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## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School: Arts, Humanities, & Education**

**ADHE695**

**Capstone Seminar in Higher Education Administration**

**Credit Hours: 3**

**Length of Course: 8 weeks**

**Prerequisites: This course is required for graduation and is the final course to be taken in the program. Candidates must successfully complete all other Higher Education Administration program courses, including EDUC640 - Research Methods.**

**Note: This culminating course is most appropriate for those who already have work experience in a higher education context.**

### Course Description (Catalog)

The Capstone is the culminating required course for the student who already works in a higher education administration-related role and desires to advance their career. The course exhibits the capability of the student within higher education administration through the demonstration of their synthesis of the related theory and practice. Students work with a faculty advisor to develop a research prospectus that addresses a current issue facing higher education, preferably within the student's context of higher education. The Capstone culminates with an E-Portfolio and Oral Presentation. [Prerequisites: EDUC640 Research Methods; Completion of a concentration related to the program of study.]

### Course Scope

This Capstone Seminar focuses on the development of appropriate responses to relevant issues and trends facing Higher Education Administrators in a contemporary setting. Via the creation of a Capstone Research Prospectus, students will develop a research plan that allows a higher education administrator to examine their current learning environment in such a way as to find practical and useful answers to important contextual questions. The skills needed for developing a research prospectus incorporate typical educational research techniques. This Capstone Prospectus course requires that students research an issue and develop a plan, but stop short of actual human subject data collection. Special emphasis will be given to consideration of the administrator's own educational setting to formulate research questions, to apply research techniques, and to propose evaluation results. Thus, the workload is similar to the production of a thesis. Additional consideration will also be given to the application of potential results applicable in a higher educational setting.

### CAS Professional Competency Standards

Professional competency areas for higher education administrators are typical of the standards established by CAS – the Council for the Advancement of Standards in Higher Education. These standards address twelve significant components and characteristics of quality programs and services

that are advanced by CAS organizations. The [CAS General Standards](#) that affect all higher education leaders are stated below, and comprise the expectations associated with evaluating the site work during the practicum.

**CAS General Standards**—common to all functional areas and descriptive of the essential components and characteristics of quality programs and services in higher education, defined as follows (see CAS website for complete descriptions):

1. **Mission:** Identifies the purpose and essential characteristics of the functional area. It may also provide guidance on themes that are important to include in a mission statement.
2. **Program and Services:** Explains how the functional area is structured and what it does, outlining specific programs, services, and/or resources, including pivotal aspects of the function's performance.
3. **Student Learning, Development, and Success:** Explains how the functional area contributes to student learning, development, and success, how the approach aligns with a student learning and development model, and how these outcomes are measured.
4. **Assessment:** This section addresses the functional area's approach to assessment, including how it is conducted, analyzed, and used. It addresses key assessment practices.
5. **Access, Equity, Diversity, and Inclusion:** Describes the advancement and maintaining of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.
6. **Leadership, Management, and Supervision:** Statement of the responsibilities of functional area leaders, managers, and supervisors and how these individuals advance the work of the functional area.
7. **Human Resources:** Covers who is employed by the functional area (including professional and paraprofessional staff and student employees and volunteers). This section discusses employee qualifications or credentials, the functional area's employment practices, and personnel training and professional development.
8. **Communication and Collaboration:** Identifies key collaborators and partners for the functional area and discusses how the functional area shares information and promotes its services. It identifies the key institutional offices/departments, or external organizations with whom the functional area should consult or engage. It may address considerations regarding outreach and information-sharing.
9. **Ethics, Law, and Policy:** Describes standards for ethical practice, points to key legal issues and obligations of practitioners, and outlines policies and procedures that are critical to the work of the functional area.
10. **Financial Resources:** States fiscal considerations for the functional area, including how programs and services must or should be funded; financial planning and accounting processes that may be necessary; and measures that must or should exist for accountability and sound management of financial resources.
11. **Technology:** Explains the role of technology in the functional area. It provides insight into the technological needs of the program, ways it is leveraged to engage users, and ongoing management of IT infrastructure.

12. Facilities and Infrastructure: This provides details regarding facilities, equipment, space, and other infrastructure needs and use of the functional area.

#### **STANDARDS FOR ALL**

National standards underpin this M.ED. program in reference to the following:

- NADOHE-National Association of Diversity Officers in Higher Education
- ISTE-International Society for Technology in Education (Reference Policy 5100, Appendix E) NETS A Standards

#### **Institutional Learning Outcomes – ADHE Program (ILO)**

##### *Specialized Knowledge*

SK.M.1 Elucidates the major theories, research methods and approaches to inquiry, and/or schools of practice in the field; articulates relevant sources; and illustrates their relationship to allied fields.

SK.M.2 Assesses the contributions of major figures and organizations in the field; describes its major methodologies and practices; and implements at least two such methodologies and practices through projects, papers, exhibits or performances.

SK.M.3 Articulates major challenges involved in practicing the field, elucidates its leading edges, and delineates its current limits with respect to theory, knowledge and practice.

SK.M.4 Initiates, assembles, arranges and reformulates ideas, concepts, designs and techniques in carrying out a project directed at a challenge in the field beyond conventional boundaries.

##### *Broad Integrative Knowledge*

BI.M.1 Articulates how the field has developed in relation to other major domains of inquiry or practice.

BI.M.2 Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields and assesses the resulting gains and difficulties.

BI.M.3 Articulates and defends the significance and implications of his or her specialized work in terms of challenges, trends and developments in a social or global context.

##### *Intellectual Skills*

IS.M.1 Disaggregates, adapts, reformulates and employs in an essay or project principal ideas, techniques or methods at the forefront of the field. (Analytic inquiry)

IS.M.2 Provides adequate evidence through papers, projects, notebooks, computer files or catalogues of expanding, assessing or refining either a recognized information resource or an information base within the field. (Use of information resources)

##### *Applied Learning*

AL.M.1 Creates a discrete project, paper, exhibit, performance or other appropriate task reflecting integration of knowledge acquired in practicum, work, community or research activities with knowledge and skills from at least two disciplines representing different segments of the curriculum (e.g., computer science and anthropology); documents the sources of the knowledge and skills reflected in the integration; articulates in writing how these

elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the primary field(s).

#### *Civic Learning*

CL.M.1 Assesses and develops a position on a significant public policy question in the student's field, taking into account scholarly and community perspectives.

#### *Digital Information Literacy*

DL.M.2 Accesses information using effective, well-designed search strategies and search tools that are most appropriate for the specific topic, efficiently and creatively refining searches on the fly as needed.

DL.M.3 Evaluates and selects a comprehensive set of sources to engage with that are appropriate to the discipline and the scope of the research question, using multiple criteria to assess relevance, currency, authority, accuracy, purpose, audience and ideological perspective.

DL.M.4 Clearly and effectively communicates, organizes, and synthesizes complex and often contradictory information from sources and/or independent experiments and other data collection strategies to advance knowledge in the discipline.

DL.M.6 Analyzes some of the more advanced ethical and legal issues revolving around the consumption and production of information in a digital environment, such as ongoing controversies about topics such as fair use and privacy in social networking environments.

### **Summative Program Objectives (PLOs connected to ILOs)**

1. Integrate higher educational theories, history, philosophy, values, governance, economics, and policies into the professional practice of administration of higher education. [ILO-SK.M.1, SK.M.2, BI.M.1]
2. Create an effective learning environment that results in student success while honoring social and cultural diversity. [ILO-BI.M.2]
3. Implement appropriate leadership/management theories and concepts for the purpose of institutional advancement, stakeholder support, financial resource growth, community collaboration, and staff/faculty development. [ILO-SK.M.3, SK.M.4]
4. Evaluate the use of educational technology to promote student learning and extend communication among stakeholders. [ILO-AL.M.1, DL.M.6]
5. Develop institutional policies that align with ethical and legal standards in response to current societal and cultural realities. [ILO-BI.M.3, CL.M.1]
6. Assess performance-based data regarding organizational effectiveness and student success, and implement appropriate intervention plans that effectively address diverse learner needs. [ILO-IS.M.1, DL.M.2, DL.M.4]
7. Assess faculty performance and institutional alignment to ensure fulfillment of the overall mission and vision of the institution. [ILO-IS.M.2, DL.M.3]

### **Course Objectives**

Pursuant to the successful completion of this course, the student will:

- CO1 - Design a research prospectus project pertinent to higher education administration and its varied applications affecting faculty performance and student success. [PLO 1-7]
- CO2 - Develop key research questions pertaining to a selected topic in higher education administration. [PLO 1, 3, 5, 6]

- CO3 - Organize resource base from the existing literature that pertains to a selected topic in higher education. [PLO 1, 3, 4, 7]
- CO4 - Evaluate administrative functions, strategies, and solutions for working through issues typical for higher education. [PLO 1, 2, 3, 5, 6]
- CO5 - Appraise appropriate ethical and legal considerations and standards for administration in higher education. [PLO 2, 5, 7]
- CO6 - Analyze the effectiveness of addressing problems and solutions in a higher education context. [PLO 1-7]

### **Course Delivery Method**

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

### **Course Materials**

#### **Required Course Materials: None**

Information will provided from the APUS library and outside professional websites. As a professional administrator, it is imperative that you develop essential skills as an academic consumer. See the Additional Resources section below.

Library: Please take a moment to explore the online library. Here you will find helpful information for forums and assignments. If you have any questions on using the library you can find tutorials on the library website or you can contact a university librarian.

Websites: Feel free to explore other websites that may be helpful to getting your point across in the forums. However, please remember to properly cite each source. Remember that Wikipedia (or any other Wiki site) is not an appropriate resource.

#### **Additional Course Materials:**

Additional suggested course material is provided throughout the course. Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note Web site addresses are subject to change.

A copy of the ISTE National Educational Technology Standards. Available online:  
[www.iste.org/standards](http://www.iste.org/standards)

## Evaluation Procedures

### **Discussion/Reflection (CO1-6)**

Please join the discussions each week. Students must post an initial reply to each weekly discussion topic and reply at least twice to other students (or professor) for each topic. Replies must be posted in the week due and replies after the end of the week will not be graded. Discussion Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites. Note that a significant number of discussion topics will incorporate student reflections on the practicum experience and constitute the reflection journal portion of the course.

#### *Discussion Guidelines:*

- Post the initial response to each forum by 11:55pm, ET, Thursday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Follow-up reply to at least two of your classmates (or professor) by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 100 words and should advance the conversation.
- All forums/rubrics can be accessed in the Discussion section of the course.

### **ePortfolio (CO1, 3, 6)**

Candidate shall create a multi-page ePortfolio (use the Portfolio tool here in MyClassroom) that shows/depicts their work experience/skills and qualifications. Consult internet and resources below to assist. Note: if you already have an ePortfolio, you may elect to use it (making sure it is up-to-date with this course). Two Uploads are required as part of this assignment: First, prepare a 150-word statement (uploaded as a Word.doc in the Assignments section, no particular format required) regarding the overall value in the creation of an ePortfolio. Use the Portfolio tool in Course Tools (at the top of your home page of this class) to develop your ePortfolio so the instructor can see what you have developed. If you elect to use another program or eportfolio from another site you have developed, you may use it but you must make sure that the instructor is able to access your work and you must include an accessible link to the site (include the link at the top of your 150-word statement). Note that the values in the rubric may be affected by the orderliness and overall quality of the writing and use of technologies involved. Second, gather screen shots of your ePortfolio and put them onto a PowerPoint or pdf that you upload in the appropriate Forum Discussion (Week 7) so that other members of the class may see and discuss your work.

### **Higher Education Options and Contrasts Summary Video (CO3, 4, 5, 6)**

Students create a four-six-minute video news story summary of the contrast between the main higher education options facing prospective students. The video should be accompanied by a 500-600 word written script/text of the video (with minimum four citations/references – strict APA will not be followed). The video (and script) should provide an analysis and contrast between the main higher education options, including online/onground, for-profit/non-profit, public/private, religious/secular. Be sure that your presentation states research-based definitive differences, advantages, and disadvantages of each option. Conclude the video/script with how you see higher education options evolving in the future.

### **Prospectus Assignments (CO1-6)**

Weekly assignments in this course contribute to the overall development of the Research Prospectus associated with this Capstone course. The Capstone Research Prospectus gives students an opportunity to discuss a plan for investigation into a particular issue or trend affecting a higher educational setting. It is essentially a research project completed in weekly increments throughout the course, minus the actual data collection from human subjects that otherwise would require IRB (Institutional Review Board) approval. The assignments that contribute to the development of the Capstone Research Prospectus

contain much of the structure of a typical full-blown social science research approach: Title Page, Abstract, Introduction/Problem, Literature Review, Methodology, Discussion of Findings, Summary/conclusion, References Page. However, since the human subjects' part of the research is not actually carried out, the prospectus can easily be completed in an eight-week class and is more like the workload of a Thesis. A separate document provides the details of the construction of the individual components of the research prospectus.

***PowerPoint and Oral Presentation (CO1-6)***

Candidate shall prepare a 10-12 slide PowerPoint presentation that provides an overview of the Research Prospectus. Required elements include similar research elements as contained in the prospectus. Conclude with 1-2 pages presenting the description of the program journey and what was learned throughout, including an observation of key areas to address in current higher education organizations. Additional pages may be included as needed/desired.

In addition to uploading the completed PPT for grading, the student will share the presentation with the class, instructor, and Program Director, via a live Zoom session TBD during the last two weeks of the course.

**[Rubric assumes fulfillment of Oral Presentation, which is a requirement for completing the program.]**

<b>Grade Instruments</b>	<b>% of Final Grade</b>
Forum Discussions	25%
ePortfolio	10%
Higher Ed Options Video News Story	10%
Weekly Prospectus Assignments	30%
PowerPoint and Oral Presentation	10%
Final Capstone Prospectus	15%
<b>TOTAL</b>	<b>100%</b>

<b>WK</b>	<b>Topic(s)</b>	<b>Learning Objective(s)</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
<b>1</b>	<ul style="list-style-type: none"> <li>Review of Higher Education history and trends/events impacting Higher Education in the United States, with particular attention to Administration.</li> <li>Share personal and professional experiences.</li> <li>Current Events: Propose a topic of interest for conducting higher education research pertaining to administration.</li> </ul>	<p>Analyze historical and current events in education and their impact on Higher Education Administration.</p> <p>Explain educational experiences to discover personal attitudes and expectations of various higher education administration issues</p> <p>Create a Prospectus that investigates a particular issue or trend affecting Higher Education Administration.</p>	<p><b>Reading:</b> This is a research capstone course, so you will draw from materials available to you throughout your program, APUS Trefrey Library, and Internet. For instance, this week you should review course materials from EDUC511, ADHE601, ADHE605, plus your own research.</p> <p>[Review the <b>Capstone Research Prospectus</b> document as needed]</p>	<p><b>Forum 1: Introductions</b></p> <p><b>Introduce ePortfolio Assignment (due week 6)</b></p> <p><b>Prospectus Assignment W1 - Capstone Topic Selection</b></p>
<b>2</b>	<ul style="list-style-type: none"> <li>Discuss effectiveness of using an ePortfolio.</li> <li>Continue development of resources for Prospectus</li> <li>Begin ePortfolio</li> </ul>	<p>Evaluate the value of using ePortfolios</p> <p>Develop an introduction to discussing a pertinent issue or trend in higher education.</p> <p>Formulate appropriate research questions or problem statement pertaining to the issue or trend studied in the prospectus.</p> <p>Discuss the purpose of the study and why it is significant in higher education administration.</p> <p>Create a Prospectus that investigates a particular issue or trend affecting Higher Education Administration.</p>	<p><b>Reading:</b> This is a research capstone course, so you will draw from materials available to you from throughout your program courses, APUS Trefrey Library, and Internet.</p> <p>[Review the <b>Capstone Research Prospectus</b> document as needed]</p>	<p><b>Week 2 Forum: Portfolio Topic Discussion</b></p> <p><b>Prospectus Assignment W2 - Chapter 1: Introduction</b></p>

3	<ul style="list-style-type: none"> <li>Types of Higher Education Options</li> <li>Organizational Structure of Higher Education Options</li> <li>Problem of Practice (focus on administration)</li> <li>Annotated Bibliography</li> </ul>	<p>Compare and contrast the various options available for higher education: onground/online, public/private, religious/secular, and forprofit/non-profit.</p> <p>Inspect the organizational structures, laws and regulations, and effectiveness of the various options for</p>	<p><b>Reading:</b> Conduct your own investigation of Higher Education Options, such as brick and mortar vs online, public education vs private, religious vs secular, for profit vs non-profit. Draw from materials available to you from throughout your program courses, APUS Trefrey Library, and Internet.</p>	<p><b>Week 3 Forum: Different Learning Opportunities</b></p> <p><b>Prospectus Assignment W3 - Annotated Bibliography</b></p> <p><b>Higher Ed Options News Story/Video</b></p>
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	<p>higher education in the United States.</p> <p>Create a Prospectus that investigates a particular issue or trend affecting Higher Education Administration.</p>	<p>[Review the <b>Capstone Research Prospectus</b> document as needed]</p>
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4	<ul style="list-style-type: none"> <li>Research Design</li> <li>Research Strategies</li> <li>Literature Review</li> <li>Continue work on ePortfolio</li> </ul>	<p>Distinguish the uses of Annotated Bibliographies and Literature Reviews</p> <p>Construct a literature review based on the collected sources of the annotated bibliography</p> <p>Create a Prospectus that investigates a particular issue or trend affecting Higher Education Administration.</p>	<p><b>Reading:</b> This is a research capstone course, so you will draw from materials available to you from throughout your program courses (e.g., EDUC640), APUS Trefrey Library, and Internet.</p> <p>[Review the <b>Capstone Research Prospectus</b> document as needed]</p>	<p><b>Week 4 Forum: Key Sources</b></p> <p><b>Prospectus Assignment W4 - Chapter 2: Literature Review</b></p> <p><b>[Continuing work on ePortfolio Assignment (due week 6)]</b></p>
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5	<ul style="list-style-type: none"> <li>• Research Methodology, Strategy and Process</li> <li>• Continue work on ePortfolio</li> </ul>	<p>Propose a suitable strategy for data collection and analysis pertaining to the prospectus</p> <p>Discuss ethical considerations and any potential risks to humans associated with data collection.</p> <p>Summarize educational community workings as they apply to common research needs.</p> <p>Create a Prospectus that investigates a particular issue or trend affecting Higher Education Administration.</p>	<p><b>Reading:</b> This is a research capstone course, so you will draw from materials available to you from throughout your program courses (e.g., EDUC640), APUS Trefrey Library, and Internet.</p> <p>[Review the <b>Capstone Research Prospectus</b> document as needed]</p>	<p><b>Week 5 Forum: Research Design and Research Strategies</b></p> <p><b>Prospectus Assignment W5 - Chapter 3: Methodology</b></p> <p>[Continuing work on ePortfolio Assignment (due week 6)]</p>
6	<ul style="list-style-type: none"> <li>• Audience</li> <li>• Data Sharing</li> <li>• Research Findings and Discussion</li> <li>• Complete the ePortfolio</li> </ul>	<p>Explain the concept of audience and how it affects a research presentation.</p> <p>Identify a strategy for data sharing.</p> <p>Evaluate educational community likelihood toward receptivity of research outcome(s).</p> <p>Create a Prospectus that</p> <p>investigates a particular issue or trend affecting Higher Education Administration.</p>	<p><b>Reading:</b> This is a research capstone course, so you will draw from materials available to you from throughout your program courses (e.g., EDUC640), APUS Trefrey Library, and Internet.</p> <p>[Review the <b>Capstone Research Prospectus</b> document as needed]</p>	<p><b>Forum 6: Knowing Your Audience . . .</b></p> <p><b>ePortfolio Completed</b></p> <p><b>Prospectus Assignment W6 - Chapter 4: Findings and Discussion</b></p>
7	<ul style="list-style-type: none"> <li>• Discuss ePortfolio</li> <li>• Present Research Prospectus via PowerPoint</li> </ul>	<p>Discuss ePortfolios and their use as a tool for employment</p> <p>Justify proposed research findings based on established scholarship and experience in the field.</p> <p>Create a Prospectus that investigates a particular issue or trend affecting Higher Education Administration.</p>	<p><b>Reading:</b> This is a research capstone course, so you will draw from materials available to you from throughout your program courses (e.g., EDUC640), APUS Trefrey Library, and Internet.</p> <p>[Review the <b>Capstone Research Prospectus</b> document as needed]</p>	<p><b>Forum 7: Discuss eportfolio</b></p> <p><b>PowerPoint and Oral Presentation</b></p> <p><b>Arrange Live Zoom Sessions for PPT Presentations</b></p>

8	<ul style="list-style-type: none"> <li>Finalizing the Research Prospectus</li> </ul>	<p>Create a Prospectus that investigates a particular issue or trend affecting higher education.</p> <p>Evaluate the value of Research in the field of Higher Education Administration.</p>	<p><b>Reading:</b> This is a research capstone course, so you will draw from materials available to you from throughout your program courses (e.g., EDUC640), APUS Trefrey Library, and Internet.</p> <p>[Review the <b>Capstone Research Prospectus</b> document as needed]</p>	<p><b>Forum 8: Final Thoughts and Reflections</b></p> <p><b>Prospectus Assignment W8 - Completed Capstone Prospectus</b></p> <p><b>Arrange Live Zoom Sessions for PPT Presentations</b></p>
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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

### Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

### Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the “Discussions” of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

### Plagiarism

Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

[http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic\\_Dishonesty](http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty)

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.
- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

### **APUS Late Policy**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.\*

\*Doctoral and Programs with specialty accreditation may have different late policies.

\*\*Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact [DSA@apus.edu](mailto:DSA@apus.edu).

### **Netiquette**

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), ☐

### **Communications**

#### **Student Communication**

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it’s important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

#### **Instructor Communication**

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

### **Online Library**

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Tutor.com:*** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

### **Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).

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