

DSPT Course Syllabi Criteria and Grading Rubrics

This document outlines the essential features and requirements of a syllabus for all courses offered at DSPT. The syllabus is a particularization of the overall institutional and program goals. As such, Faculty should review these goals and incorporate them to the extent that is appropriate for the particular course. The manner in which each of the requirements is presented in the syllabus is left to the individual Faculty member to determine.

Syllabi are due to the Academic Dean three weeks prior to the start of the semester and will be made available online at the DSPT website. Updated versions of a syllabus should be posted to Moodle or may be sent to the Academic Dean for posting at the DSPT website.

Required Components

1. Institutional Identification – include the name of the School in the header
2. Course Title and Number – exactly as listed in the GTU Course Schedule
3. Semester/Year
4. Professor Name and contact information (e-mail and/or phone); also scheduled office hours or means to schedule such hours
5. Course Description – exactly as listed in the GTU Course Schedule
6. Required/Optional Textbooks – must be cited following standard (Turabian) formatting; and include the retail cost and 13-digit ISBN.
7. Student Learning Goals, should include the following principles:
 - a. Student-centered – focusing on the knowledge and skill(s) to be acquired by the student
 - b. Specific – each goal should clearly articulate one thing the student will know/do by the end of the course (obviously, there can be more than one goal for the course)
 - c. Measurable – it must be specific enough that it can be followed throughout the semester and/or demonstrated in a precise exercise
 - d. Relevant – it should relate to DSPT institutional and/or program goals
8. Student Learning Outcomes (Objectives) should include the following principles:
 - a. Specific –the purpose (the reason why it is required) is clearly stated; this is typically accomplished by making direct reference to institutional or program goal(s)
 - b. Measurable – the students knows what they must do to demonstrate mastery/competence and how it will be measured
9. Methodology – a description of the format used to help achieve the stated goals, e.g lecture format, seminar, student presentations, etc.
10. Requirements/Grades – a clear description of expectations, e.g. class participation, written exercises, inclass activities, etc. Also, a statement about grading policy (or a reference to the Student Handbook), plus references to the Rubric for assessing student skills related to Institutional Goals and the Rubric for assessing academic research skills, which serve as guidelines for grading.
11. Course Schedule – a list of class dates and readings or assignments; while not required you may also include specific learning outcomes for each session to help students focus their reading
12. Reference to a table of Course Outcomes and their contribution to Program Outcomes and Institutional Goals that is student-accessible (e.g., via Moodle course page, weblink, URL, or webpage name).
13. Reference to Course Bibliography – an extended list that is student-accessible (e.g., via Moodle course page, weblink, URL, or webpage name) of related resources given in standard (Turabian) format.

Course Credit Weight Standards

As a guide to constructing a syllabus and assigning student work requirements, the following standards are provided. They are based on the standard definition of a semester unit, as stated in the DSPT Student Handbook:

The definition of a semester credit hour is based upon the Department of Education definition (§600.2). For each credit hour (semester unit) there is to be one hour of classroom or direct faculty instruction, plus a minimum of two hours of outside student work each week for approximately fifteen weeks, or the equivalent amount of work done over a different period of time (as for example in a Summer Session or Intersession course). Courses, which give three units of credit, are considered “full courses”; courses, which give 1.5 units of credit, are considered “half courses.” For the purposes of calculation, an “instructional hour” is fifty (50) minutes in length.

In determining the credit value of other academic activities, such as field education, pastoral ministry internships, studio work, ministry practicum courses, etc., the definition follows that of the DOE:

“One practice credit hour (supervised clinical rounds, visual or performing art studio, supervised student teaching, field work, etc.) represents 3-4 hours per week of supervised and /or independent practice. This in turn represents between 45 and 60 hours of work per semester. Blocks of 3 practice credit hours, which equate to a studio or practice course, represent between 135 and 180 total hours of academic work per semester.”

Component	Full Course	Half Course	Conditions
<i>Professor contact hours:</i> One instructional hour equals 50'	Approximately 2.5 hrs/wk, or 37.5 hours per semester (for a 15-week semester)	Approximately 75'/wk, or 19 hours per semester (for a 15week semester)	Applies to classroom and/or online courses
<i>Workload</i> includes both reading load and other related work, e.g. reflection papers, research and writing; group assignments, or ministry workload.	<i>Minimum</i> of 5.0 hours per week	<i>Minimum</i> of 2.5 hours per week	Applies to classroom and/or online courses. In the case of functional theology courses (or their equivalents) Faculty determine the equivalent hour requirements
<i>Quality of work</i>	Determined by level of course, i.e. 1000 (introductory); 2000/3000 (intermediate); or 4000 (advanced)*	Determined by level of course, i.e. 1000 (introductory); 2000/3000 (intermediate); or 4000 (advanced)*	Applies to classroom and/or online courses
Non-course Options			
<i>Independent Study (Special Reading Course)</i>	<input type="checkbox"/> Follows the above guidelines to calculate both contact hours and workload; quality of work must align with proposed level.	Normally not allowed	Provides credit for elective courses only (no core courses); requires final approval of Academic Dean
<i>Continuing Education Course</i>	<input type="checkbox"/> Workload varies as determined by professor	<input type="checkbox"/> Workload varies as determined by professor	Not for academic credit; needs approval of Academic Dean.

* See the GTU [Key to Course Numbers](#) for a description of course levels and field codes.