work quality as demonstrated by letter grades.

Basic proficiency at the graduate level is considered “B” work. Work that is exceptionally crafted in its writing, depth of knowledge, and ability to apply that knowledge will receive an A. Work that demonstrates minimal proficiency will earn a C. ***Anything below a B- does not count toward doctoral credit.***

3. Grade scale

**Example:**

95-100=A	89-91=B+	78-80=C+	65-69=D	0-64=F
92-94=A-	84-88=B	73-77=C		
	81-83=B-	70-72=C-		

**L. Course Policies**

1. Clearly state course policy regarding the following:

- Class attendance (effect on grade; policy on make-up work, etc.)
  - Completion of assignments (deadlines, advance assistance, acceptance of late work, any penalties)
  - Incompletes in the course
  -

2. Academic Integrity [**Required**]

**Please include this statement in your syllabi:**

*The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty is a serious offense for which a student may be disciplined or dismissed from a program. The full academic integrity policy is available in the graduate catalog. It is highly suggested that faculty document in their syllabus the sanctions they will impose for both first and second AI violations.*

**M. University or Department Policies**

There are numerous policies affecting students' course work. A blanket statement such as "All university and departmental policies affecting student work, including academic integrity, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus" is sufficient. Please see the catalog for policies on record retention, grade permanence, returning work to students, and so forth.

Special Note: Any course policy that differs from the Graduate Catalog **MUST** be stated in your syllabus!

**N. Support Services [Required]**  
**Please include this statement in your syllabi:**

*Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog. Please contact your faculty advisor and/or the Graduate Center should you have any additional questions.*

*Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact an advisor in the Learning Enrichment Center as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.*

**O. Bibliography**

Provide reading lists, supportive references, and integrative works that will contribute to the overall quality of the syllabus and the course.

We recommend that the course bibliography be relevant, current, and reflect the high quality of the available literature on the course topics.

A commitment to inclusiveness (for example, ethnic, cultural, and gender issues) should be reflected in the bibliography.