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## American Public University System

*The Ultimate Advantage is an Educated Mind*

### Arts, Humanities, & Education

**ADHE698**

Higher Education Administration Practicum

Credit Hours = 3

Length of Course = 16 weeks

Practicum Hours Required = 150 CLOCK HOURS

Prerequisites: This course is required for graduation.

Candidates must successfully complete all core courses in the M.Ed. in Higher Education Administration, plus at least two courses in a selected concentration prior to their practicum. A background check is required, as is proof of liability insurance.

Note: This culminating course is most appropriate for those transitioning to a Higher Education Administration-related role from another field.

### Course Description (Catalog)

The Practicum is the culminating required course for the student who is preparing to enter a higher education administration-related role. Students will take theory to practice during practicum and gain supervised professional experience in their concentration. Students will complete 150 hours at an approved practicum site. This course includes a practicum seminar during which students will reflect on their practicum experiences and connect these to the virtual classroom learning they have had in their graduate program. Approval of practicum site and position are required before students can begin their compulsory 150 hours. The Practicum culminates with an E-Portfolio and Oral Presentation.

[Prerequisites: Completion of all core courses plus at least half of a concentration of courses related to the program of study]

### Course Scope

This practicum provides significant opportunities for candidates to rise above individual courses to reach a comprehensive understanding of theory through synthesis and application of higher education administration skills and practices. As part of this course, the candidate is required to accept responsibility for leading, facilitating, and making decisions typical of higher education administration personnel, actively engage an assigned range of higher education administrative functions, maintain a journal of higher education administration-related activities, and develop an ePortfolio as an evidence of their experience.

Note: Candidates are encouraged to initiate the process of locating a practicum site early on in their program, since the responsibility for locating a suitable practicum site ultimately rests with the candidate.

### 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 (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)**

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**

Upon successful completion of the practicum, the student will be able to:

1. Manage assigned project(s) related to higher education administration. (PLO 1, PLO 3, PLO 5, PLO 7)
2. Differentiate the variety of roles and general responsibilities of higher education administration professionals in a college or university setting, both historically and in a contemporary setting. (PLO 1, PLO 3, PLO 5)
3. Use skills and knowledge articulated in the CAS Professional Competency Standards as well as state and local standards specific to higher education administration. (PLO 3, PLO 4)
4. Prepare communications clearly, concisely, and professionally in interactions with administrative team, including staff members and other professionals related to practicum work and student advancement. (PLO 2, PLO 3, PLO 4)
5. Propose discussions as appropriate to assigned project(s) regarding policy application and decision-making typical for those serving in higher education administrative roles. (PLO 3, PLO 5)
6. Support multicultural needs and initiatives regarding equality, diversity, and inclusion in the higher education context at the appropriate times using appropriate interventions. (PLO 2, PLO 5, PLO 6)
7. Comply with rights of privacy, confidentiality, and informed consent in daily actions. (PLO 5)
8. Demonstrate punctuality, dependability, a sincere work ethic, and professional demeanor. (PLO 3)

#### Course Requirements - Description of the Practicum Journey - Evaluation Procedures

*NOTE: This is an overview of the requirements to be met during your practicum. Please download and carefully read the End of Program Assessment Manual for Master's Programs, Chapter IV: Master's Capstone: Practicum and Critical Reflection Paper for specific requirements, and note any distinctions between what is required in the Manual and these course requirements.*

#### Practicum Proposal/Site Verification/Confirmation Letter by Site Supervisor (CO1)

Prior to the start of the Practicum, the "Site Application and Consent" form shall have been submitted and approved by the Program Director, which also includes a confirmation letter by the Site Supervisor/Mentor. It is the candidate's responsibility to locate and confirm a suitable higher education institution and supervisor/mentor (prior to the start of the course).

The Practicum Proposal shall be the first written assignment in the course. The Practicum Proposal (as stated in the APUS End of Program Assessment Manual) is a formal APA submission (300-500 words) that provides a description of the practicum, including the location and/or organization in which the practicum will be completed, a description of the 150\* hours of work required to complete the practicum, the schedule and objectives for the work to be completed, and the name and title of the supervisor/mentor in the institution/organization. In addition, the candidate will need to describe how completing this practicum is consistent with their course of study and articulate the personal objectives they hope to achieve through the completion of this practicum. The proposal should explain which two (at least) of the

CAS Standards will be engaged/pursued during the practicum, and convince the practicum professor that the proposed practicum merits application and integration of learning for the student and specified degree. It should show that the student has read the relevant and recent literature related to the practicum selection, and it should contain a list of materials consulted during the preliminary stages as part of the rationale for doing the practicum in the identified institution/organization.

*\*(this is an intentionally different number of hours from what is stated in the EOP Assessment Manual)*

### Forum Discussion/Reflection (CO2, CO3, CO4, CO5)

Please join the forums each week. Students must post an initial reply to each weekly forum topic and reply at least twice to other students (or professor) for each Forum. 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.

### Weekly Activity Log (CO1-8)

Candidates shall keep an activity log for recording brief summaries (1-2 sentences minimum) of weekly activities throughout 15 of the 16 weeks of the course. Each weekly entry will specify hours spent and should total 150 hours by the conclusion of the practicum. The Activity Log will be submitted as an artifact of practicum fulfillment during the last week of the course.

### ePortfolio (CO1, CO3, CO4)

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.

### Critical Reflection Paper (CO1-8)

The Candidate shall write an APA formal 2500-3000 word (not counting title page or references) Critical Reflection Paper using Kolb's Experiential Learning Cycle (see documentation for Kolb).

The paper should be written in sections with appropriate level headings as follows (in conjunction with Kolb):

### **Overview of the Practicum Experience**

Briefly describe the experience of your practicum. (Do not analyze or interpret it in this section of the paper.) Provide facts such as where you worked, what you did, types of interactions you had. This is the section where your daily log activities and interactions will help you to successfully complete it. How is/isn't the experience what you expected it to be?

### **Reflections on Theory and Literature**

Describe the various theories and concepts from your program (with appropriate referencing) that relate to your practicum journey. Are there any inconsistencies? How did the theory/literature challenge your experience and how did your experience challenge the theory/literature? Report facts using appropriate theory.

### **Conceptualized Learning**

What new areas of learning did you engage? What can you conclude is different in what you learned from what you previously thought or had previously been led to believe? This is an analytical section of your paper where you demonstrate competency in the conceptual knowledge gained in completion of your degree program as well as critical thinking and analysis of these concepts and the work experience. Analytical thinking needs to be demonstrated in this section. Although first person is acceptable in this paper, be careful to avoid unsubstantiated opinion in this section.

### **Active Experimentation**

What do you take away from the practicum that you shall use or try out in your work going forward? What areas of learning from the practicum—and program—do you still need to try out? What would you do differently in the situation if you were to do it again? What did you learn about yourself? What would you change? Why?

### **Supervisor Statement (verification) and Conference**

The candidate's supervisor/mentor will provide an evaluation of the final status of the practicum. To do so, the Supervisor/Mentor will complete the **Practicum Evaluation Statement** (see attachment in assignment area of course) and send it via email to the course instructor. In addition, the candidate shall arrange a conference (call or Zoom) with the Supervisor/Mentor, the Student (candidate), and the Practicum instructor to discuss the evaluation.

### **PPT Presentation and Oral Presentation (CO1-8)**

Candidate shall prepare a 10-12 slide PowerPoint presentation that comprehensively shows the highlights of the Practicum experience. Required elements include: Title page; Introduction page showing candidate, site, and supervisor/mentor; Description of journey and identification of at least two CAS standards for focus/process; Personal strengths/Weaknesses discussed (two of each); Development plans and future goals/role desired; Observation of key areas to address in current higher education organizations; Summary and takeaways from the journey. 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.

### **Course Delivery Method**

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online (portions of the course involving practicum work may be conducted onground).

Course materials and access to an online learning management system will be made available to each student. Students should respond to Forum questions by Thursday of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this course.

## Course Materials

### Required Course Materials: None

Information will be provided to you from our library and outside professional websites. As a higher education professional, it is imperative that you develop essential skills as an academic consumer.

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; however, Wiki sites often contain links to valid sites worth evaluating.

### Additional Course Materials:

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

Grade Instruments	% of Final Grade
Practicum Proposal/Site/Confirmation	5%
Forum Discussion/Reflection	25%
Weekly Activity Log	10%
*ePortfolio	15%
Critical Reflection Paper	25%
Supervisor Statement and Conference	5%
PowerPoint and *Oral Presentation	15%
TOTAL	100%

\*ePortfolio and Oral Presentation are program requirements and must be completed satisfactorily in order to graduate from the program.

## Course Outline

Weeks	Topic(s)/Activities	Weekly Learning Objective(s)	Reading(s)	Assignment(s)
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1 Introduction to the Higher Education Administration Practicum	<p>Course Introduction</p> <p>Getting Set Up in the Practicum</p> <p>Clarifying objectives for the 16-week practicum journey</p>	<p>1. Examine Course Objectives and regular expectations (weekly discussions and activity log entries)</p> <p>2. Adapt to practicum role and responsibilities.</p> <p>(Note: Course CLOs 1-8 apply throughout)</p>	Use program eReserve texts and internet sources	<p>Welcome (Introduction) Discussion (CLO 1, 3, 4)</p> <p>Practicum Proposal / Site Verification / Confirmation Letter (CLO 1)</p> <p>Begin Practicum Work (CLO 18)</p> <p>Weekly Activity Log (CLO 1-8)</p>
2-14 Practicum Engagement	Ongoing Engagement of the Practicum	<p>1. Assess assigned role or project in Higher Education Administration</p> <p>2. Develop in (at least) two CAS Standards as focus for Practicum</p> <p>3. Analyze experiences in the Practicum journey</p> <p>4. Implement a variety of concepts and actions as needed in your assigned work in the practicum</p>	Use program eReserve texts and internet sources	<p>Continue Practicum Work (CLO 1-8)</p> <p>Weekly Discussion / Reflection (CLO 1, 3, 4)</p> <p>Week 14: ePortfolio Assignment (CLO 1, 2, 3, 4, 6, 7)</p>
		<p>5. Examine progress with site supervisor/mentor as needed or arranged</p> <p>6. Create website of personal web presence</p> <p>(Note: Course CLOs 1-8 apply throughout)</p>		Weekly Activity Log (CLO 1-8)

<p>15 Summarizing the Practicum Experience</p>	<p>Ongoing engagement of the Practicum</p> <p>Summarizing the Practicum experience</p>	<ol style="list-style-type: none"> <li>1. Analyze experiences in the Practicum journey</li> <li>2. Implement a variety of concepts and actions as needed in your assigned work in the practicum</li> <li>3. Examine progress with site supervisor/mentor as needed or arranged</li> <li>4. Produce a reflective document that details the experiences of the Practicum journey</li> </ol> <p>(Note: Course CLOs 1-8 apply throughout)</p>	<p>Use program eReserve texts and internet sources</p>	<p>Continue Practicum Work (CLO 18)</p> <p>ePortfolio Discussion (CLO 1, 3, 4)</p> <p>Critical Reflection Paper (CLO 18)</p> <p>Weekly Activity Log (CLO 1-8)</p>
<p>16 Concluding the Practicum</p>	<p>Final work on the Practicum; tie off responsibilities</p> <p>Final meeting with Supervisor/Mentor</p> <p>Arrange and execute the presentation</p>	<ol style="list-style-type: none"> <li>1. Evaluating the value of learned experiences in the practicum.</li> <li>2. Implement a variety of concepts and actions as needed in your assigned work in the practicum</li> <li>3. Examine progress with site supervisor/mentor as needed or arranged</li> <li>4. Construct a presentation that shares the practicum</li> </ol>	<p>Use program eReserve texts and internet sources</p>	<p>Continue Practicum Work (CLO 1-8)</p> <p>Weekly Discussion / Reflection (CLO 1, 3, 4)</p> <p>Submit Weekly Activity Log (CLO 1-8)</p> <p>Supervisor Evaluation Statement and</p>
		<p>experience with class members.</p> <p>(Note: Course CLOs 1-8 apply throughout)</p>		<p>Conference (CLO 1)</p> <p>PPT and Oral Presentation Assignment (CLO 1-8)</p>

## 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)

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 resources, 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).

<b>Grading Scale</b>		
<b>Grade</b>	<b>GPA / Percent</b>	<b>Description</b>
<b>A</b>	<b>4.0 / 100 - 94</b>	<b>Very high quality, clearly above average work</b>
<b>A-</b>	<b>3.67 / 93-90</b>	
<b>B+</b>	<b>3.53 / 89-87</b>	
<b>B</b>	<b>3.0 / 86-84</b>	<b>Expected performance level</b>
<b>B-</b>	<b>2.67 / 83-80</b>	<b>Minimum Quality for Practicum work</b>
<b>C+</b>	<b>2.33 / 79-77</b>	<b>Unsatisfactory for Practicum work</b>
<b>C</b>	<b>2.0 / 76-73</b>	<b>Failing</b>
<b>C-</b>	<b>1.67 / 72-70</b>	<b>Failing</b>