



# Introduction to Research Methods

## Online Syllabus

### Shorter University

## Instructor Information

See link in Canvas

## Course Information

- Course: Introduction to Research Methods
- Section:
- Course Number: HUS 3600
- Credit Hours: three credits
- Prerequisites: None

### **COURSE DESCRIPTION**

This course is designed to introduce students to the fundamental principles and concepts of scientific research. This course will emphasize the research process, research design, ethics of research, use of scholarly literature, and the analysis of research studies. This course will also provide a basic overview of statistics. Students will be able to critically analyze research literature related to the field of Human Services. (8 weeks)

### **MATERIALS INVENTORY**

#### **TEXTBOOK(S) - Required**

Gravetter, F. J., & Forzano, L. B. (2016). Research Methods for the Behavioral Sciences (5th ed.). Belmont, California: Wadsworth, Cengage Learning. ISBN: 978-1-30510413-6.

Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. Washington, DC: American Psychological Association, 2010 ISBN: 978-1-4338-0561-5.

### **WEB RESOURCES**

A daily Web newspaper that covers trends in psychological research:  
[http://www.sciencedaily.com/news/health\\_medicine/psychology/](http://www.sciencedaily.com/news/health_medicine/psychology/)



Online psychology laboratory where real experiments are carried out:  
<http://opl.apa.org/main.aspx>

## **COURSE OBJECTIVES**

Upon completion of the Introduction to Research Methods course, each student will be able to:

- ☐ Evaluate and critically analyze scholarly research articles.
- ☐ Discuss and describe the scientific method.
- ☐ Discuss and describe the research process
- ☐ Explain the role and importance of ethics in research
- ☐ Explain and identify the various ways in addition to the scientific method ; of acquiring knowledge
- ☐ Demonstrate an understanding of the statistical evaluation of data
- ☐ Demonstrate an understanding of the role of research in behavioral science.
- ☐ Demonstrate an understanding of the fundamental components of scientific research and the process of research.

## **COURSE OUTCOMES**

The following outcomes are expected of each student for Development:

- ☐ Through assigned readings and exams the student will demonstrate an understanding of scientific method and ways of acquiring knowledge.
- ☐ Through assigned readings and exams the student will demonstrate an understanding of the statistical evaluation of data.
- ☐ Through discussion questions and written assignments the student will demonstrate an understanding of research strategies.
- ☐ Through discussion questions, written assignments, and exams; the student will demonstrate the understanding of the research process.



- ☐ Through discussion questions, written assignments and exams the student will demonstrate an understanding of analysis of research studies
- ☐ Through discussion questions, written assignments, and exams; the student will demonstrate and understanding of the fundamental principles and concepts of scientific research

### **CLASS PARTICIPATION**

Students are required to participate in this class via the discussion question(s). Discussion questions in this course are meant to provide support and continued stimulation throughout the 8-week course. Each week, the instructor will post a minimum of 1 discussion question per week. Students are required to create an initial response and respond to at least 2 peers.

### **Grading Criteria**

<i>Discussion Forum 8 discussion questions x 20 points (at least 100 words)</i>	<i>160 points</i>
<i>Respond to the discussion post of at least 2 classmates for each discussion question; 16 responses x 10 points each (at least 50 words)</i>	<i>160 points</i>
<i>Group PowerPoint Presentation 1 x 100</i>	<i>100 points</i>
<i>Graded Assignments 6 graded assignments x 20</i>	<i>120 points</i>
<i>Midterm Chapters 1-6</i>	<i>50 points</i>
<i>Final Exam Chapters 7-15</i>	<i>100 points</i>
<i>Final Paper</i>	<i>200 points</i>
<i>Total</i>	<i>980 points</i>

### **Grading Scale**

**A = 90-100%**

**B = 80-89%**

**C = 70-79%**

**F = 69- Below**

**\*\*\* Please note: There are no make-up exams! \*\*\***

### **LATE WORK**

Assignments will be accepted up to seven days beyond the due date. Any assignments submitted late will not receive full credit. Points will be deducted for each day the assignment is late. *Please note:* Verifiable emergencies include, but are not limited to the following: medical, funeral, jury duty, or other emergency notice.



### **Discussion Board**

Discussion Question -due Day 2 by 11:55 pm. Peer responses (TWO) due Day 6 by 11:55 pm

### **Quizzes**

There will be two multiple choice exams. Exams are individual assignments and are completed in class. No make-up exams will be given.

### **Course Discussion and Participation**

Evaluated continuously throughout the course

### **WRITING EXPECTATIONS**

Shorter University emphasizes the importance of employing proper grammar, composition, and writing style across the curriculum. All papers should demonstrate appropriate writing skills and adherence to APA formatting guidelines. Each case must be submitted during the week assigned with a minimum of 1,000 words to a maximum of 1500 words.

### **LIBRARY RESOURCES FOR ONLINE LEARNING COURSES:**

Librarians are available during reference hours to assist you. To contact the librarian on duty, please call the Rome librarians. It can be reached toll-free at 770-748-0231 + extension. Local numbers are 706-233 + extension

### **REFERENCE HOURS\*\***

Library Hours- Livingston Library at the Rome campus

Mon – Th. 8:00 a.m. – 11:00 PM

Friday 8:00 a.m. – 5:00 PM

Sat 1:00 p.m. – 5:00 PM

Sun 2:00 p.m. – 11:00 PM

The Shorter Libraries' Catalog, the Shorter Libraries' Periodical List, GALILEO, Facts.com, ATLAS and other EBSCOhost databases, and the off-campus Librarians are available as well.

- <http://www.galileo.usg.edu/scholar/shorter/search/>
- [http://www.shorter.edu/libraries/libraries\\_home.htm](http://www.shorter.edu/libraries/libraries_home.htm)
- <http://www.galileo.usg.edu/scholar/shorter/journals/?Welcome>



## Module 1 – Week 1

### INTRODUCTION

The purpose of this lesson is to introduce students to the scientific method and research methodology. The various ways of acquiring knowledge, the first two steps of the scientific method, and the process of conducting a literature review will be explored.

### OBJECTIVES

Upon completion of this class, you should be able to:

1. Describe and identify the methods of knowing and acquiring knowledge
2. Identify and describe the steps of the scientific method.
3. Describe the difference between qualitative and quantitative research and recognize examples of each
4. Identify and describe the steps in the research process
5. Define primary and secondary sources
6. Explain the distinction between a hypothesis and a prediction.
7. Describe the process of conducting a literature review

### ASSIGNMENT I–

ITEMS TO BE COMPLETED		DUE DATES
Reading	Chapters 1& 2	
Additional Resources	<p>Resources</p> <p>Literature Review Guidelines from the APA: <a href="http://www.apa.org/pubs/journals/gen/literaturereview-guidelines.aspx">http://www.apa.org/pubs/journals/gen/literaturereview-guidelines.aspx</a></p> <p>Overview of the concepts and terms employed in chapter 1: <a href="https://explorable.com/research-methodology">https://explorable.com/research-methodology</a></p>	

Discussion Board	Describe what it means to say that science is empirical, public, and objective, and explain why each of these principles is important. Additionally, define primary and secondary sources, identify examples of each, and explain the role that each plays in a literature search.	Initial post due day 2 by 11:55p.m.  Response to 2 classmates due by day 6 by 11:55p.m
Week 1 Graded Assignment	Select 2 social science theories and find 5 peer reviewed scholarly articles related to the theory. Complete the following (This should be in APA 6th ed. format and include scholarly references. Be sure to include a title and reference page(s) and submit via Canvas).  1. Write a 1-2 page introduction of your theories and their tenets. Utilize the three peer reviewed articles to support your introduction.  The theory used in this assignment will be the theory used for your final project due week 7.	Due day 7 by 11:55pm.
Group Assignment	The instructor will break the class up into groups for the purpose of the group presentation due week 8.	

## Module 2 – Week 2

### INTRODUCTION

The purpose of this lesson is to introduce students to the third step of the research process. Concepts such as defining and measuring variables, scales of measurement, and research ethics will be explored.

### OBJECTIVES

Upon completion of this class, you should be able to:

1. Define a construct, operational definition, and the role they play in theories.
2. Compare and contrast the four scales of measurement and explain the strengths and weaknesses of each.



3. Identify the three modalities of measurement.
4. Identify and define the validity and reliability of measurement.
5. Discuss the importance of ethics in research
6. Describe the major elements of the APA ethical guidelines regarding research with human and nonhuman subjects.

ITEMS TO BE COMPLETED		DUE DATES
Reading	Ch. 3 & 4	
Additional Resources	<p>Operationalization:  <a href="https://explorable.com/operationalization">https://explorable.com/operationalization</a></p> <p>Scales of Measurement:  <a href="http://stattrek.com/statistics/measurement-scales.aspx">http://stattrek.com/statistics/measurement-scales.aspx</a></p> <p>The APA Ethics Code:  <a href="http://www.apa.org/ethics/code/index.aspx">http://www.apa.org/ethics/code/index.aspx</a></p> <p>This is an online magazine article that contains 10 examples of unethical research, many with videos:  <a href="http://mentalfloss.com/article/52787/10-famouspsychological-experiments-could-never-happen-today">http://mentalfloss.com/article/52787/10-famouspsychological-experiments-could-never-happen-today</a></p>	
Discussion Board	Define an operational definition and explain the purpose and the limitations of operational definitions. Define the validity of measurement and explain why and how it is measured.	<p>Initial post due day 2 by 11:55p.m.</p> <p>Response to 2 classmates due by day 6 by 11:55p.m.</p>

Week 2 Graded Presentation Assignment	<p>Complete the following (This should be in APA 6th ed. format and include scholarly references. Be sure to include a title and reference page(s) and submit via Canvas).</p> <ol style="list-style-type: none"> <li>1. Describe the major historical events that helped shape the current guidelines for the ethical treatment of human participants in research including the Nuremberg Code, Milgram's obedience study, the National Research Act, and the Belmont Report.</li> <li>2. Describe the major elements of the APA ethical guidelines concerning human participants in research including no harm, informed consent, deception, and confidentiality.</li> <li>3. Discuss the role of ethics in research and ways a researcher can insure ethical practice. A minimum of three scholarly sources (not including the textbook) are required.</li> </ol>	Due day 7by 11:55p.m
Group Presentation Article Approval	Present your agreed upon article in a PowerPoint format.	Due day 7by 11:55p.m

### **Module 3 – Week 3**

#### **INTRODUCTION**

The purpose of this lesson is to introduce students to the fourth and fifth step of the research process. Concepts such as selecting research participants, sampling, and research strategies will be explored.

#### **OBJECTIVES**

Upon completion of this class, you should be able to:

1. Describe the four probability sampling methods outlined in the textbook and their strengths and weaknesses.
2. Explain the basic distinction between probability sampling methods and nonprobability sampling methods.
3. Describe the five research strategies and examples of each.
4. Define the concept of internal and external validity.



5. Identify the common threats to external and internal validity.

### ASSIGNMENT III

Reading	Ch. 5 & 6	
Additional Resources	<p>Sampling simulation from the online stat book:  <a href="http://onlinestatbook.com/2/introduction/sampling_demo.html">http://onlinestatbook.com/2/introduction/sampling_demo.html</a></p> <p>Convenience sampling from explorable psychology experiments: <a href="https://explorable.com/convenience-sampling">https://explorable.com/convenience-sampling</a></p> <p>Stratified Random Sampling from Stat Trek:  <a href="http://stattrek.com/survey-research/stratified-sampling.aspx">http://stattrek.com/survey-research/stratified-sampling.aspx</a></p> <p>Internal Validity from Indiana University:  <a href="http://www.indiana.edu/~p1013447/dictionary/int_val.htm">http://www.indiana.edu/~p1013447/dictionary/int_val.htm</a></p> <p>External validity from explorable psychology experiments:  <a href="https://explorable.com/external-validity">https://explorable.com/external-validity</a></p>	
Discussion Board	<p>Describe the relationship between a sample and the population (both target and accessible) in a research study and explain the importance of obtaining representative, as opposed to biased, samples. Also, Define research strategy, research design, and research procedures.</p>	<p>Initial post due day 2 by 11:55 p.m.</p> <p>Response to 2 classmates due by day 6 by 11:55p.m</p>

Week 3 Graded Assignment	<p>Select a peer reviewed journal article on any social science topic and provide the following 2-4 page analysis:</p> <ol style="list-style-type: none"> <li>1. The purpose of the article and hypothesis.</li> <li>2. The research strategy, sampling techniques, and measurements used.</li> <li>3. The variables identified, operationalized definitions, and theory used.</li> <li>4. Discuss any ethical and validity issues.</li> <li>5. Your overall analysis of the research conducted.</li> </ol>	Due day 7 by 11:55p.m
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## MODULE 4 WEEK 4

### INTRODUCTION

The purpose of this lesson is to introduce students step six of the research process. The experimental research strategy and research design will be explored in depth.

### OBJECTIVES

1. Define independent, dependent, and extraneous variables and identify examples of each in an experiment.
2. Describe the purpose for control groups in experimental research.
3. Define the two basic types of control groups.
4. Explain the general advantages and disadvantages of between-subjects design compared to within-subjects design.

ITEMS TO BE COMPLETED		DUE DATES
Reading	Ch. 7-9	
Additional Resources	<p>Independent, Dependent, and Extraneous Variables from Simply Psychology: <a href="http://www.simplypsychology.org/variables.html">http://www.simplypsychology.org/variables.html</a></p> <p>Between Subjects Designs, from Explorable Psychology Experiments: <a href="https://explorable.com/between-subjects-design">https://explorable.com/between-subjects-design</a></p> <p>Within-Subjects Design from Explorable Psychology Experiments <a href="https://explorable.com/within-subject-design">https://explorable.com/within-subject-design</a></p>	Initial post due by day 2 by 11:55 p.m.

	<p>Threats to Internal Validity</p> <p><a href="http://pages.bangor.ac.uk/~pes004/resmeth/design/validmain.htm">http://pages.bangor.ac.uk/~pes004/resmeth/design/validmain.htm</a></p>	
Discussion Board	<p>Describe the general purpose of an experimental research study, differentiate experiments from other types of research, and identify examples of experiments. Define independent, dependent, and extraneous variables and identify examples of each in an experiment.</p>	<p>Initial post due day 2 by 11:55 p.m.</p> <p>Response to 2 classmates due by day 6 by 11:55p.m</p>
Week 4 Graded Assignment	<p>Complete the following (This should be in APA 6th ed. format and include scholarly references. Be sure to include a title and reference page(s) and submit via Canvas).</p> <ol style="list-style-type: none"> <li>1. Describe the different ways that within-subjects designs are used to compare two or more treatment conditions, identify the statistical techniques that are appropriate for each application, and explain the strengths and weaknesses of each application.</li> <li>2. Explain the general advantages and disadvantages of within-subjects designs compared to between-subjects designs and be able to decide which design would be better under specific circumstances</li> <li>3. Define individual differences and explain how assignment bias and confounding from environmental variables can threaten the internal validity of a between subjects design.</li> <li>4. Define counterbalancing and explain how it is used to minimize or eliminate threats to internal validity from time-related factors.</li> <li>5. Describe the limitations of counterbalancing and explain why partial counterbalancing is sometimes used.</li> </ol>	<p>Due day 7by 11:55p.m</p>
Midterm	Chapters' 1-6 *Individual assignment*	

## Module 5– Week 5

### INTRODUCTION

The purpose of this lesson is to introduce students the nonexperimental and quasi-experimental research strategies. Additionally, factorial designs will be explored.

### OBJECTIVES

Upon completion this course you will be able to:

1. Define the nonexperimental and quasi-experimental research strategies and identify these strategies when they appear in a research report.
2. Describe the two nonexperimental nonequivalent group designs
3. Describe the role of peers, play, and television in young children's development.
4. Define a factorial research design

ITEMS TO BE COMPLETED		DUE DATES
Reading	Ch. 10-11	
Additional Resources Board	<p>Quasi-Experimental Designs from Explorable Psychology Experiments  <a href="https://explorable.com/quasi-experimental-design">https://explorable.com/quasi-experimental-design</a></p> <p>Factorial Design from Explorable Psychology Research:  <a href="https://explorable.com/factorial-design">https://explorable.com/factorial-design</a></p>	
Discussion Board	<p>Explain how the terms quasi-independent variable and dependent variable are used in nonexperimental, quasi-experimental, and developmental research. Define a factorial research design, including the terms factor and level.</p>	<p>Initial response due by day 2 by 11:55p.m.</p> <p>Response to 2 classmates due by day 6 by 11:55p.m</p> <p>You must respond to at least 2 of your classmates.</p>

<p>Week 5 Graded Assignment</p>	<p>Select a peer reviewed journal article on any social science topic that utilized a quasi-experimental design. Provide the following 2-4 page analysis:</p> <ol style="list-style-type: none"> <li>1. The purpose of the article and hypothesis.</li> <li>2. The research strategy, sampling techniques, and measurements used.</li> <li>3. The variables identified, operationalized definitions, and theory used.</li> <li>4. Discuss any ethical and validity issues.</li> <li>5. Your overall analysis of the research conducted.</li> </ol>	<p>Due by day 7 by 11:55p.m.</p>
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## **Module 6 – Week 6**

### **INTRODUCTION**

The purpose of this lesson is to explore the correlational and descriptive research strategy designs. Survey research design and case study design will also be introduced.

### **OBJECTIVES**

Upon completion of this class you will be able to:

1. Define the goal or purpose of the correlational research strategy.
2. Identify the statistical procedure used to determine a correlation for different types of data and explain what each correlation measures.
3. Describe the strengths and weaknesses of the correlational research strategy
4. Describe the purpose of the descriptive research strategy.
5. Describe the three techniques used to quantify behavioral observations and the three techniques used for sampling observations.
6. Describe the general characteristics of survey research design and case study design.

ITEMS TO BE COMPLETED		DUE DATES
Reading	Ch. 12-13	
Additional resources	<p>Correlational Studies from Explorable Psychology Experiments: <a href="https://explorable.com/correlational-study">https://explorable.com/correlational-study</a></p> <p>Examples of Real Correlational Studies: <a href="http://web.squ.edu.om/medLib/MED_CD/E_CDs/SPS/handouts/correx.htm">http://web.squ.edu.om/medLib/MED_CD/E_CDs/SPS/handouts/correx.htm</a></p> <p>Study Design, Precision, and Validity in Observational Studies from the Journal of Palliative Medicine: <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2920077/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2920077/</a></p>	
Discussion Board	Compare and contrast the goal or purpose of the correlational research strategy and descriptive research strategy.	<p><b>Initial post due by day 2 by 11:55p.m.</b></p> <p><b>Response to 2 classmates due by day 6 by 11:55p.m</b></p>
Week 6 Graded Assignment	<p>Select a peer reviewed journal article on any social science topic that used one of the research strategies or designs mentioned in chapter 12 and 13. Provide the following 2-4 page analysis:</p> <ol style="list-style-type: none"> <li>1. The purpose of the article and hypothesis.</li> <li>2. The research strategy, sampling techniques, and</li> </ol>	Due by day 7 by 11:55p.m.

	measurements used.  3. The variables identified, operationalized definitions, and theory used.  4. Discuss any ethical and validity issues.  5. Your overall analysis of the research conducted.	
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## Module 7 week 7

### INTRODUCTION

The purpose of this lesson is to explore the role of inferential and descriptive statistics in research.

### OBJECTIVES

Upon completion of this class you will be able to:

1. Define the two general categories of statistics, descriptive and inferential, and explain the purpose for each.
2. Define a statistic and a parameter and explain the role that each plays in inferential statistics Identify adolescent problems related to health, substance use, and eating disorders.
3. Define and compute the three measures of central tendency.

ITEMS TO BE COMPLETED		DUE DATES
Reading	Ch. 15	
Additional Resources	Descriptive and Inferential Statistics from Laerd Statistics: <a href="https://statistics.laerd.com/statisticalguides/descriptive-inferentialstatistics.php">https://statistics.laerd.com/statisticalguides/descriptive-inferentialstatistics.php</a>  What is hypothesis testing? From Stat Trek: <a href="http://stattrek.com/hypothesistest/hypothesis-testing.aspx">http://stattrek.com/hypothesistest/hypothesis-testing.aspx</a>	

Discussion Board	<p><b>Respond to the following;</b></p> <p><b>1. Describe the two general purposes of statistics and the two corresponding general categories of statistical techniques.</b></p> <p><b>2. Explain how the mean and the standard deviation describe a distribution of scores.</b></p>	<p><b>Initial post due by day 2 by 11:55p.m.</b></p> <p><b>Response to 2 classmates due by day 6 by 11:55p.m</b></p>
Final Paper	<p>This is the concluding project of the Introduction to Research Methods course. You will choose two social science theories to compare and contrast through the thorough investigation of the existing body of literature. The social science research paper will include the following:</p> <p>1. The identification and introduction of two social science theories</p> <p>2. A discussion of the founder of each theory and the tenets of each theory</p> <p>3. A thematic literature review section summarizing the existing body of literature related to each theory (i.e. application of the theory, social problems associated with the use of the theory, etc.).</p> <p>4. Comparison and contrast of the two selected theories.</p>	<p>Due day 7 by 11:55pm</p>



	<p>5. Conclusion, including a discussion of the role of theory in research.</p> <p><b>The final project must have a minimum of 10 peer reviewed scholarly sources. Your paper must be APA 6th edition formatted.</b></p>	
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## Module 8 – Week 8

### INTRODUCTION

The purpose of this lesson is to conclude this course and provide an overview of the principles and concepts learned throughout this course.

### OBJECTIVES

Upon completion of this class you will be able to:

1. Demonstrate the understanding of concepts learned through the completion of a final exam.
2. Demonstrate the ability to critically analyze research articles through a group presentation.
3. Discuss the role of research in human services.

ITEMS TO BE COMPLETED		DUE DATES
Reading	Review reading and additional resources provided throughout this course.	
Discussion Board	Discuss the role of research in Human Services. How can a human services practitioner utilize research skills for effective practice? How can a practitioner utilize research skills when evaluating relevant human services research studies?.	<p><b>Initial response due by day 1 by 11:55 p.m.</b></p> <p><b>Response to 2 classmates due by day 4 by 11:55p.m</b></p>

<p>Final Project: Group PowerPoint Presentation</p>	<p>Research Article Analysis presentation. Your instructor will assign groups during week one. Each group will select an article (approved by the instructor) and submit a 10-slide presentation evaluating their selected peer reviewed scholarly scientific article. The presentation will address the following:</p> <ol style="list-style-type: none"> <li>1. Explain the purpose and hypothesis of the study</li> <li>2. Provide an overview of the components of the study  (i.e. sample, measures, etc.)</li> <li>3. Discuss and evaluate the application of statistical data analysis</li> <li>4. Discuss any issues with the study (i.e. validity, ethics, etc.).</li> <li>5. Discuss what would have improved the study (i.e. different sample, controlling confounding variables, etc.).</li> <li>6. Provide an overall analysis and conclusion of the article during your presentation</li> </ol> <p><b>**No more than ten slides total**</b></p> <p>This assignment should be completed in PowerPoint and submitted via Canvas.</p>	<p><b>Due day 5 by 11:55p.m</b></p>
<p>Final Exam</p>	<p>Chapters' 7-15 (excluding chapter 14)</p>	<p><b>Due by day 5 by 11:55 p.m.</b></p>



End of Course Survey	Be sure to complete the end of course survey located in week 8 in the course room.	Canvas
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## Policies and Procedures

### Netiquette

Netiquette is a set of rules for how to communicate effectively and politely online. Effective written communications are an important part of online learning. In a face to face class, body language along with verbal responses and questions help students and the instructor communicate with each other. In an online environment, however, misunderstandings can easily occur when basic rules of Netiquette (online etiquette) are not followed, such as using texting abbreviations or USING ALL CAPITAL LETTERS IN WRITTEN COMMUNICATIONS. Therefore, please use the following guidelines when communicating in this course:

- Using ALL capital letters in online communication indicates you are yelling. Limited use of capitalized words is acceptable when emphasis is needed. Underscoring and italics can also be used for emphasis.
- Use a descriptive subject line in emails and forum postings.
- Include your name in all emails; we can't always tell who you are based on your email address.
- No derogatory comments, ranting or vulgar language is acceptable in any form of communication in the course. Respect for others and their views is expected.
- Please keep in mind that something considered offensive may be unintentional. If you are concerned about something that appears to be unacceptable, please inform the instructor via email.

### Class Attendance

Online courses are typically delivered asynchronously, meaning that there are no fixed times when students need to be online. While there is no standard attendance policy for online classes, students are expected to log-in to class several times each week to check for updates and to communicate with the professor and/or with other students. There will also typically be deadlines for the completion of assignments, and there may be requirements that the student participate each week in online chats or forum discussions. In some cases there may be a requirement for the student to log-in at a particular time during the week to participate in a group chat or discussion. As with any traditional course, a student cannot skip several weeks of online classes and expect to succeed!

### No Show Policy

Students who fail to complete the mandatory introduction forum within the first 9 class days from the start of the session will be automatically dropped from the class. PLEASE NOTE: Students must login as well as complete mandatory introduction forum within this 9 day period.



Simply logging into a course will still constitute as a NO SHOW for the course if the mandatory introduction forum within the actual online course platform is not completed within the first 9 class days from the start of the session.

Students who do login and complete the mandatory introduction forum within the first 9 days from the start of the session, but who then stop participating in their online class will NOT be automatically withdrawn from the class. To withdraw from the class the student must send an e-mail to their advisor and his or her instructor from his or her Shorter e-mail account requesting to withdraw. The withdrawal will be effective from the date of the e-mail request. An automatic F will be given if a student is not properly withdrawn.

## **Academic Integrity Policy**

### **A Community of Honor**

As a liberal arts university committed to the Christian faith, Shorter University seeks to develop ethical men and women of disciplined, creative minds and lives that focus on leadership, service and learning. The Honor System of Shorter University is designed to provide an academic community of trust in which students can enjoy the opportunity to grow both intellectually and personally. For these purposes, the following rules and guidelines will be applied.

### **Academic Dishonesty**

"Academic Dishonesty" is the transfer, receipt, or use of academic information, or the attempted transfer, receipt, or use of academic information in a manner not authorized by the instructor or by university rules. It includes, but is not limited to, cheating and plagiarism as well as aiding or encouraging another to commit academic dishonesty.

"Cheating" is defined as wrongfully giving, taking, or presenting any information or material borrowed from another source - including the Internet by a student with the intent of aiding himself or another on academic work. This includes, but is not limited to a test, examination, presentation, experiment or any written assignment, which is considered in any way in the determination of the final grade.

"Plagiarism" is the taking or attempted taking of an idea, a writing, a graphic, musical composition, art or datum of another without giving proper credit and presenting or attempting to present it as one's own. It is also taking written materials of one's own that have been used for a previous course assignment and using it without reference to it in its original form. Plagiarism and/or falsification are serious matters and may result in the student being required to revise and resubmit the assignment, receiving a grade of F for the assignment, or receiving a failing grade for the course.

Students are encouraged to ask their instructor(s) for clarification regarding their academic dishonesty standards. Instructors are encouraged to include academic dishonesty/integrity standards on their course syllabi.

### **Procedure**

- A. It is the responsibility of an instructor to certify that academic assignments are independently mastered sufficiently to merit course credit. The responsibility of the student is to master academic assignments independently, refrain from acts of academic



- dishonesty, and refuse to aid or tolerate the academic dishonesty of others.
- B. If an instructor determines that the student is guilty of academic dishonesty, the instructor must discuss the matter with the student. In the event the instructor cannot reach the student in a timely manner, such as when the student has gone home at the end of a semester, the instructor may assign a grade of "I" (Incomplete) until the student can be contacted and the matter of academic dishonesty discussed. The instructor then completes the "Academic Violation Form" (see Appendix A) which should include evidence and other necessary documentation. The instructor will determine the appropriate remedy: either to assign a grade of zero on that assignment in question or a grade of "F" in the course. The student will designate whether he/she accepts the remedy for the violation of the dishonesty policy or wishes to appeal the instructor's decision. If a student elects to appeal, the "appeal due date" line must be completed on the Academic Violation Form. (See the Appeals section below for more information regarding the appeals process)
  - C. Upon completion, the instructor forwards the Academic Violation Form to the Registrar's for the placement in the student's permanent record. The Registrar will forward copies of the Academic Violation Form to the student, the faculty member, department chair, academic dean, dean of students, provost, and president. Not appealing when the form is first completed or by the appeal due date will be taken as an admission of guilt, except under compelling circumstances to be determined at the sole discretion of the provost.
  - D. If upon receipt of the Academic Violation Form the Registrar determines that the student is guilty of a second offense, then a grade of FD (Failure Due to Academic Dishonesty) will be assigned by the Registrar for the course regardless of the remedy specified on the Academic Violation Form. Assigning the FD is to be done by the Registrar when the second Academic Violation Form is placed in the student's record, and the Registrar will notify all parties in writing. The student is then permanently barred from membership in any honorary society and is permanently ineligible for any SU honor list. The student may petition the Academic Integrity Appeals Committee to have the dishonesty notation removed from the transcript after one year or upon graduating from the University if no additional dishonesty offenses occur and the student satisfactorily completes the Academic Integrity Program. The grade of F remains on the transcript. Upon receipt by the Registrar of a third offense, the Registrar will assign the grade of FD and then notify all parties. After all appeals are exhausted, if the third offense still stands, then the student will be permanently expelled from the University. The notice of expulsion will be forwarded to the student, department chair, appropriate academic dean, dean of students, provost, and president. A copy of the final report with the three offenses will become a part of the student's permanent record. The university reserves the right to expel the student after a first or second offense, depending on the circumstances and at the sole discretion of the provost.

## Appeals

- A. The student who wishes to appeal an academic violation charge should submit his/her appeal in writing to the chair of the appropriate department by the appeal due date indicated on the Academic Violation Form, which is normally within ten regularly scheduled class days after the completion date of the Academic Violation Form. This statement should contain the reasons for which the student is appealing the instructor's



decision. The burden of proof lies with the student in such a case to show that an error or malfeasance has occurred. Within ten regularly scheduled class days of receiving the written appeal, the department chair will notify in writing both the instructor and the student of the chair's decision. If the department chair is also the instructor who files the Academic Violation Form, then the student must appeal to the appropriate academic dean.

- B. When, in the opinion of the department chair, the student fails to show reasonable cause for further investigation, the chair may deny the appeal without taking further action. When, in the opinion of the department chair, a student's appeal raises reasonable doubt as to whether a mistake or malfeasance has occurred, the chair will meet with the faculty member and with the student and render a decision within ten regularly scheduled class days of the receipt of the appeal. If the decision favors granting the student's appeal, the department chair may request that the Registrar remove the Academic Violation Form from the student's record. The chair will notify both the student and the instructor of this action.
- C. If the student files the initial appeal or elects to appeal the chair's decision during Maymester, Summer I, Summer II or during final exam week of the Fall or Spring semesters and if the instructor or department chair is not available during that time, all of the foregoing time requirements begin to run with the first day of class in the next major term. In extreme or unusual circumstances regarding the timeliness of the appeals process, the provost will make the final determination.
- D. Any student who has exhausted the remedies open under the procedures outlined above may appeal the entire matter to the Academic Integrity Appeals Committee in writing within ten regularly scheduled class days of receiving the response from the department chair. Upon receipt of the appeal, the Academic Integrity Appeals Committee will review the matter and issue a decision within fifteen (15) regularly scheduled class days. The Academic Integrity Appeals Committee has the authority to deny the appeal, reduce the penalties in the event of extenuating circumstances, or direct the registrar to remove the record of the Academic Violation Form from the student's permanent record. The results of the Academic Integrity Appeals Committee are final.
- E. All results from the proceedings of the Academic Dishonesty Appeals Committee should be reported to the appropriate academic dean, dean of students, provost, and president as information.

NOTE: During the appeals process, the student may continue to attend the class in which the violation occurred.

### **Students Needing Accommodations**

Shorter University provides accommodations for students who have a disability. The student must contact the Director of Educational Support in FSU 219 (706-233-7323) as soon as possible to discuss your needs. Shorter University is committed to providing access to programs and services to all qualified students with disabilities. Student Support Services is located in the Fitton Student Union, Room 219 (706-233-7323). Academic support is available to all students through the Center for Learning and Academic Success at Shorter (CLASS). The Center offers peer tutoring and coordinates study groups for students seeking assistance. Also, students can



receive help with writing through individual tutoring in the Writing center. CLASS is located on the second floor of the Sheffield-Thompson building in the Bailor Suite.