



# DOCTORAL COURSE SYLLABUS CHECKLIST (ONLINE)

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**KEY:** Items with NO COLOR are Required Content  
Items in **SALMON** are Instructions  
Items in **BLUE** are Optional Content

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*Most required policy statements may be omitted from your syllabus if your Department/Program chooses to use a “Syllabus Hub” link, provided by the Office of Curricular Support ([www.apu.edu/ocs](http://www.apu.edu/ocs)). This link may be provided to you by your Chair, Program Director, Dean or the Office of Curricular Support. If used, the link must be placed in your syllabus and clearly defined in a way that communicates to the student that all University and other Departmental policies and statements reside therein. A sample statement can be found in section 3(B) of this checklist. To inquire about a Syllabus Hub, please contact the Office of Curricular Support at [ocs@apu.edu](mailto:ocs@apu.edu), or ext. 2406.*

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## 1. OPENING CONTENT

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- Azusa Pacific University, School/College, Department information
- University or Department/School/Program Mission Statement

**Instructions:** At least one mission statement is required

**APU Mission Statement:** *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.*

- **Optional Content:** Additional Mission Statements may be included

- Course number, Course Title, Number of Units
- Current Semester and Year
- Faculty Full Name, Title, Department
  - Office Hours online and online access point (e.g., chat, Google Hangouts)
  - Contact Information (phone number, email)
  - Expected response time for emails, posts, assignment submissions, and grading
  - Emergency Phone number, contact restrictions (e.g., “No calls between 10 p.m. and 6:30 a.m.”)

## 2. COURSE INFORMATION

### Course Description

**Instructions:** Must match what is in CourseLeaf ([nextcatalog.apu.edu/courseadmin](http://nextcatalog.apu.edu/courseadmin))

- **Optional Content:** Additional information beyond course description, such as course content and methods of instruction

### Credit Hour Policy

*Following the APU Credit Hour policy, to meet the identified course learning outcomes of this course, the expectations are that this x unit course, delivered over a y week term will approximate z hours/week classroom or direct faculty instruction. In addition, out-of-class student work will approximate zz hours/week.*

**Instructions:** The above policy must be included in your syllabus. Replace x, y, z, and zz with appropriate numbers. For all graduate programs, the University policy is a 1:3 ratio: for every 1 hour of in-class instruction, 3 hours of out-of-class student work must occur. The School of Theology is the only current exception, and has a 1:2 ratio. Please see Appendix 1 below for how to calculate the Credit Hour Policy for your class, and/or use the [Credit Hour Calculator](#).

### Student Learning Outcomes and Expected Competencies

**Instructions:** Course 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.

State clear student outcomes that are observable and measurable.

Each outcome should be measured during or upon completion of the class and should be able to be linked to course assignments.

For doctoral level work, the types of outcomes expected should be reflective of the higher level of Bloom's taxonomy (1956 and the newer revision that includes "create" as the highest level of the taxonomy). A list of action verbs from Bloom's taxonomy can be found at [https://www.apu.edu/live\\_data/files/326/blooms\\_taxonomy\\_action\\_verbs.pdf](https://www.apu.edu/live_data/files/326/blooms_taxonomy_action_verbs.pdf). For example:

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

- Synthesize current literature on...
- Design and implement a research protocol for investigating...
- 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.

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).

- **Optional Content:** A mapping of the Student Learning Outcomes to the IDEA Objective is optional. Here is an example:

Student Learning Outcome	IDEA Objective (Spring 2016)	Assignments Used to Assess
"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 a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories).	Exams 1, 2 and 3

Articulate how their faith interacts with their understanding of psychological principles	Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures.	Critical thinking papers
Compare and contrast different methods of treating knee injury in sport	Learning to apply course materials (to improve thinking, problem solving, and decisions).	Research paper, Exam #2
Write clearly and concisely, using the writing style of the American Psychological Association	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Literature review, survey paper, APA worksheets
	Acquiring skills in working with others as a member of a team.	
	Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	
	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	
	Developing skill in expressing myself orally or in writing.	
	Learning how to find, evaluate, and use resources to explore a topic in depth.	
	Developing ethical reasoning and/or ethical decision making.	
	Learning to analyze and critically evaluate ideas, arguments, and points of view.	
	Learning to apply knowledge and skills to benefit others or serve the public good.	
	Learning appropriate methods for collecting, analyzing, and interpreting numerical information.	

NOTE: Not all of the IDEA Objectives will be used in each class, however they are listed on this mapping table for the faculty's convenience.

Required Textbook(s) and Study Resources

**Instructions:** Cite author/editor, title, edition, publisher, 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* or *recommended* materials students must have, including equipment, supplies, diskettes, study guides, technology, library, special calculators, etc.

- **Optional Content:** List recommended books, articles, and other collateral material.

Course Calendar/Schedule

- Weekly schedule of topics
- Dates of exams and finals
- Due dates for written assignments, research papers, projects, and presentations
- Required special events (e.g., computer lab visits, library assignments, field trips, etc.)

- Disclaimer: “Course schedule, topics, evaluation and assignments may be changed at the instructor’s discretion.”

□ Assignments

- Include description, requirements, style standard (if applicable), and resource availability

**Instructions:**

- **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).
- **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.
- **Delivery of assignment.** Indicate how and where the assignment will be submitted within the course site.

□ Evaluation/Assessment Rationale for Grade Determination

- Provide a short statement and/or chart listing the factors that will contribute to the final grade for the course. Below is an example:

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

- Definition of work quality as demonstrated by letter grades.

*Example of grading criteria for assignments and final grade:*

<b>A</b>	Superior knowledge regarding details, assumptions, implications, history; superior thinking with information relevant to application, critique, and relationship to other information.
<b>B</b>	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information.
<b>C</b>	Basic knowledge needed to function and carry on learning regarding major principles, central terms, major figures, also possesses an awareness of field or discipline. <b>Anything below a B- does not count toward doctoral credit.</b>
<b>D</b>	Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information. <b>Anything below a B- does not count toward doctoral credit.</b>
<b>F</b>	Absence of knowledge, incapable of carrying on a conversation about the subject, misunderstands most concepts, confuses all categories. <b>Anything below a B- does not count toward doctoral credit.</b>

*Example #2 of grading criteria for assignments and final grade:*

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.**

- Grade Scale

**Sample:**

94-100=A	88-89=B+	78-79=C+	65-69=D	0-64=F
90-93=A-	84-87=B	73-77=C		
	80-83=B-	70-72=C-		

### 3. (A) POLICIES

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**Instructions:** *The following policies in italics must be copied verbatim in all syllabi, even if using the Syllabus Hub.*

- Clearly state course policy regarding the following:

- Class participation
  1. Expectations for preparation and participation in class discussions on assigned topics and materials during each session, unit or week
  2. Define attendance and lack of attendance in online format (such as the number of events or actions required during a specified period of time, the number of posts required in discussions, dates for submission of assignments and penalties)
  3. Effect of participation on grade
  4. Conflicts with outside responsibilities

**Example:**

*Preparation and Participation: Logging onto your online class, coming fully prepared, participating actively in the discussions and activities are important components of this part of your grade for the course. Failure to participate, login or submit assignments must be discussed with the professor. Make-up work may be negotiated for absences due to medical or emergency reasons.*

- Completion of assignments (deadlines, advance assistance, acceptance of late work, any penalties).

**Example:**

*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 the Undergraduate Catalog 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.*

- Incompletes in the course

Academic Integrity Policy

*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.*

**Instructions:** Faculty should communicate expectations and sanctions for violations of academic integrity. Some examples are indicated below.

- *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....*

Consequences for violations of academic integrity should be stated. Some examples may include:

- *Consequences are consistent with those outlined in the full 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)*

**Optional Content:** It is highly suggested that faculty document in their syllabus the sanctions they will impose for both first and second Academic Integrity violations.

Support Services Policy (formerly Disability Services Policy)

*Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog. The Graduate and Professional Student Association (GPSGA) advocates for the interests and needs of graduate and professional students and facilitates inter-school dialogue for the professional, social, and spiritual advancement of the student body (<https://www.apu.edu/graduateprofessionalcenter/student-engagement>). 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 meet with an advisor in Accessibility and Disability Resources as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please contact Accessibility and Disability Resources by phone at [626-815-3849](tel:626-815-3849), or email at [disabilityservices@apu.edu](mailto:disabilityservices@apu.edu).*

Diversity Statement

*Affirming that diversity is an expression of God's image, love, and boundless creativity, it is the University's aim to collectively nurture an environment that respects each individual's uniqueness while celebrating our collective commonalities. It is in this spirit that we collectively strive to create an inclusive environment in which all students, staff, faculty, and administrators thrive.*

*Azusa Pacific University encourages community members to resolve conflict directly, when possible. If an APU community member perceives that hostile words or behaviors were directed toward an individual or a group based on that individual's or the group's identity, they can submit a*

*Bias Incident Report. Information on the reporting process is available on the website at <https://www.apu.edu/diversity/bias/>.*

**Instructions:** The first paragraph of this statement must be included in all syllabi and cannot be part of the optional syllabus hub through the Office of Curricular Support. The second paragraph may be included in a Syllabus Hub if requested by the Dean, Chair or Program Director.

### 3. (B) POLICIES

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**Instructions:** All policies in this section are required, but may be omitted from your syllabus if your Department/Program chooses to use a “Syllabus Hub” link, provided by the Office of Curricular Support. This link must be placed in your syllabus and clearly labeled in a way that communicates to the student that all University (and other Departmental) policies and statements reside therein. The following language is suggested for inclusion with the link:

The following link includes many policies and statements that are required to be included in this syllabus by Azusa Pacific University, the Department, and its accreditors. These policies and statements are provided for transparency and for your benefit. Please read them and communicate with your instructor as soon as possible if you have any questions.

*If your Department/Program does not have a Syllabus Hub, the following policies must be copied verbatim in your syllabus.*

Copyright Policy

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/c.php?g=720915>

University Policies Statement

*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.*

OR

*All university and department 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.*

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

The Library and Information Literacy

*During this course, students may fulfill assignments by:*

- *Finding research help face-to-face, by phone, or email from librarians at one of the University's Libraries [apu.edu/library/help](http://apu.edu/library/help)*
- *Chatting online with librarians 24/7 at [apu.edu/library/help/asknow/chat](http://apu.edu/library/help/asknow/chat)*
- *Making appointments with subject matter specialist librarians at [apu.edu/library/help/specialists](http://apu.edu/library/help/specialists)*
- *Accessing the online library at [apu.edu/library](http://apu.edu/library)*
- *Viewing self-paced tutorials at [apu.edu/library/help/tutorials](http://apu.edu/library/help/tutorials) and help guides at [apu.libguides.com](http://apu.libguides.com)*

*During this course, students may develop information literacy by:*

- *Thinking critically to find, access, and engage appropriate resources*
- *Identifying how information in this course's discipline is produced and valued*
- *Conducting quality research activities, even to create new knowledge*
- *Participating ethically in this course's community of learning*

For more information, see information literacy tutorials at [apu.edu/library/help/tutorials](http://apu.edu/library/help/tutorials)

\**Framework for Information Literacy for Higher Education*, Association of College and Research Libraries (2015). Available at: [ala.org/acrl/standards/ilframework](http://ala.org/acrl/standards/ilframework)

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Faith Integration Statement

*Academic Faith Integration is recognized as an important feature of courses at Azusa Pacific University. Students can expect to discover how relevant themes from their coursework and themes from the Christian faith meaningfully inform each other. Although faith integration is central to the mission of APU, instructors respectfully recognize that students come from a diversity of faith backgrounds and that they have a variety of perspectives.*

Technical Support

*For online Technical Support: Call 1-626-815-5050 or email [Support@apu.edu](mailto:Support@apu.edu).*

Netiquette Policy

*Online classes provide a valuable opportunity to engage in dynamic changes of ideas. To foster a positive learning experience, students are expected to adhere to the following Netiquette policy. Here are some Student Guidelines for the class:*

- *Do not use offensive language*
- *Never make fun of others*
- *Use correct spelling and grammar – no text language or slang*
- *Keep an "open-mind"*
- *Be willing to express your opinion, even if others don't share it*
- *Be aware that the University's Academic Honesty Policy also applies to forum posts*
- *Think about your message and proofread before you click the "Send" button*

**Optional Content: Programmatic Policies**

**State any policies that are specific to your program, especially those that are contrary to the university standard policy.**

#### 4. BIBLIOGRAPHY

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

**Instructions:** It is recommended 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.

#### 5. ACKNOWLEDGEMENT OF RECEIPT BY STUDENT (OPTIONAL CONTENT)

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

- **EXAMPLE:**

“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: \_\_\_\_\_.

## ONLINE SYLLABUS CHECKLIST

Doctoral

Instructions: Use this checklist to ensure that your syllabus meets all requirements listed above.

<b>Ref</b>	<b>Item</b>	<b>Complete</b>
A.	Heading	
B.	Faculty Information	
C.	Course Information	
D.	Credit Hour Policy	
E.	Student Learning Outcomes	
F.	Required Textbook(s) & Materials	
G.	Course Calendar/Schedule	
H.	Assignments	
I.	Evaluation Rationale	
J.	Required Policies	
K.	Additional Req'd Policies or Syllabus Hub link	
L.	Bibliography	

**Appendix 1: Credit Hour Calculation**

**APU Credit Hour Policy**

*Approved February 2012*

A credit hour represents the amount of work governed by intended and clearly identified student learning outcomes and verified by evidence of student achievement that approximates one hour (or 50 to 55 minutes) of classroom or direct faculty instruction and 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.

Classroom or direct faculty instruction and out-of-class student work leading to the award of credit hours may vary for courses that require laboratory work, internships, practica, studio work, online work, research, guided study, study abroad, and other academic work to achieve the identified student learning outcomes. In addition, student workload may vary based upon program expectations established by national or regional accrediting bodies.

Assignment of credit hours for courses will occur during program/course approval processes and be monitored through faculty, curriculum, and program reviews established by the university.

**Worksheet, determining classroom or direct faculty instruction hours:**

1. Multiple the number of course units x 15 \_\_\_\_\_
2. Divide #1 by the number of weeks in the term \_\_\_\_\_

The answer in #2 is the number of hours/week of direct faculty instruction for your term.

Please note that if you calculate using a 50 or 55 minute hour, then you need to adjust the calculations in this manner:

1. Multiple the number of course units by 50 or 55 \_\_\_\_\_
2. Divide #1 by 60 \_\_\_\_\_
3. Multiple #2 by 15 \_\_\_\_\_
4. Divide #3 by the number of weeks in the term \_\_\_\_\_

The answer in #4 is the number of hours/week of direct faculty instruction for your term.

**Worksheet, determining out-of-class instruction hours:**

1. Multiple the number of course units by 2 (for UG courses) or 3 (for GR courses) \_\_\_\_\_
2. Multiple #1 by 15 \_\_\_\_\_
3. Divide #2 by the number of weeks in the term \_\_\_\_\_

The answer in #3 is the number of hours/week of out-of-class requirement.