



Faculty Guidelines for Undergraduate 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 and title
2. Office location and hours
3. Contact information: office phone number, office fax number, and 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. Include prerequisites.
2. [Optional] Additional information beyond the course description. You may want to elaborate on course content and methods of instruction.

E. Student Learning Outcomes (formerly referred to as course objectives)

1. State clear student outcomes in terms that are observable and measurable (e.g., students will be able to synthesize, interpret, identify, demonstrate, write, etc....).
 - Avoid outcomes that utilize passive verbs (e.g., students will understand or students will know)
 - Classes are expected to include a faith integration outcome appropriate to the scope and content of the course.
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, students should be able to.....”	IDEA Objective	Assignments Used to Assess
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	Research paper Test #2

	field	
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, ISBN 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 *required* 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 [Optional]

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 and corresponding text chapters
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. Enumerate all required elements of each assignment 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).

J. Information Literacy and Use of the Library [Required by WASC as of Fall 2011]

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. A short statement and/or chart listing the factors that will contribute to the final grade for the course,
2. The criteria used to calculate assignment and final grades, and
3. The grading scale for the course.

Example of factors contributing to final grade:

Quizzes	10%
Critical thinking paper	20%
Article reviews	20%
Presentation	25%
Final Exam	<u>25%</u>
Total	100%

Two Examples of grading criteria for assignments and final grade:

- 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.
- D** Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information.
- F** Absence of knowledge, incapable of carrying on a conversation about the subject, misunderstands most concepts, confuses all categories

“A” work - Outstanding

“Above and beyond the requirements of the assignment; outstanding effort, significant achievement, and personal improvement are clearly evident. Some measure of remarkable skill, creativity, or energy is also evident.”

“B” work – Above Average

“Fulfills all aspects of the assignment and goes a bit beyond minimum competence to demonstrate extra effort, extra achievement or extra improvement.”

“C” work - Average

“Fulfills all aspects of the assignment with obvious competence and grace. Assignments are completed exactly as assigned.”

“D” work – Below Average

“Below average either because some aspect of the assignment has not been fulfilled or because a preponderance of errors (more than one or two per page)

interferes with clear communication. A “D” may also indicate failure to follow directions, failure to follow specific recommendations, or failure to demonstrate personal effort and improvement.”

“F” work – Not Acceptable

“Not acceptable, either because the student did not complete the assignment as directed, or because the level of performance is below an acceptable level for college work.

Example of grading scale for the course:

93-100=A	87-89=B+	77-79=C+	67-69=D+	0-59=F
90-92=A-	83-86=B	73-76=C	63-66=D	
	80-82=B-	70-72=C-	60-62=D-	

L. Course Policies

1. Clearly state your course policies regarding the following:

- Class attendance
- Assignment completion deadlines (any penalties for late work)
- Allowance of make-up work
- Incompletes; re-taking the course
- Other relevant policies for your course

2. Academic Integrity Policy – include the following statement **[Required]**
The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and online.

Additionally, faculty should communicate expectations and sanctions for violations of academic integrity. Some examples are indicated below.

Expectations for this course regarding academic integrity in this class

Professor fills in appropriately-- Some examples may include:

- *Expectations are consistent with those outlined in the academic integrity policy*
- *Expectations are consistent with those outlined in the academic integrity policy with the following exceptions . . .*
- *Collaboration is permitted on project #2 but not on project #3*
- *Information regarding appropriate citation styles can be found on the following website . . .*

It is highly suggested that faculty document in their syllabus the sanctions they will impose for both first and second AI violations.

Consequences for violations of academic integrity in this class

Professor fills in appropriately -- Some examples may include:

- *Consequences are consistent with those outlined in the academic integrity policy*
- *Any type of plagiarism will result in an "F" in the class (a more stringent consequence than that suggested in the policy)*

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 Undergraduate 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 Undergraduate Catalog **MUST** be stated in your syllabus!

N. Support Services [Required]

Please include this statement in your syllabi:

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 (ext. 3849) 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.

P. Acknowledgement of Receipt by Student [Optional]

Faculty may want to include a separate page for students to sign, acknowledging receipt and comprehension of the syllabus.

I have received a copy of the syllabus for _____ (course name). I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements of this syllabus.

Signature: _____

Date: _____