



## Faculty Guidelines for Online **Master's** Course Syllabi

This is the template for an online course syllabus. This template matches the APU face-to-face syllabus template with the exception of additional elements that are highlighted in **green** within this document. **Highlighted elements are required specifically for an online course.**

*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

### **B. Faculty Information**

- 1 Full name, title, Department
- 2 **Office hours online and online access point (chat, Google Hangout?)**
- 3 Contact information: office phone number, office fax number, e-mail address
- 4 **Expected response time for emails, posts, assignment submissions, and grading**
- 5 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.")
- 6 **Technical Support: Call 1-626 815-5050 or email [Support@apu.edu](mailto:Support@apu.edu)**

### **C. Course Information**

#### **Required content:**

- Course description, as stated in the current university catalog

**Optional content:**

- Additional information beyond the course description such as course content and methods of instruction.

**D. Credit Hour Policy**

\* NOTE to faculty: please see Credit Hour Calculation Worksheet on how to calculate the required Credit Hour. Alternatively, please contact OCS ([ocs@apu.edu](mailto:ocs@apu.edu)) for help in the calculation.

**Required content**

Credit Hour Policy with acceptable accounting of in class and out of class time

*“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.”*

**E. Student Learning Outcomes (formerly referred to as course learning outcomes or course objectives) and Expected Competencies.**

NOTE to faculty:

1. Course student learning outcomes have been established for each course by individual departments and approved through faculty governance. Instructors wishing to add additional learning outcomes should consult with their program director and department chair prior to doing so, and must still meet and maintain all core course outcomes.
2. 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:
  - **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.
3. 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.
4. 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).

**Required Content**

**Example of course 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> “By the end of this course, students should be able to.....”	<b>IDEA Objective (Spring 2016)</b>	<b>Assignments Used to Assess</b>
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.

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

### Required content

- 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

### Required content

#### •Copyright Responsibilities:

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)

### Optional content

- List recommended books, articles, and other collateral material.
- List any additional materials *recommended* for students, including equipment, supplies, study guides, technology, library, special calculators, etc.

## G. 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.
- Disclaimer: "Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion."

## H. 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.**
5. Delivery of assignment. **Indicate how and where the assignment will be submitted within the course site.**

## I. Information Literacy and Use of the Library

### Required content

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 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/>*

## J. Evaluation/Assessment Rationale for Grade Determination

Syllabi should clearly communicate to students how their grade will be determined

### Required content

- Provide a short statement and/or chart listing the factors that will contribute to the final grade for the course. Indicate the weighted percentages attributed to assignments, testing and/or projects contributing to the final course grade.

**Example:**

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

**Required content**

•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

**Required content**

•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-		

**K. Course Policies**

**Required content**

•Clearly state course policy regarding the following:

1 Class participation. Clearly state course policy regarding the following:

- Expectations for preparation and participation in class discussions on

assigned topics and materials during each time frame of each class session, unit, week.

- Define attendance and lack of attendance in online format. (Number of events or actions required during a specified period of time. Number of posts required in discussions. Dates for submission of assignments and penalties.) Effect of participation on grade.
- Conflict 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 non-participation due to medical or emergency reasons.

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

- Incompletes in the course

**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.

**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."*

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

### 6. Netiquette Policy

Online classes provide a valuable opportunity to engage in in dynamic exchanges 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.

### **Required content**

- Academic Integrity Policy

*"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.”*

OR

*“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 in fulfillment of the requirements of an academic program is a serious offense for which a student may be disciplined or dismissed from the program.”*

### **Required content**

- Faculty should communicate expectations and sanctions for violations of academic integrity. Some examples are indicated below.
  - o *Expectations are consistent with those outlined in the academic integrity policy*
  - o *Expectations are consistent with those outlined in the academic integrity policy with the following exceptions . . .*
  - o *Collaboration is permitted on project #2 but not on project #3*
  - o *Information regarding appropriate citation styles can be found on the following website . . .*
  
- Consequences for violations of academic integrity in this class. Some examples may include:
  - o *Consequences are consistent with those outlined in the academic integrity policy*
  - o *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.

(Adapted from Journal of Online Learning and Teaching, 2010)

## **L. University Policies**

## Required content

### •University Policies

#### “Academic Integrity Policy:

*”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.”*

#### •Academic Integrity expectations and sanctions:

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

- o *Expectations are consistent with those outlined in the academic integrity policy*
- o *Expectations are consistent with those outlined in the academic integrity policy with the following exceptions . . .*
- o *Collaboration is permitted on project #2 but not on project #3*
- o *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 Academic Integrity violations. Some examples are:

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

#### •University 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.

NOTE to faculty: Any course policy that differs from the Graduate Catalog MUST be stated in your syllabus!

•Support Services

*“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 meet with an advisor in the Learning Enrichment Center 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 visit [www.apu.edu/lec](http://www.apu.edu/lec), or contact the LEC by phone at [626-815-3849](tel:626-815-3849), or email at [lec@apu.edu](mailto:lec@apu.edu).”*

**Optional content**

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

**M. Bibliography**

**Required content**

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

**Online Syllabus Checklist**  
Master's

**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.	Information Literacy & Library Use	
J.	Evaluation Rationale	
K.	Course Policies	
L.	University Policies	
M.	Bibliography	