Academic Policies Committee Handbook

CURRICULAR GUIDELINES

POINT LOMA
NAZARENE UNIVERSITY

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Overview

OVERVIEW

The Curricular Guidelines are designed to assist academic units in preparing Academic Policies Committee (APC) proposals for review. The guide includes committee overview, timelines, definitions, and submission and procedures. The Guide is reviewed and updated at least annually in the fall semester. Faculty and staff are encouraged to contact the APC Chair or College Dean for the Arts and Humanities for corrections, additions, or clarification.

The APC oversees the quality of the undergraduate academic programs and makes recommendations to the full faculty. This includes but is not limited to the oversight of the academic policies and procedures, and support for the assessment of these programs. The Chair of the Academic Policies Committee is the Provost or designee such as the Vice Provost for Academic Administration or a College Dean. The full faculty elects the Committee members for three-year terms. Please refer to the Faculty Handbook for further details on the structure and charge of APC.

I. CURRICULAR PROPOSALS: TIMELINE, DEFINITIONS, AND SUBMISSION PROCEDURES

- **General Information**

Ordinarily, proposals for curricular change are initiated by departments. In most instances, a proposal pertains to a program of instruction within a particular academic unit. If that is the case, the proposal is submitted to the respective college dean who forwards it to the Academic Policies Committee. The APC will review the curricular proposal and if required, make a recommendation to the Provost and/or full faculty. If the APC approves the proposal, and the proposal requires new or additional resources the proposal will be forwarded to the Provost who will determine whether or not an Administrative Cabinet decision is required. Proposals of an interdisciplinary nature will require approval by the school deans or department chairs of the appropriate academic disciplines and the college deans.

Major Curricular changes should be the result of a Program Review, accreditation self-study, or changes in accreditation standards. The Program Review is to follow the University guidelines.

Interdisciplinary proposals: Whenever a department, other than the one in which the proposal was initiated, has a legitimate concern with the proposal, concurrence by that department should be obtained before the proposal is forwarded to the college dean. The school dean or department chair bears a major responsibility to make sure that potential interdepartmental issues are addressed as early in the process as possible. The department which initiates the proposal should facilitate

matters by negotiating directly with other concerned departments in the process of writing the proposal.

Catalog Editing: Once the proposal is approved, the Vice Provost for Academic Administration has the authority and responsibility for placing it in the catalog in the form in which it has been finally approved. Each proposal is given an initial perusal keeping the following in mind:

1. Is the language clear and grammatically correct?
2. Are the course description and sequencing clear and consistent?
3. Is the form of the proposal consistent with the form of present catalog material?

Certain formulas recur in the catalog, e.g., "Maximum credit six units." If the proposal reads: "This course may be repeated with new content up to a maximum of six unit credit," the Vice Provost for Academic Administration will replace the sentence with the standard phrase without consulting the department which initiated the proposal. The Vice Provost for Academic Administration's editorial discretion includes the practice of eliminating from proposed course descriptions such phrases as "A study of...," Analysis of...,"etc. In general, unnecessary articles (both definite and indefinite) will be removed from course descriptions whenever this can be done without changing meaning. More drastic changes will be made only upon consultation with those who initiated the proposal.

- **Curricular Proposal Timeline**

his GESC Guide has been compiled to assist you in preparing curricular proposals for graduate and credential programs. Also included are instructions on how to submit proposals for Professional Studies and Continuing Education (PSCE) program.

It is the responsibility of the school dean or the department chair to set deadlines within the academic unit that will allow time for the proposal review and ensure that the deadline can be met for submission of proposals for the university-wide review.

At least a semester will elapse between the time a proposal is submitted and its appearance in the catalog. For those proposals that require WASC approval the academic unit should anticipate a longer period for the proposal to work its way through the University and WASC. Please contact the WASC Accreditation Liaison Officer to determine an estimate on time. New courses may not be offered until they have appeared in the catalog unless, in exceptional instances, approval to do so is obtained from the Provost.

- **Major and Minor Curricula Proposals**

A major curricular proposal requires full-faculty approval of the academic program and Cabinet approval of the program and any additional or new resources. Following the approval by the Academic Policies Committee (APC), the proposal is forwarded to the Provost for inclusion in the faculty meeting agenda and, where appropriate, the Cabinet agenda.

Major proposals are accepted on an ongoing basis. Program Directors should note, however, that given the need for both APC and full faculty approval, that care should be taken to ensure proposals may be processed appropriately based on the calendar of meetings for both APC and full faculty. Also, please note that APC will need at least 2 weeks to process a proposal before being voted upon.

Type 1 Proposal Template: Major proposals (requiring APC, full faculty, and WASC approval)

Major proposals may require WASC Substantive change approval. WASC substantive change review and approval is required for new degree program, new regional site, fast track authorization, and first degree program at a new degree level (i.e. doctorate). All proposals requiring a WASC Substantive Change must be submitted in the WASC format addressing the Substantive Change questions.

Type 2 Proposal Template: Major proposals (Long Form, requiring APC and full faculty approval)

In addition to the major proposals requiring WASC substantive change, there are other major proposals that will require APC and full faculty approval, but will not require a formal submission to WASC. Adding or eliminating curriculum in any of the following cases would warrant a major proposal: course, concentration, major, credential program, or any special program for which new courses are required. Refer to Guidelines for Academic Policies Committee Actions for further details. In those cases where there will be additional or new resources, the proposal must be submitted to the Administrative Cabinet via the Provost for approval.

Type 3 Proposal Template: Minor proposals (Short Form, requiring APC approval)

Minor Curricular Proposals require the Academic Policies Committee approval, Administrative Leadership review, and do not require new or additional resources. For example, a minor proposal might include a revision of course descriptions including title, number, or prerequisites, alternate year listing in the catalog and the cross listing courses. These minor changes should be supported with rationale.

Minor proposals may be submitted at any time via the appropriate college dean to the Chairperson of the Academic Policies Committee. However, if a minor proposal results in a catalog change the Chair of the Academic Policies Committee must receive it no later than February. This will allow the APC time to review and approve

the proposal and submit it to the Vice Provost for Academic Administration in time for inclusion in the catalog for the following academic year.

It should be noted that, minor catalog changes which are of an editorial rather than substantive nature require only the approval of the Vice Provost for Academic Administration. All other changes require preparation of a formal proposal to be submitted through the appropriate channels.

- **Certificates:** The University offers three types of certificates: academic certificates, professional development (CEU), and certificates of attendance. Please refer to the Faculty Resources page for a full description of the policy. Additional information is provided for professional development certificates and certificates of attendance.
    - Submission Form
        - APC must review and approve each type of certificate before implementation.
    - Approval Process
        - Academic Certificates should be submitted to APC using either the Short or   Long Form templates, depending on whether the certificate entails a new course(s). These programs must be approved by the appropriate College Dean, Vice Provost for Academic Administration, GESC, and by the Chief Academic Officer.
        - Professional Development Certificates and Certificates of Attendance proposals should use the Professional Studies and Continuing Education (PSCE) form. These programs must be approved by the appropriate College Dean, Vice Provost for Academic Administration, the Chief Academic Officer, and by the Chief Financial Officer, and then submitted to GESC. All advertising materials must be approved by the Director of Marketing and Creative Services. The proposal should include a budget, the sponsoring unit, course title, instructor(s), the number of continuing education units or the length of the session, location of the program, among other items listed on the form.

- **Guidelines for Academic Policies Committee Actions**

The Action Guidelines on the following page provide guidance regarding which decisions the APC has authority to approve and which decisions are to be forwarded onto the full faculty with a recommendation from the Committee. These guidelines are to be carefully followed and determine whether a proposal is a major or minor change.

Guidelines for Academic Policies Committee Actions

Policies and procedures:

Normally proposals for curricular change will be initiated by departments/schools or committees. APC may also initiate actions of its own or consider proposals from individuals. APC will conduct a detailed review of all revisions of curriculum, academic policies, and procedures.

1. Items which must be referred to the faculty after being reviewed and approved by the APC:
      a. addition or elimination of any course, concentration, minor, or major
      b. addition or elimination of a credential program
      c. addition or elimination of a degree granted by the University
      d. any change in General Education requirements
      e. any special program for which new courses are needed
      f. any change in academic regulations and requirements
      g. addition of academic centers

2. APC will generally consider the following routine Catalog related items without referral to the faculty for further action.
      a. revision of course descriptions including title, number or prerequisites
      b. changes in concentration or major requirements if equal to the previously approve list of units (i.e., 24 for 24 units). Must conform to 1.a.
      c. alternate year listing
      d. cross-listing of courses (under two or more departments/schools)
      e. restoration of a course to the Catalog after it has been eliminated due to having not been offered for three years
      f. any substantive change in General Education courses, including methodology, content, or level
      g. proposed use of CR/NC grade for courses other than General Education courses
      h. changes in the name of a department/school major or concentration
      i. tracking and monitoring changes in course delivery for any existing course to hybrid or online (if program exceeds 49% online, program will be referred to WASC for approval)

II. CURRICULAR PROPOSALS & POLICIES

- **Cross-Listed Courses for Graduate Undergraduate Degrees**

  On occasion an academic unit may want to offer an upper division undergraduate course or an entry-level graduate course to both undergraduate and graduate students. In such cases the academic unit will receive approval from GESC and APC for a course to be cross-listed. An approved cross-listed course will have both an undergraduate and graduate course number. The APC/GESC approved course will articulate the scope and sequencing of the course in the UG or Graduate program including course learning outcomes, appropriate assessment and assessment rubrics.

- **Credit Hour Definition**

  The US Department of Education and WASC stipulate that academic credit is awarded based on a minimum amount of student work that reflects the amount of work expected in a Carnegie unit. For PLNU, at the UG level, that reflects the need for a student to receive one unit of credit, the student must be involved in 750 minutes (12.5 hours) of direct instruction time and 1,500 minutes (25 hours) of preparation time. This is based on fifteen 50-minute hours of direct instruction and two hours of out-of-class preparation for each hour of direct instruction for every unit of credit (Carnegie Unit) awarded. A three credit hour course has 37.5 hours of direct instruction and 75 hours of preparation, or a total of 112.5 hours. The appropriate area dean monitors the credit hour of courses.

  If one-fourth or more of the direct instruction is accomplished through online learning, the class is designated as Blended, Hybrid, or Online. Specifically for a three (3) credit hour class, which has 37.5 hours of direct instruction by federal definition, the time allocations are as follows:

  - One-fourth online: a class of this type would have 28 hours of face-to-face (F2F) direct instruction in a classroom and 9.5 hours of direct instruction using distance learning   technology.
  - One third online: a class of this type would have 25 hours of F2F direct instruction in a   classroom and 12.5 hours of direct instruction using distance learning technology.
  - One-half online: a class of this type would have 18.75 hours of F2F direct instruction in a classroom and 18.5 hours of direct instruction using distance learning technology.
  - Two-thirds online: a class of this type would have 12.5 hours of F2F direct instruction in a   classroom and 25 hours of direct instruction using

distance learning technology.

Notes:

- Classes that are one-fourth or more online must go through a formal review process for blended, hybrid, or online classes.

- It is also important to note that WASC does not consider holding 37.5 hours of face-to-face direct instruction in a single week to meet the requirements of a face-to-face class. The expectation is that face-to-face direct instruction must be spread out over several weeks. One unit of credit represents the amount of student work appropriate to UG level instruction, academic rigor, and time requirement essentially equivalent to a Carnegie unit, which is defined as fifteen hours of instructional contact and an additional 30 hours of student work outside of the physical or virtual classroom [as defined by, United States Department of Education, Office of Postsecondary Education, Assistant Secretary, GEN-11- 06, March 18, 2011, p. 3]. An instructional hour is defined as a 50-minute period per credit hour for a minimum of 15 weeks or its equivalent. Academic unit leadership will monitor the unit of credit policy through the course syllabus and schedule.

III. Online Definitions and Practices

Blended

A course will be considered a Blended course where there is a regular mix of F2F and online instruction over the length of the course. Blended courses typically will fall into one of three categories:

   a. One-third online and two-thirds F2F
   b. One-half online and one-half F2F
   c. Two-thirds online and one third F2F

   Examples:

   a. A class that is scheduled on Monday, Wednesday, and Friday only meets F2F on two days and includes online learning activities for one day is one-third online and two-thirds F2F;
   b. A class that is scheduled Tuesday and Thursday meets F2F on one day and includes online learning activities for one day is one-half online and one-half F2F;
   c. A class that is scheduled on Monday, Wednesday, and Friday only meets F2F on one day and includes online learning activities for two days is two-third online and one-thirds F2F.

Note: Blended courses are currently most common with classes being held at Liberty Station.

Hybrid

A course will be considered a Hybrid course where there are both Online and Face-To-Face activities that are arranged in major blocks. Hybrid courses will typically fall into one of three categories:

   a) One-third online and two-thirds F2F
   b) One-half online and one-half F2F
   c) Two-thirds online and one third F2F

   Examples:

   a. A course where the first two weeks are held F2F and the last three weeks are held online is a hybrid course with two-third online and one-third F2F.
   b. A course where the first five weeks are held online, then there is a one week F2F intensive, which is then followed

Hybrid course that is two-thirds online and one-third F2F.

c. A course where the first week is held F2F, then there are four weeks of online, and the last week is held F2F is a Hybrid course that is two-thirds online and one-third F2F.

Note: Hybrid classes are currently most common for undergraduate programs during the summer and in some graduate programs.

Face-To-Face

A course will be considered Face-To-Face (F2F) where more than 75% of the direct instructional time is face-to-face in a classroom setting.

Online

A course will be considered Online where more than 66% of the direct instructional time is accomplished through distance learning technology (online).

Note: For WASC purposes, a course or a program in which 50% or more of the direct instruction is done online is considered to be a fully online course or program. Care must be given to make sure that specific approvals are granted by WASC for online programs.

Distance Education (WASC Substantive Change Manual)

Education that uses one or more of the technologies listed in items (1) through (4) below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

a) The Internet.
b) One-way or two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices.
c) Audio conferencing.
d) Audio cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies in paragraphs (1) through (3).

Synchronous

Synchronous online instruction requires students and instructors to be online at the same time. Lectures, discussions, and presentations occur at a specific hour. All students must be online at that specific hour in order to participate. (Chats, Voice, Video Conferencing, Web Conferencing)

Asynchronous

Asynchronous online instruction does not require students and instructors to be online at the same time, rather responses are intermittent. Instructors provide materials, lectures, tests, and assignments that can be accessed at any time. Students may be given a timeframe – usually a one week window – during which they need to connect a certain number of times and complete certain activities. But overall, students are free to contribute whenever they choose. (Discussion Boards, Email, Wikies, Social Networking)

Instructional Time

Instructional Time as defined by the U.S. Department of Education and WASC is time that typically corresponds to the kind of activities that occur in a F2F class session: such as: lectures, class discussion, making presentations, group work, taking a quiz or test. For each hour of credit there must be at least 750 minutes (12.5 hours) of instructional time. For blended or hybrid classes, the actual time in class will count. Synchronous activities will count, as will the actual run-time for required media asset assignments (e.g. viewing a recorded lecture). Asynchronous collaborative learning activities among students count and should be calculated on the bases of required responses (example for two response notes on each of five days could count for 2.5 hours based on 15 minutes to read and respond to each note).

Preparation Time

Preparation Time as defined by the U.S. Department of Education and WASC is time that typically corresponds to the kind of activities that occur outside of a F2F class session; such as: reading the textbook or articles, doing research, completing homework assignments. For each hour of credit there must be 1500 minutes (25 hours) of preparation time. Preparation time can include Instructional time activities. The total time requirement for one hour of credit must be at least 2250 minutes (37.5 hours) with at least 750 minutes (12.5) hours of instructional time.

Interaction between Students and Faculty

Timely and appropriate interactions between students and faculty and among students will be assured through specific online attendance and participation requirements, assignments designed to engage students with the content and each other that lead to the accomplishment of the student learning outcomes, and faculty expectations in online classes.

Attendance Policy for Face-to-Face, Blended, Hybrid and Online Classes
In considering the Attendance Policy for blended, hybrid, and online classes the same principles in the campus policy will be used to determine the appropriate action taken.

Face to Face

See College Catalog for attendance policy

Blended
For Blended and Hybrid classes, the minimum number of days a student must log in and post a substantive note or engage in a substantive activity will be determined by the instructor and based on the type of course, but must be at least one time per week. The following are recommended guidelines:
- A one-third online and two-thirds F2F class would have one required day of online attendance each week.
- A one-half online and one-half F2F class or two-thirds online and one-third F2F class would have two days of online attendance each week.

Online
Students will have a minimum attendance requirement of three days each week. This means that students will log into Canvas and will post a substantive note or engage in another substantive activity on at least three days in each week. Any day missed below this minimum requirement will count as an absence. Students will receive a warning if 10% of the possible attendance days are missed and will be dropped if 20% of the possible attendance days are missed. (For example in a six week course there are 18 possible days of attendance, based on three a week, so two missed days would result in a warning and four missed days would result in a student being dropped. In a fifteen week course there are 45 possible days of attendance, so five missed days would result in a warning and nine missed days would result in a student being dropped.)

Note: Students are expected to participate by entering the online class and engaging in the learning activities according to the requirements of the course as listed in the syllabus. A substantive note is one in which a student participates in a learning activity about academic matters, works on substantive activities for the course (e.g. working online problems), or initiates contact (in Canvas) with faculty members to ask a question about the academic subject studied in the course. Logging into the online course without active participation or participation not related to the academic subject being studied in the course does not count as attendance.

Participation and Interaction in Fully Online and Hybrid Courses

In online classes academic participation or engagement between the student and other students and the instructor is not only a critical aspect of the learning experience and student satisfaction levels, but is require by the U.S. Department of Education to be classified as an online class rather than a correspondence course. While the U.S. DOE stipulates that significant interaction must take place, it does not define what "significant" means. However, best practices stipulate that it is a balance between the amount of notes and the number of days students are participating. An acceptable number of participation notes by each student will range from 12-20 for each credit hour, spread over the length of the course. An acceptable number of days for students

to be required to participate for full credit is typically between three and five days each week based on the length of the class and a review of what is most appropriate to accomplish the learning outcomes of the course. This can be adjusted depending on the length of the class, so that a six week three unit class might have five days of participation, but a 10-15 week class might have three. Participation notes need to be appropriate for the course goals. They should accomplish the same goals that are accomplished by participation in a face-to-face class. Participation is generally recognized by a substantive note posted as part of the learning activity in response to the faculty member or other students that adds value to the learning experience.

Generally to comply with best practices, within the course design, various assignments submitted by students will require other students to respond with additional information or probing questions that will create a platform for discussion among the students. Generally, students will be required to respond to multiple students for each collaborative learning assignment. Instructors will practice the Socratic method of instruction as they enter into the discussion with the goal of drawing all the students into a deeper understanding of the topic. The course design and requirements should always consider the best way to accomplish the learning outcomes of the course and some courses require a different approach.

Examples:

1. Students are required to post two substantive participation notes (dialog with other students   - and the instructor) hour, six week highly interactive   course.
2. Students are to respond to the initial discussion (assignment) notes of at least two other   - students (This would typically be stip week, so that the students are in dialog with multiple students on multiple days.)

The consideration of the number of required student participation notes in a class should include an understanding of the number of students enrolled in the class and goal of having interactivity.

Faculty Expectations for Fully Online Courses

In addition to other adopted instructor expectations, these expectations specifically relate to the interaction between the students and faculty in fully online courses

A. Faculty in shorter intense (5-8 weeks) fully online classes should make it a goal to submit at least one note to the class daily. More frequent connections (two or more times a day) should be made during the first couple of weeks of the class to insure that students are quickly having their questions answered. The goal is to have a clear and realistic timeline for faculty to respond to students. Students

should expect feedback on routine items in 1-2 days and answers to specific questions within 24 hours. Sundays are considered to be a day off from course work and assignments. Students may use Sundays for attendance, but faculty may wish to make it clear that they will not be present in the classroom on Sunday.

Faculty in longer (10-15 weeks) fully online classes should make it a goal to submit at least one note to the class every couple of days. More frequent connections should be made during the first couple of weeks of the class to insure that students are quickly having their questions answered. The goal is to have a clear and realistic timeline for faculty to respond to students. Students should expect feedback on routine items in 1-2 days and answers to specific questions within 24 hours. Sundays are considered to be a day off from course work and assignments. Students may use Sundays for attendance, but faculty may wish to make it clear that they will not be present in the classroom on Sunday.

B. Answer all questions or issues directed to their PLNU email box within 24 hours.

C. Provide students with regular feedback both in the class and in their PLNU email box. Instructors should respond to each student every week.

Faculty Expectations for Hybrid Courses
Faculty need to determine the most appropriate goals for engagement in the online classroom and responding to students. During the periods when the class is meeting exclusively online, it is important that the faculty member be very responsive to student emails and posts.

A. Faculty in hybrid courses should submit at least one note to the class each week to ensure that the students recognize the involvement of the instructor in the class (digital presence). More frequent connections may be needed during the period when the course is solely online.
B. Answer all questions or issued directed to their PLNU email box within 24 hours.
C. Provide students with regular feedback both in the class and in their PLNU email box. Where appropriate, instructors should respond to each student every week.

Faculty Expectations for Blended Courses
Faculty need to determine the most appropriate goals for engagement in the online classroom and responding to students based on the amount of face-to-face time in the class and the design of the course.

A. Faculty in blended courses should submit at least one note to the class each week to ensure that the students recognize the involvement of the instructor in the class. More frequent connections may be needed based on the type and

design of the course.
  B. Answer all questions or issued directed to their PLNU email box within 24 hours.
  C. Provide students with regular feedback both in the class and in their PLNU email box.

Online Course Length
The length of an online course is the number of weeks starting on a Monday morning at 12:00 AM and ending on Sunday night at 11:59 PM (Pacific Time). An online course must be at least two weeks in length for each credit-hour given. Courses may be longer to best fit the pedagogical and student needs. Consideration of course length must include an awareness of the number of student engagement hours, the number of credit-hours needed by students within a term to qualify for federal financial aid, and the length of time it will take students to complete a program.

Number of Students in an Online Class
The enrollment goal for online courses will be 15-25 students in each class. This assumes a requirement of six to eight participation notes in a six-week class for strong interactivity. For larger classes, it might be best to break the class into groups so that each student is actively engaged with 8 to 13 students. Normally, a class should never have fewer than 8-10 students to maintain adequate class discussion. Larger classes may be possible if the length of the class is longer and the course is designed to facilitate the larger group. Special care should be given to the number of students in classes that require significant individual attention from the instructor, such as writing classes.

Number of Students in a Hybrid Class
The enrollment goal for online courses will be 15-30 students in each class. This assumes a requirement of six to eight participation notes during the online weeks for strong interactivity. For larger classes, it might be best to break the class into groups so that each student is actively engaged with 8 to 13 students. Normally, a class should never have fewer than 8-10 students to maintain adequate class discussion. Larger classes may be possible if the length of the class is longer and the course is designed to facilitate the larger group. Special care should be given to the number of students in classes that require significant individual attention from the instructor, such as writing classes.

Number of Students in a Blended Class
The enrollment goal for online courses will be 15-35 students in each class. This assumes a requirement of two to four participation notes during each week for strong interactivity. For larger classes, it might be best to break the class into groups so that each student is actively engaged with 8 to 13 students. Normally, a class should never have fewer than 8-10 students to maintain adequate class discussion. Larger classes may be possible if the length of the class is longer and the course is designed to facilitate the

larger group. Special care should be given to the number of students in classes that require significant individual attention from the instructor, such as writing classes.

Incompletes

Due to the collaborative learning nature of fully online courses and the integration of completing assignments with class discussion and feedback, incompletes will generally not be allowed in fully online courses. Incompletes in Blended or Hybrid classes will only be possible if the instructor believes the missing work can be made up without compromising the integrity of the assignment.

Student Authentication (ensuring that the student getting the grade is the student doing the work)

Point Loma uses a multi-faceted approach to authenticate students and ensure that the student getting the grade is the student doing the work. While currently username and password will satisfy the US DOE requirements, PLNU will use additional methods as follows to meet WASC concerns:

A. **User Name and Password**
Students access the class materials by using the institution collaborative learning management system, Canvas. To gain access to Canvas, students must use a unique user name and password.

B. **Academic Honesty Verification**
Students are asked to submit an academic honesty verification form at the end of the course where they state:

"In submitting this form, I am verifying that all the assignments done in this class were done by me and are my own work. In taking all the quizzes and exams, I received no outside help from anyone and when instructed that I was not to use any books or notes, I followed those instructions and received no help from any sources.

I hereby affirm that I have lived up to the Academic Honesty Statement in this class as printed in the syllabus."

C. **Turn It In**
PLNU has a subscription to Turn It In, which is used for the submission of major assignments to ensure that the work submitted is original work for the specific course.

D. **Student Interviews**
Students in fully online programs will be interviewed (phone/video – with photo

ID) at the mid- program and end-of-program to review the student's learning and to assess the student's involvement in the content of the courses. Specific questions related to work done by the student will explore the understanding of the content to evaluate how familiar the student is with the work submitted and the content presented in the class. Students in online programs will be required to have computer camera capability. The program director will determine the makeup of the interview committee, but normally it will include the student's student support advisor and at least one faculty member.

E. Proctored Exams
Where appropriate, students will take proctored exams. Proctors will be approved by the program director or an individual appointed by the program director.

IV. Course Syllabi

- **Syllabus Design**
Course syllabi include a description of expected student learning outcomes and that departments retain and make accessible the most recent versions of course syllabi. All course syllabi shall be available to students online through a Learning Management System (LMS).

1. Course Syllabus: The syllabus for each course shall describe the course's purpose, scope, and expected student learning outcomes. In addition, each syllabus shall describe the design, conduct, and grading policies, which vary by section. A syllabus shall not bind the instructor to specific details, and the instructor shall retain the right to adjust the course design. Major departures from the syllabus, especially with regard to learning outcomes and grading policies, shall be made only for compelling reasons.
2. Instructors shall provide students with access to the syllabus before the first class meeting, except when circumstances beyond the control of the instructor prevent such distribution.
3. Instructors shall make available to their department the most recent version of each syllabus with Student Learning Outcomes. Departments shall retain and make accessible the most recent versions of the syllabi.

- **Cross-Listed Courses**
On occasion an academic unit may want to offer an upper division undergraduate course or an entry-level graduate course to both undergraduate and graduate students. All cross-listed courses are required to have a separate syllabus for the graduate course. The graduate syllabus will clearly articulate the scope and sequencing of the course in the graduate program and include the graduate course learning outcomes, graduate level assessment and assessment rubrics.

- **Institutional Functions of the Syllabus**

PLNU currently maintains no compendium of course descriptions beyond the 40-word (maximum) catalog description, although all syllabi shall be posted online before the first class session. This means that the course syllabus maybe the only institutional record of the purpose of conduct of instruction. Syllabi thus constitute an important art of PLNU's institutional memory, which is accessed by diverse entities, including:

- o Discipline-specific accrediting agencies as well as WASC, the Western Association for Schools and Colleges;
- o Curriculum committees at various levels that are attempting to understand how the course fits into the curriculum map and program assessment as a whole or how to articulate courses with other departments or institutions;
- o Technicians at other institutions who need to determine what kind of credit to assign to transfer students;
- o Other instructors who will teach the course, perhaps after a primary instructor of record has retired or moved away.
- o Advisors who are attempting to match student needs and interests with available courses or to help students address regency requirements for degrees, and
- o Students who want to make informed enrollment decisions.

Although many syllabi are the product of collegial collaboration and consultation, maintenance and development of an effective syllabus is probably the single most important responsibility of an individual instructor.

A course syllabus describes the purpose and scope of the course, out lines expected learning outcomes, describes the structure and sequence of activities and assignments, and explains grading policies. Thus, a syllabus reflects the organizing framework for most other course materials and learning resources.

- **Syllabus as Living Document**

Students are often frustrated and confused by ad hoc changes in course scheduling and requirements. Indeed, University policy forbids major departures from a course syllabus, once it has been issued, except for compelling reasons. Yet, viewed across semesters, syllabi can be seen as "living documents" (to be revised repeatedly over many offerings of a course and benefiting over time from incremental improvements and iterative design). It is often difficult for instructors to develop a mature and robust syllabus without experimentation and some trial- and-error; it may take several iterations of a course to sort through the best ways to implement requirements and recommendations summarized on the following pages. Outstanding syllabi often evolve from humble beginnings as cursory documents.

Early in the semester a professor will review the syllabus with students and make clarifying adjustments to avoid misinterpretation. Instructors may find it useful to

treat their own copy of the syllabus as a framework (or notebook) for capturing data about problems and opportunities as the semester unfolds. Evidence of student confusion, options for improved organization and mechanics, and possibilities for enhanced teaching and learning strategies can be noted and recorded for future, improved versions.