



Faculty Guidelines for Master 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

1. Azusa Pacific University, School/College, and Department
2. Course number, course title, current year and semester, number of units, and course credit description
3. [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

1. Full name, title, Department
2. Office location and hours
3. Contact information: office phone number, office fax number, e-mail address
4. 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

1. State the precise course description. Quote the description used in the current university catalog.
2. [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

Core student learning outcomes have been established for each course by individual departments and approved through faculty governance. Instructors wishing to add additional learning outcomes are required to consult with their program director and department chair prior to doing so, and must still meet and maintain all core course outcomes.

1. State clear student outcomes. This includes measurable demonstrations of knowledge, competence and/or critical thinking, and may be measured during or at completion of the class. Some examples include:
The student will have the opportunity to:
 - **Apply** selected course principles in an applied project.
 - **Explain** the business developments which led to the Great Depression.
 - **List from memory** the six steps in ethical decision-making.
 - **Analyze and evaluate** the research base of two theories of spiritual formation.
2. Each outcome should be measured during or upon completion of the class and should be visibly linked to course assignments or other assessments in the syllabus.
3. If you wish to include the learning objectives that will be used on your IDEA course evaluations, you may do so here (see below for examples).

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.

Student Learning Outcome “By the end of this course,	IDEA Objective	Assignments Used to Assess
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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

1. Cite author/editor, title, edition, publisher, and date.
2. For Web sites and other media and technology sources, identify by URL or other reference numbers.
3. Provide information on source and availability; be sure the required text materials are available in the bookstore.
4. List any additional *recommended* materials students must have, including equipment, supplies, diskettes, study guides, technology, library, special calculators, etc.
5. 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

G. Recommended Reading and Other Course Resources

1. List recommended books, articles, and other collateral material.
2. List any additional *recommended* materials students may find helpful including equipment, supplies, diskettes, study guides, technology, library, special calculators, etc.

H. Course Calendar/Schedule; include the following:

1. Weekly schedule of topics
2. Dates of exams and finals
3. Due dates for writing assignments, research papers, projects, and presentations
4. Required special events, e.g., computer lab visit, library assignments, field trips, etc.
5. Include disclaimer: "Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion."

I. Assignments

1. 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.
2. Requirements. Clearly identify all reading, study, writing and evaluation requirements for each assignment. This may include identified textbooks, journals and other collateral material to be read, Web sites and other media and technology sources to be consulted, and an enumeration of all required elements and the criteria by which the substantive elements of the assignment will be evaluated.
3. Style standard. ***If applicable***, state the style standard by which the writing assignments will be evaluated (e.g., APA).
4. Resource availability. Explicitly state the nature and availability of library and online resources, such as journals, that students may be required or recommended to access.

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.
 - a) Indicate the weighted percentages attributable to assignments, testing and/or projects contributing to the final course grade.

Example of factors contributing to final grade:

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

2. Definition of work quality as demonstrated by letter grades. State whether a C- constitutes a passing grade in this course.

Example:

- A** Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
- B** More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.
- C** Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline. Note that a grade of C- may not be eligible for transfer and in most programs does not constitute a passing grade. Please consult and refer to the Graduate Catalog, Graduate Center Policies, and specific program catalogs and guidelines for further

- information.
- D** Graduate credit not given for the grade of D
- F** Graduate credit not given for the grade of F

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. Class attendance. Clearly state course policy regarding the following:

- Expectations for preparation and participation in class discussions on assigned topics and materials during each class session.
- Effect of absences and tardiness on grade.
- Conflict with outside responsibilities

Example:

Attendance, Preparation, and Participation: Arriving promptly to class, coming fully prepared, participating actively in the discussions and activities are important components of this part of your grade for the course. Tardiness and absences must be discussed with the professor. Make-up work may be negotiated for absences due to medical or emergency reasons.

2. Assignment completion. State your policy on deadlines, completion dates, feedback and assistance, and options for assignments, papers, and other projects. Indicate whether late work will be accepted.

Examples:

Deadlines: All assignments for the course are to be completed and submitted on time in order to receive full credit. Late assignments will be penalized 10% or one-half grade of the total points available per assignment for each week late or portion thereof. Permission for late work is granted only by special request to your faculty. Incompletes are rare and are available only in "special or unusual circumstances" as negotiated with the instructor prior to the end of the term. See Student Handbook for policies regarding Withdrawals and grade record permanence

Advance Assistance: Students wishing feedback (comments, no grade) from the instructor regarding initial drafts of papers/presentations are invited to schedule such with the instructor sufficiently in advance of due dates to enable review, discussion, and subsequent refinement (as necessary).

Assignment Options: Students interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the instructor's discretionary consent. Such students are to submit thorough and well-reasoned proposals (appropriate to graduate-

caliber study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term.

3. Make up work. State your policy on late or make-up work for attendance, projects, papers and exams. Indicate whether late work will be accepted, and under what circumstances, and the penalty for late submission of papers and projects. Outline the negotiation process for requested changes or exceptions.
4. Extra-credit work. State whether it will or will not be accepted.
5. Emergency Procedures. Explain emergency procedures relative to course, including citing APU security and after hours phone numbers and disaster contacts.

Example:

Emergency procedures it is highly recommended that you leave the class title, room and building location, and the APU campus main phone number ((626) 969-3434 with family and/or other contacts you wish to be notified in case of an emergency.

6. For policies on Withdrawal and Grade Permanence, Academic Integrity, and Appeals and Grievance procedures refer to the Graduate Catalog and Departmental Student Handbooks as applicable.

**7. Academic Integrity [Required statement]
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, appeals, and grievances, as outlined in the Graduate Catalog and/or Department Handbook will apply, unless otherwise indicated in this syllabus" is

sufficient. Please make sure you are aware of the University policies if you are using them as the basis for your course.

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:

There are many available support services for graduate students. 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

1. Provide reading lists, supportive references, and integrative works that will contribute to the overall quality of the syllabus and the course.
2. We recommend that the course bibliography be relevant, current, and reflect the high quality of the available literature on the course topics.
3. A commitment to inclusiveness (for example, ethnic, cultural, and gender issues) should be reflected in the bibliography.