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<table>
<thead>
<tr>
<th>School: School of Arts and Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number: COLL498</td>
</tr>
<tr>
<td>Foundations of Online Learning</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>Length of Course: 8 weeks</td>
</tr>
<tr>
<td>Prerequisite: 90 credit hours/Senior standing</td>
</tr>
</tbody>
</table>

**Table of Contents**

- Instructor Information
- Evaluation Procedures
- Course Description
- Grading Scale
- Course Scope
- Course Outline
- Course Objectives
- Policies
- Course Delivery Method
- Academic Services
- Course Resources
- Selected Bibliography

**Instructor Information**

**INSTRUCTOR ADD INFORMATION HERE**

**Instructor:**

**Email:**

**Phone:**

**Office Hours:**

Please use **Messages** to contact your instructor.
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In addition to the names above, you have access to the Help button in the classroom navigation column on the left of your computer screen. Remember to try to reach out to your instructor before using this feature.

Course Description

COLL498: Senior Seminar in General Studies In this course, students will develop an independent interdisciplinary project showcasing learned knowledge, academic and research skills, writing abilities, and presentation strategies. Approved projects will demonstrate application of prior coursework, the interdisciplinary nature of the program of study, and substantial researched knowledge that demonstrates the ability to synthesize and broadly integrate subject-specific and cross-disciplinary knowledge and to connect theory and application. This course also addresses capstone work by considering overall academic accomplishments in light of specific personal and career goals. COLL498 is to be taken after all other General Studies courses have been satisfactorily completed. Student must have SENIOR standing to register. [3 Semester Hours]

Course Scope

The Senior Seminar course for the General Studies undergraduate program at American Public University System allows students to explore the interdisciplinary nature of the program and an opportunity to capstone the growth, learning, and gained knowledge. As part of the culminating course, students will explore and develop plans for transition from undergraduate status to next steps for personal, professional, and academic opportunities.

Students will compare, analyze, and integrate knowledge, resources, and skills from the General Studies program and apply learned concepts and information through assessments within the course.

Culminating the General Studies undergraduate program, students in the Senior Seminar course will develop an independent interdisciplinary project showcasing learned knowledge, academic and research skills, writing abilities, and presentation strategies.

Course Objectives

After successful completion of this course, the student will be able to:

1. Apply attributes of a life-long learner through creating and executing assets from the classroom;
2. Evaluate steps and actions to achieve academic, personal, and professional goals;
3. Demonstrate senior level communication skills;
4. Synthesize prior learning, knowledge, and experiences in building new skills and obtaining new concepts;
5. Integrate learning forming logical connections between theory and application through a wide field of subjects;
6. Demonstrate critical thinking skills through inquiry, analysis, and evaluation;
7. Apply interdisciplinary learning to research, writing, and project development;
8. Create a research based project aligned with professional, personal, and/or academic interests; and
9. Construct plan for transition from status of an undergraduate student at APUS.

Course Delivery Method

The course is delivered through a fully online medium using the Sakai classroom platform in an asynchronous environment. All course materials are available in the COLL498 classroom. Content is provided to the student through lessons and readings. Students will participate in discussion forums each week to synthesize and demonstrate learned information and application of obtained skills. Assignments will be developed by students and assessed by the course Instructor to determine achievement in learning. Exploration of learning will include interactions with the Instructor, with fellow students, and with departments and services at APUS.

Course Resources and Materials

Required Course Readings

All required readings and materials are provided to students in the course.

Learners are expected to read through all content provided in lessons and other areas of the course to offer subject-based information, building upon prior knowledge, and resources for successful application of the learning and of tools expected for demonstration in the course.

Evaluation Procedures

Readings
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Various topics will be covered throughout this eight (8) week course. Students are expected to review and absorb provided reading content.

Forum Participation - Discussions

There will be at least one (1) forum discussion each week. **You are required to respond to the initial posting from the Instructor as well as respond to postings of fellow learners.** For the Week 1 Forum (first week), the initial response must be a minimum of 250 words in length to prevent being dropped from the class. Students are expected to be fully engaged in the Forums by responding to the initial prompt, managing their own thread (original post), responding in a substantial way to fellow learners, and exploring the learning through inquiry, critical thinking, and peer critique as well as development of the larger community of learners.

Assignments

Assignments in the course are assessments of the learning advanced in the class. Evaluation assessments include reflection, evaluation, integrated, technology based, and project management based items. Review the Assignments section of the course for details of assessments and deadlines.

A research based Interdisciplinary Project is a focal point in the assessments for course and program learning. Additionally, the technology based presentation of the Project and development of an ePortfolio, along with completion of a Career Coaching evaluation, will be included in meeting the central objectives for the learning.

Grade Distribution

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forums (total of 7)</td>
<td>23.3</td>
</tr>
<tr>
<td>Week 1: Goals and Strategies</td>
<td>4.3</td>
</tr>
<tr>
<td>Week 2: Project Proposal and Narrative</td>
<td>4.3</td>
</tr>
<tr>
<td>Week 3: Annotated Bibliography</td>
<td>6.9</td>
</tr>
<tr>
<td>Week 4: Project Outline or Concept Map</td>
<td>4.3</td>
</tr>
<tr>
<td>Week 4: Mid-Project Check-In</td>
<td>4.3</td>
</tr>
<tr>
<td>Week 5/6: Career Services Coaching Inventory</td>
<td>7.6</td>
</tr>
<tr>
<td>Week 7: Interdisciplinary Project</td>
<td>25</td>
</tr>
<tr>
<td>Week 8: Project Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Week 8: ePortfolio</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Forums – 7 total
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Initial post 6 points each

Each of at least two substantial replies to fellow learners 2 points each

10 points each forum x 7 forums = 70 points

Assignments- 9 total

Week 1: Goals and Strategies 10 points

Week 2: Project Proposal and Narrative 10 points

Week 3: Annotated Bibliography 20 points

Week 4: Project Outline or Concept Map 10 points

Week 4: Mid-Project Check-In 10 points

Week 5/6: Career Services Coaching Inventory 20 points

Week 7: Interdisciplinary Project 100 points

Week 8: Project Presentation 30 points

Week 8: ePortfolio 30 points

Total Points – 310

Total Percentage - 100%

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Learning Objectives</th>
<th>Readings</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>

Course Overview

Please see the Student Handbook to reference the University’s grading scale.
<table>
<thead>
<tr>
<th>Welcome and Introductions</th>
<th>Interdisciplinary Studies</th>
<th>Life-Long Learners and Goals</th>
<th>Forum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to examine prior learning experiences to prepare for a senior seminar capstone course.</td>
<td>The student will be able to define interdisciplinary learning.</td>
<td>All assigned readings and required course resources are available in the Lesson for each week.</td>
<td>Week 1 Forum: Introduction Forum</td>
</tr>
<tr>
<td>The student will be able to discuss the application of interdisciplinary learning in academic and professional environments.</td>
<td>The student will be able to list expectations for the course.</td>
<td></td>
<td>Assignment:</td>
</tr>
<tr>
<td>The student will be able to state goals as part of being a life-long learner.</td>
<td>The student will be able to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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| 2 | Senior Seminar and Capstone Projects | The student will be able to define Research Design. The student will be able to discuss the incorporation of the Interdisciplinary nature of the General Studies program into project work. The student will be able to appraise interests in academic, professional, and personal arenas to construct a project. |  | All assigned readings and required course resources are available in the Lesson for each week. | Forum:  
Week 2 Forum: Research Design and the Interdisciplinary Project Proposal 
Assignment:  
Week 2: Project Proposal and Narrative |
**Research Skills**

The student will be able to apply research skills for usage in the Interdisciplinary Project.

<table>
<thead>
<tr>
<th>Research Skills</th>
<th>The student will be able to compose a hypothesis, research questions, and/or a thesis for the Research Design work in the project proposal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum:</td>
<td>Week 3 Forum: Research and the APUS Richard G. Trefry Library</td>
</tr>
</tbody>
</table>

**Information Sources and Types**

All assigned readings and required course resources are available in the Lesson for each week.

<table>
<thead>
<tr>
<th>3</th>
<th>Research Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The APUS Richard G. Trefry Library</td>
<td></td>
</tr>
<tr>
<td>Information Sources and Types</td>
<td></td>
</tr>
<tr>
<td>Credibility and Evaluation of Information</td>
<td>Project. The student will be able to navigate the APUS Richard G. Trefry Library. The student will be able to distinguish between a scholarly source and a non-scholarly source. The student will be able to classify different types of sources in research. The student will be able to find the citation style format for use in the Interdisciplinary Project. The student will be able to choose databases from the APUS Richard G. Trefry Library</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td></td>
</tr>
<tr>
<td>Documentation and Citation Styles and Writing</td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment:**

Week 3: Annotated Bibliography
in line with Interdisciplinary Project topic, intended graduate study, and/or professional field.

The student will be able to summarize information in found research sources.

The student will be able to appraise application of found research content into the overall research design and Interdisciplinary Project.

The student will be able to justify use of found research content into the overall research design and Interdisciplinary Project.
| How to Start Writing | The student will be able to create citations for found research. | Forum:  
Week 4 Forum: Expanded and Revised Research Statement – Project Narrative  
Assignment:  
Week 4: Project Outline or Concept Map  
Week 4: Mid-Project Check-In |
<table>
<thead>
<tr>
<th></th>
<th>The student will be able to develop a thesis statement for the Interdisciplinary Project. The student will be able to identify interdisciplinary components of the Interdisciplinary Project. The student will be able to critique draft projects from other learners in the class community. The student will be able to accept feedback and adjust work as appropriate.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Career Services Connection Career Services Part 1</td>
<td>All assigned readings and required course resources are available in the Lesson for each week.</td>
<td>Forum: Week 5/6 Forum: Career Services</td>
</tr>
</tbody>
</table>
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| Career Services at APUS | the APUS Career Services. The student will be able to evaluate current professional and career goals. The student will be able to develop an ePortfolio site using given technology tools. The student will be able to evaluate different technology based presentation tools. | Coaching
Assignment:
Week 5/6: Career Services Coaching Inventory |
|------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Networking and Careers | All assigned readings and required course resources are available in the Lesson for each week. | Forum:
Week 5/6
Forum: Career Services Coaching |
| ePortfolios | | Assignment:
Week 5/6: Career Services Coaching |
| Technology and Tools for Online Presentations | | |
| 6 | Career Services Connection
Career Services Part 2
Standing Out from the Crowd
Transition from a Military to a Civilian Career | The student will be able to identify resources available from APUS Career Services. The student will be able to | |
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| 7 | Transitions Shoot for the Moon Interdisciplinary Project | The student will be able to create an Interdisciplinary Project showcasing learning from the General Studies program at APUS. The student will be able to evaluate previously stated goals to develop goals for transition post-graduation. | All assigned readings and required course resources are available in the Lesson for each week. | Forum: Week 7 Forum: Shoot for the Moon Assignment: Interdisciplinary Project |}

| The APUS Richard G. Trefry Library Resources for Professional Applications | evaluate current professional and career goals. The student will be able to identify resources in the APUS Richard G. Trefry Library for professional and career use. | Inventory |
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| 8 | Project Presentations | Peer-Critique Skills | Reflection and Evaluation | ePortfolios | The student will create an online presentation based on their Interdisciplinary project. | The student will be able to critique peers. | The student will be able to develop an ePortfolio using online ePortfolio tools. | The student will be able to evaluate their educational experience. | All assigned readings and required course resources are available in the Lesson for each week. | Forum: | Week 8 Forum: Presentation of the Interdisciplinary Project and Reflection and Evaluation | Assignments: | Project Presentation – Presentation of the Interdisciplinary Project ePortfolio |

**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
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Disability Accommodations

Writing Expectations

It is expected that all students write in a manner representative of students at this level of their educational journey. Please pay particular attention to the information listed below.

Citation and Reference Style

Students will use the citation formatting and documentation style as appropriate for the intended professional field and/or graduate program of study.

Document File Formats

All word-processing documents submitted in the classroom by students must be in .doc .docx or .rtf formats. All APUS students are provided free access to Microsoft Office products.

Late Assignments

Forums and assignments are expected to be submitted by the stated due date. As adults, students, and working professionals, it is understandable the need to manage competing demands on your time. With the COLL498 course being a final course in the program, it is necessary to communicate with your Instructor if challenges with meeting course expectations and deadlines occur. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

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 resorting to personal attacks or attempting to stifle the thoughts of others.

- Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal assignments, 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 may 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: ;)-), : ), J

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

## Academic Services

The online APUS Richard G. Trefry 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 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.

- **Charles Town Richard G. Trefry 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 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.

## Turnitin.com

All assignments in this course will be uploaded to TurnItIn.com throughout the term. Turnitin.com will analyze the submission and report instances of potential plagiarism in a report within the course for the student to view. **All work submitted is to be original to the student and to this iteration of the course.**