MESSIAH COLLEGE.

Master of Arts in Higher Education
SYLLABUS

INSTITUTIONAL EFFECTIVENESS AND PROGRAM ASSESSMENT (HIED 513)
SUMMER / 2014

Professor: Dr. Jaimie L Hoffman   **Course Dates:** Sunday, May 18 – Saturday, July 12, 2014
Email: hoffman@messiah.edu   **Phone:** (805) 253-3588 Pacific Standard Time
Adobe Connect Office Hours: Mondays, 7:00 p.m. – 8:00 p.m. (EST)

COURSE DESCRIPTION & OBJECTIVES

This course explores the role and importance of assessment in higher education, with an emphasis on designing effective student learning outcomes and departmental goals as well as institutional effectiveness strategies and review. Students will also be introduced to accreditation processes and how to use national institutional survey data to inform assessment.

At the end of this course, students will be able to:
1. Demonstrate the ability to assess organizational culture and demands in order to navigate organizational structures in an effective manner (1c)
2. Demonstrate proficiency in development, promotion, implementation, and assessment toward excellence in educational programs and mission-driven initiatives (2a)
3. Understand the principles and practices of program assessment, including ability to incorporate assessment findings into program review and improvement (2c)
4. Demonstrate proficiency in writing measurable goals and outcomes and an ability to link these outcomes to broader institutional, departmental, and educational goals.
5. Demonstrate an understanding of how to use national institutional survey data to shape strategies in attaining institutional effectiveness and student learning outcomes.

TEXTBOOK AND OTHER COURSE MATERIALS

Required
Middaugh, M.F. (2009) *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness.* San Francisco, CA. Jossey Bass.

Suskie, L. (2009) *Assessing Student Learning: A Common Sense Guide.* 2nd edition. San Francisco, CA: Wiley and Sons.

Electronic Course Reserves
Various book chapters, articles and other required materials will be posted in Canvas for you to access throughout the course.

PROFESSOR AVAILABILITY

I will be checking in on the course at least once a day during the work week (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. Please contact me via email with your questions if you have questions about the course (assignments, dates, expectations, etc.) that everyone can benefit from, please post them in the General Course Discussion so that everyone can benefit from the answers. If you contact me individually, my commitment is to respond to you in 24 hours or less on weekday (please remember that I am Pacific Standard time which is three hours behind you). Please be sure to contact Tech Support (see p. 11) for assistance with all technical issues.

FACULTY EXPECTATIONS OF STUDENTS

Access Canvas for Class Resources
- All class resources (other than course texts) are located in Canvas.
- Voicethreads, videos, and other activities are located within each Module's Folder.
- Please keep in mind that there are some weeks when we will cover more than one module. It is expected that students complete the required reading before completing the activities.

Course Announcements and Activities
- At the beginning of each week, I will post an announcement that will give an overview of your requirements for that particular week, which are also noted in the syllabus. Please make sure that you read the announcements every time you log in to the course or have your notifications set to receive announcements on a frequent basis. These will be updated regularly with important course information. Any time I post an announcement I will also send an email notification for the announcement.
- Content (e.g. activities) will be made available for the current week <u>and</u> following week for any students who wish to work ahead.
- Assignments are due on **<u>Sundays</u>** and responses/feedback to your classmates is due on **<u>Wednesdays</u>** (with the exception of week 8)
- Students are expected to carefully review the course syllabus and announcements to ensure they complete the requirements of the course.
- Be sure to read through the entire course schedule so you can plan ahead for assignments associated with the assessment project.
- **The intervention for your assessment project must take place after Tuesday on Week 6 (June 17) and before Friday of Week 7 (July 4).** Module 6 will provide in-depth information on creating surveys to prepare you to create your survey draft on Sunday of Week 4. You will receive peer feedback on your survey by Wednesday of Week 5 and submit a final draft to the instructor on Friday of Week 5. Your instructor will give you feedback on your survey by Sunday of Week 5. Interventions cannot occur before this date because you will not have an approved survey and they cannot take place after this date because you need time to complete your final analysis, report and presentation.

Instructional Time
- In an eight-week course, students will spend approximately 5.25 hours (on average) per week participating in VoiceThread discussions and completing various other learning activities designed to achieve specific course outcomes (roughly equivalent to classroom time).
- Additional time will be required for reading and assignment completion (roughly equivalent to graduate level, out of class work time).
- Please plan to allocate time accordingly to this class; we have a good amount of content to review and learning objectives to achieve in our short time together.

Asynchronous/Synchronous Learning
- This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations (work is due on Sundays and Wednesdays by 11:59 p.m. EST).
- There are two synchronous learning experiences (via Adobe Connect) scheduled during this course. The first meeting will take place to begin the course during week one and the second will take place during week eight. The class will be sent a Doodle containing meeting time options to determine the best synchronous meeting time. Students will be required to log on simultaneously so we can have a discussion together.
- I will be available on Adobe Connect each week on Mondays from 7:00 p.m. to 8:00 p.m. (EST) should you want to speak with me "face-to-face".

Discussion and Feedback Expectations
- Various activities (e.g. VoiceThreads, peer work, GooglePresentations) will be posted throughout the course, which will require your response along with responses to your classmates (as specified in each module).
- Your initial responses to instructor prompts are due on Sundays (by 11:59 p.m. EST).
- Your responses/feedback to classmates are due on Wednesdays (by 11:59 p.m. EST) except comments on final projects which are due Friday, week 8 (by 11:59 p.m. EST).
- Written responses are to be between 200-250 words. Written and verbal responses must include references to the readings and demonstrate a clear comprehension of the material. This is a **minimum** standard for participation.
- Students who respond to more than one student, respond to follow up questions, and incorporate outside readings into their responses will receive higher grades.
- Grading for this aspect of the course will be influenced by the following: understanding, analysis and application (to work settings) of the readings (60%), facilitating further conversation/synthesis of peer responses (20%), and introducing relevant outside sources (10%).

Late Policy
- All assignments are to be turned in on the assigned dates by 11:59 p.m. Eastern Standard Time (EST) (unless otherwise noted) in the required format.
- If your assignment is late, you are assessed a 10% penalty per day. After four days, I will no longer accept that assignment and you will not receive any points.
- The only time an assignment can be <u>accepted late without the 10% penalty per day is if an arrangement has been agreed upon in advance due to</u> **medical or family emergencies**. Please do not ask for exceptions.

How to be successful in this course:
- Be sure all of the work you submit is the best you can do.
- Dress in business attire when delivering your final presentations or liaising with campus representatives.
- Submit all written papers using Times New Roman, 12 point font with 1" margins.
- ALWAYS cite your sources in APA format. Cite the course text or readings when you use course concepts.
- Participate with enthusiasm. Be actively involved in the class discussions and learning activities.
- Challenge (appropriately) concepts covered in the course readings. Employ your critical thinking skills!
- Be prepared to complete the activities and assignments; read the text and supplemental articles before.
- There are currently **NO exams** built into this course HOWEVER, this remains contingent upon student preparation and completion of the readings.

Things to avoid in this course:
- Leaving online modules until the last minute. Be sure to manage your time appropriately; online modules are designed to meet the academic expectations of a face-to-face meeting along with the outside work you would normally be required to put into preparing for that meeting.
- Not doing the reading – this could result in an added exam or pop quizzes which nobody really wants. ☹
- Missing assignments. Consult your syllabus first, classmates next, and then your professor.
- Asking, "What grade did you give me?" Better to ask, "What grade did I earn?" and, "How much did I learn?"
- Asking for exceptions to stated class policies (e.g while computer troubles are unfortunate, they are NOT excuse for absences; always have a backup plan).

COURSE REQUIREMENTS

	DUE DATES	PTS. POSS.
MODULE ACTIVITIES		
WEEK ONE: SUNDAY, MAY 18 – SATURDAY, MAY 24		
Module 1: *Introduction, Technology Orientation, Pre-Test, Context for Assessment, Starting at the Beginning, Basic Concepts*	Sun., 5/18 and Wed., 5/21	55
WEEK TWO: SUNDAY, MAY 25 – SATURDAY, MAY 31		
Module 2: *Learning Goals and Outcomes*	Sun., 5/25 and Wed., 5/28	75
WEEK THREE: SUNDAY, JUNE 1 – SATURDAY JUNE 7		
Module 3: *Ethical Considerations*	Sun., 6/1 and Wed., 6/4	40
Module 4: *Using Commercially Developed Instruments*	Sun., 6/1 and Wed., 6/4	35
WEEK FOUR: SUNDAY, JUNE 8 – SATURDAY, JUNE 14		
Module 5: *Methodology Overview*	Sun., 6/8 and Wed., 6/11	55
Module 6: *Creating Surveys*	Sun., 6/8 and Wed., 6/11	70
WEEK FIVE: SUNDAY, JUNE 15 – SATURDAY, JUNE 21		
Module 7: *Introduction to Qualitative Research*	Sun., 6/15 and Wed., 6/18	30
WEEK SIX: SUNDAY, JUNE 22 – SATURDAY, JUNE 28		
Module 8: *Summarizing and Analyzing Your Results*	Sun., 6/22 and Wed., 6/25	50
Module 9: *Using Assessment Results*	Sun., 6/22 and Wed., 6/25	20
WEEK SEVEN: SUNDAY, JUNE 29 – SATURDAY, JULY 5		
Module 10: *Using Assessment Results*	Sun., 6/29	30
Module 11: *Dimensions of Assessment & Best Practices*	Sun., 6/29 and Wed., 7/2	85
WEEK EIGHT: SUNDAY, JULY 6 – SATURDAY, JULY 12		
Module 12: *The Future of Assessment and Final Presentations*	Mon., 7/7 and Fri., 7/13	60
ASSESSMENT PROJECT REQUIREMENTS		
Project Overview	Sun., 5/25 *(week 2)*	75
Learning Outcomes Statements	Sun., 6/1 *(week 3)*	20
Commercially Developed Instrument Analysis	Sun., 6/1 *(week 3)*	30
Survey	Fri., 6/13 *(week 5)*	40
Methodology Description	Sun., 6/15 *(week 5)*	30
Final Report	Mon., 7/7 *(Week 8)*	100
Class Presentation	Mon., 7/7 *(Week 8)*	100
TOTAL		1000

ASSESSMENT PROJECT

This project provides students with the opportunity to apply their knowledge from the class readings and discussion to an actual assessment project. In consultation with their site/internship/assistantship supervisor, students will select an intervention from their work or internship site (e.g. workshop, training, etc.) that can be assessed between June 10 and July 4. Students will create (or revise) learning outcomes for the intervention, use a survey to assess the degree to which the outcomes were achieved, evaluate the intervention and report findings.

Project Proposal/Introduction
A thorough project proposal must be submitted and agreed upon with site supervisor and professor including *(please use bold headers to distinguish each section)*:
- Institution and Program Overview
    - Describe the institution and characteristics of students attending the institution *(look up the institution on the IPEDS Data Center)*
    - Provide the mission of the institution
    - Description and mission of program
- Intervention and Assessment Overview
    - Description of intervention
    - Method of marketing for intervention
    - Significance of the intervention in the field of student affairs
    - Target population (description and number)
    - How the intervention contribute to student's learning and development
    - Describe audience(s) for this assessment (table 4.1, see also Module 2, Activity 2)
    - Decisions this assessment help us and our audiences make (table 4.2, see also Module 2, Activity 2)/Reason for assessment (e.g. program improvement, accountability, validity)
    - Implementation timeline

Commercially Developed Instrument Analysis
Describe the benefits of one or two existing surveys that could provide useful secondary data for evaluating the program *(approximately 2 paragraphs)* (see module 4 learning activities).

Learning Outcomes Statements
List of learning outcomes that should occur as a result of participation in the intervention. Outcomes statements must meet the S.M.A.R.T. criteria (see module 2 learning activities).

Methodology Description
Description of methodology (qualitative or quantitative) that will be used in the assessment project, why that methodology has been selected and why the other was not selected *(approximately 2 paragraphs)* (see module 5 learning activities).

Survey
Create a survey to be administered following the intervention to collect data. Classmates will provide feedback on a draft survey in module 6. Include learning outcomes for intervention at the end of the survey for peer and instructor reference.

Final Report
The final report should be in the order stated in the rubric provided and will include a final *(reflecting instructor feedback)* version of:
1. Institution and Program Overview,
2. Commercially Developed Instrument Analysis
3. Learning Outcomes Statements,
4. Methodology Description,
5. Survey.
Additionally, following the intervention, students should add:

6. A description of the sample (attendees),
7. Assessment results (actual raw data),
8. Summary of findings
9. Recommendation (evaluation) of program.

Stakeholder One Page Summary of Findings
1. **One-page** illustration/summary of key findings based on information provided in Module 1 Activity #10 designed for stakeholders.

Class Presentation
A 5-7 minute VoiceThread presentation will be shared with class that provides an overview of the elements of the Final Report.

Grading Scale:

Grade	A	A-	B+	B	B-	C+	C	F
Percentage	100 – 93	92.9 – 90	89.9 – 87	86.9 – 83	82.9 – 80	79.9-77	76.9 – 73	<60

A grade of C or higher is required for this course.

Extra Credit
The instructor may post extra credit opportunities throughout the course for students to complete. No additional opportunities will be permitted.

Returned Assignments/Feedback
- You can expect somewhat immediate (within 2-3 days) formative feedback on your participation in the online modules as they occur. I may not comment on every post or submission but I will alert you if I have any concerns and try to ensure I respond to something every students post each week.
- You can expect feedback on your formal assignments (those associated with your assessment project) within 1-2 weeks after they are submitted. However, I will be grading surveys within two days of submission so that you can administer them as soon as possible.
- Graded formal assignments will include comments from me and an indication of the basis for the grade assigned. If you have ANY questions about the grade assigned, please don't hesitate to contact me so I can review your grade and either make changes or provide further explanation.

COURSE SCHEDULE

	DUE DATE	PTS POSS.	Hours (# of weeks)	
			IT*	N-IT*

WEEK ONE: SUNDAY, MAY 18 – SATURDAY, MAY 24

Module 1: *Introduction, Technology Orientation, Pre-Test, Context for Assessment, Starting at the Beginning, Basic Concepts (Objectives 1, 2, 3, 4)*

LEARNING ACTIVITIES DUE:			4.5	
1. "Instructor Introduction VoiceThread"	Sunday, 5/18	5	.5	
2. "Introduction Video"	Sunday, 5/18	10	.5	
3. Synchronous Meeting Participation	Monday, 5/19	15	.5	
4. "Introducing Our Assessment Adventure" Module 1 VoiceThread: Discussion Participation	Wednesday, 5/21	20	1	
Response/feedback to classmate(s)	Saturday, 5/24	5	.75	

REQUIRED READING DUE BY WEDNESDAY (62 pages):   2
- Middaugh, Chapters 1 *(National Context 1-21/20)* and 2 *(Starting at the Beginning 23-46/23)*
- Suskie, Chapter 1 *(What is Assessment? 3-18/15)*
- Upcraft, M. L., & Schuh, J. H. (March 01, 2002). Assessment vs. Research: Why We Should Care about the Difference. *About Campus, 7,* 1, 16-20/4

WEEK TWO: SUNDAY, MAY 25 – SATURDAY, MAY 31

Module 2: *Learning Goals and Outcomes (Objective 2, 3 and 4)*

LEARNING ACTIVITIES DUE:			6.25	
1. "Brightest and Muddiest" Module 2 VoiceThread	Sunday, 5/25	10	.50	
Response/feedback a classmate(s)	Wednesday, 5/28	5	.75	
2. "Mission and GE Alignment in the Real World" Worksheet	Sunday, 5/25	30	2.5	
3. Discussion Questions Module 2	Sunday, 5/25	20	1.5	
Response/feedback to two classmates on DQ#1	Wednesday, 5/28	10	1	

REQUIRED READING DUE (68 pages):   2
- Middaugh Chapter 4 *(Developing Sensible Measures of Student Learning 89-10/718)*
- Suskie, Chapters 4 *(Why Are You Assessing Student Learning? 57-68/11),* 8 *(Developing Learning Goals 115-134/19)* and 12 *(Assessing Values, Attitudes, Dispositions, and Habits of Mind 183-201/18)*
- Learning Outcomes Handout/2

ASSESSMENT PROJECT ASSIGNMENTS DUE:	Sunday, 5/25			4
▪ Project overview				

WEEK THREE: SUNDAY, JUNE 1 – SATURDAY JUNE 7

Module 3: *Ethical Considerations (Objectives 2 and 3)*

LEARNING ACTIVITIES DUE:			6	
1. "Ethical Considerations" Module 3 VoiceThread	Sunday, 6/1	20	1	
Response/feedback to classmate(s)	Wednesday, 6/4	5	.75	
2. "Principles of Good Practice" Module 3 GooglePresentation	Sunday, 6/1	10	.75	
Response/feedback to other group's presentation	Wednesday, 6/4	5	.75	

Module 4: *Using Commercially Developed Instruments* (Objectives 2, 3 and 5)			
LEARNING ACTIVITIES DUE:			
1. "Commercially Developed Instruments" Module 4 VoiceThread	Sunday, 6/1	20	1
Response/feedback to classmate(s)	Wednesday, 6/4	5	.75
2. Discussion Question Module 4	Sunday, 6/1	10	1
REQUIRED READING DUE (BOTH MODULES) (86 pages):			3
▪ Middaugh, Chapter 3 *(Assessing Student Issues 47-87/40)*			
▪ Principles of Good practice for Assessing Student Learning/3			
▪ Principles of Good Practice in Student Affairs/6			
▪ Schuh, J. H., & Upcraft, M. L. (2001). *Assessment practice in student affairs: An applications manual.* San Francisco: Jossey-Bass Publishers. - Review of Selected Assessment Instruments and p. 57-60/3 Selecting Quantitative Instruments			
▪ Suskie, Chapter 3 *(What is Good Assessment? 36-54/18)* and 14 *(Selecting a Published Survey or Test 214-230/16)*			
ASSESSMENT PROJECT ASSIGNMENTS DUE:	Sunday, 6/1		1
▪ Learning Outcomes Statements (final)			
▪ Commercially Developed Instrument Analysis			2

WEEK FOUR: SUNDAY, JUNE 8 – SATURDAY, JUNE 14			
Module 5: *Methodology Overview* (Objectives 2 and 3)			
LEARNING ACTIVITIES DUE:			**6.5**
1. "Methodology Overview and Group Article Critique Activity" Voicethread	Sunday, 6/8	20	1.5
Response/feedback to classmate(s)	Wednesday, 6/11	5	.75
2. Methodology Statement Draft	Sunday, 6/8	20	2
Response/feedback to assigned classmate's draft	Wednesday, 6/11	10	.75
Module 6: *Creating Surveys* (Objectives 2 and 3)			
LEARNING ACTIVITIES DUE:			
1. "Creating Surveys, Sampling and Instrumentation" Module 6 VoiceThread	Sunday, 6/8	20	1
Response/feedback to classmate(s)	Wednesday, 6/11	5	.75
2. "Test Your Knowledge Survey Quiz"	Sunday, 6/8	20	1
3. Survey Draft	Sunday, 6/8	15	2
Feedback on assigned classmate's survey	Wednesday, 6/11	10	.75
REQUIRED READING DUE (BOTH MODULES) (73 pages):			2.25
▪ Cuyjet, M. J., Longwell-Grice, R., & Molina, E. (January 01, 2009). Perceptions of New Student Affairs Professionals and their Supervisors regarding the Application of Competencies Learned in Preparation Programs. *Journal of College Student Development, 50,* 1, 104-119/15.			
▪ Renn, K. A., & Jessup-Anger, E. R. (January 01, 2008). Preparing New Professionals: Lessons for Graduate Preparation Programs from the National Study of New Professionals in Student Affairs. *Journal of College Student Development, 49,* 4, 319-335/16.			
▪ Schuh, J. H., & Upcraft, M. L. (2001). *Assessment practice in student affairs: An applications manual.* San Francisco: Jossey-Bass Publishers. p. 61-76/15 *(Designing Quantitative Instruments)*			
▪ Schuh, J.H. (2009). *Assessment methods for student affairs.* San Francisco: Jossey-Bass. Chapter 4 and 5 *(p. 107-111/4 and 115-138/23)*			

WEEK FIVE: SUNDAY, JUNE 15 – SATURDAY, JUNE 21

Module 7: *Introduction to Qualitative Research* (Objectives 2 and 3)

LEARNING ACTIVITIES DUE:			**3.25**
1. "Overview of Qualitative Research" Module 7 VoiceThread	Sunday, 6/15	10	1
2. "Focus Groups and Interviews Class Presentation" Module 7 VoiceThread #2	Sunday, 6/15	15	1.5
Response/feedback to classmate(s)	Wednesday, 6/18	5	.75

REQUIRED READING DUE (28 pages):	1

- Krueger, R. A., & Casey, M. A. (2000). *Focus groups: A practical guide for applied research.* Thousand Oaks, CA: Sage Publications. Chapter 2/17 (Planning the Focus Group)
- Merriam, S. B. (1998). *Qualitative research and case study applications in education.* San Francisco: Jossey-Bass Publishers. Chapter 4/11 (Conducting Interviews)

ASSESSMENT PROJECT ASSIGNMENTS DUE:		.5
- Survey (final)	Friday, 6/13	
- Methodology Description (final)	Sunday, 6/15	

WEEK SIX: SUNDAY, JUNE 22 – SATURDAY, JUNE 28

Module 8: *Summarizing and Analyzing Your Results* (Objectives 2 and 3)

LEARNING ACTIVITIES DUE:			**5.25**
1. "Data Analysis 101" Module 8 VoiceThread	Sunday, 6/22	15	1
Response/feedback to classmate(s)	Wednesday, 6/25	5	.75
2. "Analyzing Your Findings: Your Plan" Module 8 GoogleDoc	Sunday, 6/22	20	1.5
Feedback on assigned classmate's plan	Wednesday, 6/25	10	.75

Module 9: *Using Assessment Results* (Objectives 1, 2 and 3)

LEARNING ACTIVITIES DUE:			
1. "Using Assessment Results" Module 9 GooglePresentation	Sunday, 6/22	15	.5
Response/feedback to classmate(s)	Wednesday, 6/25	5	.75

REQUIRED READING DUE (BOTH MODULES) (30 pages):	1

- Suskie, Chapters 16 *(Summarizing and Analyzing Assessment Results 255-272/17)* and 18 *(Using Assessment Results Effectively and Appropriately 297-310/13)*

WEEK SEVEN: SUNDAY, JUNE 29 – SATURDAY, JULY 5

Module 10: *Using Assessment Results* (Objectives 1, 2 and 3)

LEARNING ACTIVITIES DUE:			**6**
1. "Communicating Assessment Results" Module 10 Worksheet	Sunday, 6/29	30	1.5

Module 11: *Dimensions of Assessment & Best Practices* (Objectives 1, 2 and 3)			
1. "Measuring Administrative Effectiveness/Best Practices" Module 11 GooglePresentation	Sunday, 6/29	15	.5
Response/feedback to classmate(s)	Wednesday, 7/2	5	
2. "Dimensions of Assessment Group Presentations" Module 11 VoiceThreads	Sunday, 6/29	30	2
Comment on each presentation	Wednesday, 7/2	35	2

REQUIRED READING DUE (BOTH MODULES) (56-86 pages):			3
▪ Middaugh, Chapters 7 *(Measuring Administrative Effectiveness 157-172/15)* and 8 *(Communicating Assessment Results 173-191/18)*			
▪ Suskie, Chapter 17 *(Sharing Assessment Results with Internal and External Audiences 273-296/23)*			
▪ Upcraft, M. L., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners.* San Francisco: Jossey-Bass. (Students will be assigned one chapter to present in small groups) – Chapter 5, 8, 9, 11, 12			

WEEK EIGHT: SUNDAY, JULY 6 – SATURDAY, JULY 12

Module 12: *The Future of Assessment and Final Presentations* (Objectives 1, 2, 3 and 5)			
LEARNING ACTIVITIES DUE:			**4.25**
1. "Where Do We Go From Here?" Synchronous Discussion	TBD	10	1
2. Final Presentations Module 12 VoiceThreads	Monday, 7/7		*(Assessment Project – see below)*
Review and comment on each presentation	Friday, 7/11	50	3.25
REQUIRED READING DUE (12 pages):			.5
▪ Suskie, Chapter 19 *(Keeping the Momentum Going, 311-322/10)*			
ASSESSMENT PROJECT ASSIGNMENTS DUE:	Monday, 7/7		6
▪ Final Report			
▪ Final Presentation			

*Instructional Time (IT) 42 hrs / 3 credits
*Non-Instructional (N-IT) "Homework"

NOTE: Reading based on 30 pages per hour; Writing papers based on 2 hours/page

ACADEMIC INTEGRITY

The Academic Integrity Policy for Graduate Students is found in the graduate student handbook. Primary responsibility for knowledge of and compliance with this policy rests with the student.

AMERICANS WITH DISABILITIES ACT

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

LIBRARY AND LIBRARIAN ASSISTANCE

The Library is an obvious source of information for research, presentations and projects. Currently, Elizabeth (Liz) Kielley is the specific library liaison assigned to the social sciences disciplines. Although any librarian is trained and prepared to assist you, Liz works specifically with the social sciences and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at EKielley@messiah.edu or by calling ext. (717) 796-1800, ext. 3850.

PROGRAM LIBRARY LIAISON -
▪ Education and Higher Education: Beth Mark BMark@messiah.edu
http://libguides.messiah.edu/education - Includes a graduate tab that includes sports management resources

WRITING CENTER

The Writing Center is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start. Students are encouraged to contact the Writing Center in advance to verify summer hours.

MINIMUM HARDWARE AND SOFTWARE REQUIREMENTS

Hardware and Software Recommendations
Student technology recommendations are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

Technical Support for Students
Technological support is available to all students during the days and times listed on the Information Technology Services homepage: http://www.messiah.edu/offices/its. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and through the College's Learning Management System. *Please do not ask your instructor for technical support.*

Video Recording Technology – Students will record and upload videos (to YouTube or VoiceThread) in order to complete various learning activities in the course. Many computers come with built in cameras however, you will need to purchase a basic web camera if you do not already have one. Information Technology Services (ITS) will provide tech support for the camera of your choice but technical difficulties will not be an excuse for submitting an assignment late. Inform your professor if you are having technical problems before the assignment is due. Submitting test videos ahead of time may be beneficial.

STATEMENT OF COPYRIGHT PROTECTION

The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

STATEMENT OF CONFIDENTIALITY

"Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content."