DOCTORAL COURSE SYLLABUS CHECKLIST (IN-PERSON)

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

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). 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, or (626) 815-4534.

1. OPENING CONTENT

☐ **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, Office Location and Hours, Contact Information (phone number, email)**

- **Optional Content:** 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)

- **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.

- **Optional Content**: You may give details on how the class time and out-of-class time is structured by providing information on the following list:

___ 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

☐ 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 in terms 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 levels 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. 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.
- If you wish to include the learning objectives that are on your IDEA course evaluations, you may do so here.

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

Student Learning Outcome "By the end of this course, students should be able to......"	IDEA Objective (Spring 2016)	Assignments Used to Assess
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* 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.)

- **Optional Content**: It is helpful to include disclaimer: "Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion."

☐ Assignments

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

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).

☐ 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	25%
TOTAL	100%

- Definition of work quality as demonstrated by letter grades.

Example #1 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. **Anything below a B- does not count toward doctoral credit**.
D	Serious gaps in knowledge, confusion of concepts and categories, inability to recall basic information. *Anything below a B- does not count toward doctoral credit*.
F	Absence of knowledge, incapable of carrying on a conversation about the subject, misunderstands most concepts, confuses all categories *Anything below a B- does not count toward doctoral credit*.

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:

95-100=A	88-89=B+	78-79=C+	65-69=D	0-64=F
90-94=A-	84-87=B	73-77=C		
	80-83=B-	70-72=C-		

The Doctoral Studies Council requests that a grade of 90 be the lowest allowed for an "A-" and a grade of 80 be the lowest allowed for a "B-".

3. (A) POLICIES

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

☐ 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

☐ Academic Integrity Policy

(*catalog.apu.edu/policies-procedures/graduate/academic-integrity*)

This Graduate Academic Integrity Policy represents a valuable educational tool for guiding faculty, staff, and students in their efforts to create a sense of community and for expressing the values that are at the core of a Christian university. As members of an academic and spiritual community, we work together to answer difficult questions, often collaborating to answer these questions, to solve problems, and to communicate effectively the knowledge we acquire through inquiry. This document calls attention to the responsibilities we have to one another in being faithful in our attempts to represent others' views, and it helps us to understand the responsibilities we have toward one another, students and faculty alike, and toward academic scholarship, as we endeavor to uphold the moral standards of our community.

The full Academic Integrity Policy including information about the use of artificial intelligence can be found in the APU Academic Catalog.

Instructions: 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 . . .*

Faculty should communicate consequences for violations of academic integrity in this class.

Additionally, faculty are required to include a statement pertaining to use of artificial intelligence in the classroom and on class assignments. The following link contains different sample statements that can be copied and pasted into an individual syllabus, or modified to fit the instructor's preference. It is up to the

- [Artificial Intelligent (AI) Classroom Use Options](#)

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**

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, or email at 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 <u>must</u> 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 the syllabus hub if requested by the Dean, Chair or Program Director.

3. (B) POLICIES

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.

<u>OR</u>

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.

☐ 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/specialists/*
  - *Chatting online with librarians 24/7 at apu.libguides.com/chat*
  - *Making appointments with subject matter specialist librarians at apu.libcal.com/appointments*
  - *Accessing the online library at apu.edu/library*
  - *Viewing self-paced tutorials at apu.edu/library/help/tutorials and help guides at apu.libguides.com*

  During this course, students may develop information literacy by:
  - *Thinking critically to find, access, and engage appropriate resources*
  - *Conducting 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

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

☐ Emergency Notification Policy

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

☐ 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.

☐ **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

☐ 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)

☐ **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: _____ .

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.