

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department	Social Science
Prefix	ISS Number	401	Title
		Statistics for Integrated Social Science	Units: 3
Is this a cross-listed course?	No	If yes, please identify course(s)	

Is this a shared course? No If so, list all academic units offering this course

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials  
N/A  
(Required)

**Course description:** Introduces statistical techniques for the social sciences, including the role and rationale of statistics, descriptive measures, associational measures and inferential statistics.

**Requested designation:** Computer/Statistics/quantitative-CS    **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SO/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Nicholas Alozie E-mail Alozie@asu.edu Phone 480-727-1395

**Department Chair/Director approval:** (Required)

Chair/Director name (Typed): Duane Roen Date: 12/14/16

Chair/Director (Signature): 

## Arizona State University Criteria Checklist for

### **MATHEMATICAL STUDIES [CS]**

#### **Rationale and Objectives**

The **Mathematical Studies** requirement is intended to ensure that students have skill in basic mathematics, can use mathematical analysis in their chosen fields, and can understand how computers can make mathematical analysis more powerful and efficient. The **Mathematical Studies** requirement is completed by satisfying both the **Mathematics [MA]** requirement and the **Computer/Statistics/Quantitative Applications [CS]** requirement explained below.

The **Mathematics [MA]** requirement, which ensures the acquisition of essential skill in basic mathematics, requires the student to complete a course in College Mathematics, College Algebra, or Pre-calculus; or demonstrate a higher level of skill by completing a mathematics course for which a course in the above three categories is a prerequisite.

The **Computer/Statistics/Quantitative Applications [CS]** requirement, which ensures skill in real world problem solving and analysis, requires the student to complete a course that uses some combination of computers, statistics, and/or mathematics.\* Computer usage is encouraged but not required in statistics and quantitative applications courses. At a minimum, such courses should include multiple demonstrations of how computers can be used to perform the analyses more efficiently.

\*CS does *not* stand for computer science in this context; the “S” stands for statistics. Courses in computer science must meet the criteria stated for CS courses.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[CS] CRITERIA</b>			
<b>A COMPUTER/STATISTICS/QUANTITATIVE APPLICATIONS [CS] COURSE MUST SATISFY ONE OF THE FOLLOWING CRITERIA: 1, 2, OR 3</b>			
YES	NO		Identify Documentation Submitted
		<b>1. Computer applications*:</b> courses must satisfy both <b>a</b> and <b>b</b> :	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> Course involves the use of computer programming languages or software programs for quantitative analysis, algorithmic design, modeling, simulation, animation, or statistics.	ISS 401 Syllabus and textbook chapters.
		<b>b.</b> Course requires students to analyze and implement procedures that are applicable to at least one of the following problem domains ( <b>check those applicable</b> ):	ISS 401 Syllabus and textbook chapters.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	i. Spreadsheet analysis, systems analysis and design, and decision support systems.	ISS 401 Syllabus and textbook chapters.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	ii. Graphic/artistic design using computers.	ISS 401 Syllabus and textbook chapters.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	iii. Music design using computer software.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	iv. Modeling, making extensive use of computer simulation.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	v. Statistics studies stressing the use of computer software.	ISS 401 Syllabus and textbook chapters.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	vi. Algorithmic design and computational thinking.	
<p>*The <b>computer applications</b> requirement <b>cannot</b> be satisfied by a course, the content of which is restricted primarily to word processing or report preparation skills, the study of the social impact of computers, or methodologies to select software packages for specific applications. Courses that emphasize the use of a computer software package are acceptable only if students are required to understand, at an appropriate level, the theoretical principles embodied in the operation of the software and are required to construct, test, and implement procedures that use the software to accomplish tasks in the applicable problem domains. Courses that involve the learning of a computer programming language are acceptable only if they also include a substantial introduction to applications to one of the listed problem domains.</p>			

YES	NO		Identify Documentation Submitted
		<b>2. Statistical applications:</b> courses must satisfy <b>a, b,</b> and <b>c.</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> Course has a minimum mathematical prerequisite of College Mathematics, College Algebra, or Pre-calculus, or a course already approved as satisfying the MA requirement.	ISS 401 Syllabus and textbook chapters.
		<b>b.</b> The course must be focused principally on developing knowledge in statistical inference and include coverage of all of the following:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	i. Design of a statistical study.	ISS 401 Syllabus and textbook chapters.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	ii. Summarization and interpretation of data.	ISS 401 Syllabus and textbook chapters.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	iii. Methods of sampling.	ISS 401 Syllabus and textbook chapters.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	iv. Standard probability models.	ISS 401 Syllabus and textbook chapters.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	v. Statistical estimation	ISS 401 Syllabus and textbook chapters.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	vi. Hypothesis testing.	ISS 401 Syllabus and textbook chapters.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	vii. Regression or correlation analysis.	ISS 401 Syllabus and textbook chapters.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> The course must include multiple demonstrations of how computers can be used to perform statistical analysis more efficiently, if use of computers to carry out the analysis is not required.	ISS 401 Syllabus and textbook chapters.

YES	NO		Identify Documentation Submitted
		<b>3. Quantitative applications:</b> courses must satisfy <b>a, b, and c:</b>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> Course has a minimum mathematical prerequisite of College Mathematics, College Algebra, or Pre-calculus, or a course already approved as satisfying the MA requirement.	ISS 401 Syllabus and textbook chapters.
		<b>b.</b> The course must be focused principally on the use of mathematical models in quantitative analysis and decision making. Examples of such models are:	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	i. Linear programming.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	ii. Goal programming.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	iii. Integer programming.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	iv. Inventory models.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	v. Decision theory.	ISS 401 Syllabus and textbook chapters.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	vi. Simulation and Monte Carlo methods.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	vii. Other (explanation must be attached).	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>c.</b> The course must include multiple demonstrations of how computers can be used to perform the above applications more efficiently, if use of computers is not required by students.	ISS 401 Syllabus and textbook chapters.

Course Prefix	Number	Title	General Studies Designation
ISS	401	Statistics for Integrated Social Science	CS

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Computer applications a) and b).	ISS 401 is a basic Statistics course, including the underpinnings of research and statistics, descriptive statistics, inferential statistics, and hypothesis testing. ISS 401 emphasizes the interpretation of statistics and the uses of statistics in the students' studies, professional lives, and personal lives.	<p>The course syllabus highlights basic statistics computer applications in:</p> <p>Course Goal 1: To develop the student's statistical literacy;</p> <p>Course Goal 2: To train the student in descriptive, inferential, and applied statistics;</p> <p>Course Goal 3: To educate the student to perform statistical analysis correctly;</p> <p>Course Goal 5: To educate the student on the correct statistical techniques to use for various research projects;</p> <p>Learning Outcome 4: To understand, apply, and interpret basic descriptive, inferential, and applied statistical procedures in academic and professional contexts;</p> <p>Learning Outcome 5: To select appropriate basic statistical procedures for each situation and to use them correctly;</p> <p>Learning Outcome 8: To model the effect of variables on each other;</p> <p>Learning Outcome 11: To interpret a computer-generated print-out of statistical results; and</p> <p>Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 &amp; 12.</p>
2. Statistical applications a), b), and c).	ISS 401 includes some basics of research methods and emphasizes descriptive statistics, inferential statistics, hypothesis testing, display of data, and drawing conclusions based on calculated statistics.	<p>Prerequisite MAT 142 or higher.</p> <p>The course syllabus highlights statistical applications in:</p> <p>Course Goal 1: To develop the student's statistical literacy;</p>

		<p>Course Goal 2: To train the student in descriptive, inferential, and applied statistics;</p> <p>Course Goal 3: To educate the student to perform statistical analysis correctly;</p> <p>Course Goal 5: To educate the student on the correct statistical techniques to use for various research projects;</p> <p>Learning Outcome 1: To integrate properly conducted and properly analyzed statistical analysis into social science, economics, political science, and philosophy studies and their related professions;</p> <p>Learning Outcome 2: To integrate statistical analysis of social-behavioral variables into social science, economics, political science, and philosophy studies;</p> <p>Learning Outcome 3: To assess the social scientific impact of findings of research on economic, political, and technological interactions;</p> <p>Learning Outcome 4: To understand, apply, and interpret basic descriptive, inferential, and applied statistical procedures in academic and professional contexts;</p> <p>Learning Outcome 5: To select appropriate basic statistical procedures for each situation and to use them correctly;</p> <p>Learning Outcome 6: To interpret statistical results accurately and communicate those results in terms which are meaningful to others;</p> <p>Learning Outcome 7: To appreciate the manner in which variables such as productivity, biodiversity, race, gender, age, educational achievement, and income inform problems and shape decisions;</p> <p>Learning Outcome 8: To model the effect of variables on each other;</p> <p>Learning Outcome 9: To apply statistical inference to predict the long range consequences of present decisions;</p> <p>Learning Outcome 10: To recommend decisions based on correct statistical procedures, analysis, and results;</p> <p>Learning Outcome 11: To interpret a computer-generated print-out of statistical results; and</p> <p>Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 &amp; 12.</p>
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<p>3. Quantitative applications a), b) and c).</p>	<p>Computers are used to calculate descriptive and inferential statistics. The text emphasizes the use of several different statistical packages.</p>	<p>Prerequisite MAT 142 or higher.</p> <p>The course syllabus highlights quantitative applications in:</p> <p>Course Goal 4: To train the student to determine if a statistical analysis was performed correctly by others (i.e., is the statistical analysis credible);</p> <p>Course Goal 5: To educate the student on the correct statistical techniques to use for various research projects;</p> <p>Course Goal 6: To develop the student's ability to communicate the implications of statistical analysis to others;</p> <p>Course Goal 7: To develop the student's ability to make recommendations based on the correct application and interpretation of statistical analysis;</p> <p>Learning Outcome 1: To integrate properly conducted and properly analyzed statistical analysis into social science, economics, political science, and philosophy studies and their related professions;</p> <p>Learning Outcome 2: To integrate statistical analysis of social-behavioral variables into social science, economics, political science, and philosophy studies;</p> <p>Learning Outcome 3: To assess the social scientific impact of findings of research on economic, political, and technological interactions;</p> <p>Learning Outcome 4: To understand, apply, and interpret basic descriptive, inferential, and applied statistical procedures in academic and professional contexts;</p> <p>Learning Outcome 5: To select appropriate basic statistical procedures for each situation and to use them correctly;</p> <p>Learning Outcome 6: To interpret statistical results accurately and communicate those results in terms which are meaningful to others;</p> <p>Learning Outcome 7: To appreciate the manner in which variables such as productivity, biodiversity, race, gender, age, educational achievement, and income inform problems and shape decisions;</p> <p>Learning Outcome 8: To model the effect of variables on each other;</p> <p>Learning Outcome 9: To apply statistical inference to</p>
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		<p>predict the long range consequences of present decisions;</p> <p>Learning Outcome 10: To recommend decisions based on correct statistical procedures, analysis, and results;</p> <p>Learning Outcome 11: To interpret a computer-generated print-out of statistical results;</p> <p>Units 1, 5, 6, 7, 8, 9, 10, 11 &amp; 12; and</p> <p>Text (Sirkin, 2006) includes illustrations and instructions using several statistical packages including SAS, SPSS, and Excel.</p>
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ISS 401  
Statistics for Integrated Social Science

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns, please send your inquiry to [cisa@asu.edu](mailto:cisa@asu.edu).

Instructor: Sara Moya, Ph.D.  
Office: Santa Catalina 252, Polytechnic Campus  
Contact Info: [sdmoya@asu.edu](mailto:sdmoya@asu.edu); 480-727-1526

**Prerequisite:**

MAT 142 or higher.

**Course Goals:**

ISS 401 is designed to provide the student with an integrated, general introduction to Statistics. Specifically, the Course Goals are

1. To develop the student's statistical literacy.
2. To train the student in descriptive, inferential, and applied statistics.
3. To educate the student to perform statistical analysis correctly.
4. To train the student to determine if a statistical analysis was performed correctly by others (i.e., is the statistical analysis credible).
5. To educate the student on the correct statistical techniques to use for various research projects.
6. To develop the student's ability to communicate the implications of statistical analysis to others.
7. To develop the student's ability to make recommendations based on the correct application and interpretation of statistical analysis.

**Learning Outcomes:**

By the end of this course, each student will have demonstrated that they are able to:

1. To integrate properly conducted and properly analyzed statistical analysis into social science, economics, political science, and philosophy studies and their related professions.
2. To integrate statistical analysis of social-behavioral variables into social science, economics, political science, and philosophy studies.
3. To assess the social scientific impact of findings of research on economic, political, and technological interactions.

4. To understand, apply, and interpret basic descriptive, inferential, and applied statistical procedures in academic and professional contexts.
5. To select appropriate basic statistical procedures for each situation and to use them correctly.
6. To interpret statistical results accurately and communicate those results in terms which are meaningful to others.
7. To appreciate the manner in which variables such as productivity, biodiversity, race, gender, age, educational achievement, and income inform problems and shape decisions.
8. To model the effect of variables on each other.
9. To apply statistical inference to predict the long range consequences of present decisions.
10. To recommend decisions based on correct statistical procedures, analysis, and results.
11. To interpret a computer-generated print-out of statistical results.
12. To determine the credibility of statistical analyses performed by others and to communicate accurately the efficacy or challenges of those statistical analyses.
13. To conduct ethical statistical research and to communicate the results ethically.

**Required Course Texts/ Readings/Materials:**

R. Mark Sirkin (2006), *Statistics for the Social Sciences (3<sup>rd</sup> edition)*, Thousand Oaks: Sage. ISBN: 1-4129-0546-X.

Lectures for *Statistics in Integrative Social Studies*. Available in PowerPoint on Course website.

**Course Format:**

Online course.

Weekly Assignments from assigned reading and literature searches.

**Coursework :**

Orientation Assignments	100 points	9%
Six Weekly Quizzes (multiple choice, short essay)	600 points	6 x 9% = 54%
Final with Review (multiple choice, short essay)	410 points	37%

**Final Grades**

A	90-100	Excellent
B	80-89.9	Good
C	70-79.9	Average
D	60-69.9	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

**Disability Accommodations for Students:**

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.

Students who desire accommodations for a disability should contact DR C as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

**CLASS DATES:**

**Beginning Thursday, August 18, 2016; graded coursework due Wednesday, August 24, 2016 at 11:59 PM MST**

**Course Orientation: Course Organization and Introduction to Statistics**

- Take the Syllabus Quiz (Quiz 0-Orientation) by 11:59 PM MST, August 24, 2016.
- Complete Assignment 1 (introductory email) by 11:59 PM MST, August 24, 2016. Assignment 1 covers the introductory email.

**Beginning August 24, 2016; graded coursework due August 31, 2016 at 11:59 PM MST**

**Unit 1: How We Reason; Levels of Measurement; Forms of Data**

- Read Chapters 1 and 2 in Sirkin (2006).
- Read Lecture 1.
- Take Quiz 1 by 11:59 PM MST, August 31, 2016. Quiz 1 covers Units 1 and 2.

**Unit 2: Defining Variables**

- Read Chapter 3 in Sirkin (2006).
- Read Lecture 2.
- Take Quiz 1 by 11:59 PM MST, August 31, 2016. Quiz 1 covers Units 1 and 2.

**Beginning August 31, 2016; graded coursework due September 7, 2016 at 11:59 PM MST**

**Unit 3: Measuring Central Tendency**

- Read Chapter 4 in Sirkin (2006).
- Read Lecture 3.
- Take Quiz 2 by 11:59 PM MST, September 7, 2016. Quiz 2 covers Units 3 and 4.

#### **Unit 4: Measuring Dispersion**

- Read Chapter 5 in Sirkin (2006).
- Read Lecture 4.
- Take Quiz 2 by 11:59 PM MST, September 7, 2016. Quiz 2 covers Units 3 and 4.

**Beginning September 7, 2016; graded coursework due September 14, 2016 at 11:59 PM MST**

#### **Unit 5: Constructing and Interpreting Contingency Tables**

- Read Chapter 6 in Sirkin (2006).
- Read Lecture 5.
- Take Quiz 3 by 11:59 PM MST, September 14, 2016. Quiz 3 covers Units 5 and 6.

#### **Unit 6: Introduction to Statistical Inference**

- Read Chapter 7 in Sirkin (2006).
- Read Lecture 6.
- Take Quiz 3 by 11:59 PM MST, September 14, 2016. Quiz 3 covers Units 5 and 6.

**Beginning September 14; graded coursework due September 21, 2016 at 11:59 PM MST**

#### **Unit 7: Probability Distribution and the “Normal Curve”**

- Read Chapters 7 and 8 in Sirkin (2006).
- Read Lecture 7.
- Take Quiz 4 by 11:59 PM MST, September 21, 2016. Quiz 4 covers Units 7 and 8.

#### **Unit 8: Tests of Significance: z test**

- Read Chapters 7 and 8 in Sirkin (2006).
- Read Lecture 8.
- Take Quiz 4 by September 21, 2016. Quiz 4 covers Units 7 and 8.

**Beginning September 21, 2016; graded coursework due September 28, 2016 at 11:59 PM MST**

#### **Unit 9: Tests of Significance: t test**

- Read Chapters 7, 8, and 9 in Sirkin (2006).
- Read Lecture 9.
- Take Quiz 5 by 11:59 PM MST, September 28, 2016. Quiz 5 covers Units 9 and 10.

### **Unit 10: Measuring Association in Contingency Tables**

- Read Chapter 11 in Sirkin (2006).
- Read Lecture 10.
- Take Quiz 5 by 11:59 PM MST, September 28, 2016. Quiz 5 covers Units 9 and 10.

**Beginning September 28, 2016; graded coursework due October 5, 2016 at 11:59 PM MST**

### **Unit 11: Chi Square**

- Read Chapters 11 and 12 in Sirkin (2006).
- Read Lecture 11.
- Take Quiz 6 by 11:59 PM MST, October 5, 2016. Quiz 6 covers Units 11 and 12.

### **Unit 12: Correlation and Regression Analysis**

- Read Chapter 13 in Sirkin (2006).
- Read Lecture 12.
- Take Quiz 6 by 11:59 PM MST, October 5, 2016. Quiz 6 covers Units 11 and 12.

**Beginning October 5, 2016; graded coursework due Friday, October 7, 2016 at 11:59 PM MST**

### **Unit 13: Review**

- Read Lecture 13.
- Review for your Final.
- Take both parts of your Final Exam by 11:59 PM MST, FRIDAY, October 7, 2016. The final covers the entire course. Your Final has two parts. Please be sure to complete both parts.
- Complete Assignment 2 by 11:59 PM MST, FRIDAY, October 7, 2016. Assignment 2 relates to Unit 13, Review.

### **Extra Credit:**

There will be no extra credit opportunities assigned for this course.

### **Course Policies:**

No student is to use a cell phone while attending a lecture or one of discussions we have on a conservation topic. If texting is observed during a lecture I will confiscate the phone and only allow you to use it in the evening.

### **Grade Appeals:**

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

**Incompletes:**

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

**Student Standards:**

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>

**Academic Integrity:**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

**Note:**

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations.

Students who have taken this class previously and would like to use the work from previous

assignments should contact the instructor for permission to do so.

**Prohibition of Commercial Note Taking Services:**

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

**Student Support and Disability Accommodations:**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

**Drop and Add Dates/Withdrawals:**

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

**Email Communications:**

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any



information communicated via email. For help with your email go to: [http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept\\_pk=822](http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822) and file a help desk ticket by clicking on “My Help Center.”

### **Campus Resources:**

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

### **Harassment Prohibited:**

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

### **Establishing a Safe Environment:**

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others’ viewpoints, whether you agree with them or not.

### **Syllabus Disclaimer:**

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

### **Student Conduct Statement:**

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>

- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm> , and

- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

#### **Religious Accommodations for Students:**

In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

#### **Missed Classes Due to University-Sanctioned Activities:**

In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to

classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the [academic unit chair](#) or the dean's designee.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any [academic unit](#) or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.