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# Instructor Information

| Photo of course instructor | Dr. Allyson Krupar |
| --- | --- |
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| Phone: 330-217-5130 |
| Open Office Hour: Tuesday 5pm to 6pm  Appointments: 24 hour notice |
| Instructor Bio:  My name is Ally Krupar and I’m the instructor in this class. Think of my role as a facilitator more than a lecturer. My expertise is in evidence-based evaluation of educational programs in conflict-affected environments, as an implementer, researcher, and M&E practitioner.  I have experience as an educator and teaching online from my work at American University, developing courses with faculty from 2008-2010. I then went to Uganda where I developed, planned, drafted proposals, and monitored and evaluated a distance learning program for healthcare workers in rural clinics who had limited technology access. From Uganda, I went to Afghanistan where I taught in the Information Technology and Computer Science program at the American University of Afghanistan. I lived in Kabul for one year from 2012 to 2013 and it is there that I decided that I would pursue a PhD in Education, focusing on lifelong learning, adult education and comparative and international education. My PhD helps me focus on your learning goals and outcomes from the position of an educator. I completed my PhD in August 2017.  Meanwhile, I have been working in M&E in various positions and consultancies since 2009. In addition to work in Uganda and Afghanistan, I worked in Liberia at a local organization developing participatory M&E tools and drafting logframes for proposals. Most recently, I have spent my summer months in Kenya in 2014-2016 developing M&E plans and evaluating current programs offered by RET (www.theret.org), an international NGO working in the refugee camps in Dadaab. I have experience with a variety of different organizations, from university settings to local NGOs, multinational organizations to US government funding (particularly drafting proposals for funding from the State Department and USAID).  In 2014, I started teaching M&E online at American University through the School of Professional and Extended Studies and SIS. This is my first time teaching the Data Driven Decision Making course and I look forward to learning with you all.  Think of my role as your guide through the course. We will be co-learners and will reflectively, and reflexively, think about our work and future paths. I will particularly emphasize M&E as a way of knowing or way to understand a problem, more akin to a research methods class, then to an area specific course. |

# Course Information

## **Course**

SPEX 660: Evaluation Sciences – 3 Graduate Credits

## **Dates**

Summer 2018

Start: May 7, 2018

End: July 1, 2018

## **Description**

This course explores quantitative and qualitative tools and methods for evaluating, presenting, and communicating data (big and small). Students will learn how to summarize and communicate findings to stakeholders so that they may make informed decisions that will improve organizational quality and efficiency overall.

This syllabus is subject to change by the instructor.

## Textbooks and Materials

* Bartlett, R. (2013) *Business analytics: Using data analysis tools to improve your organization's decision making and strategy.* New York, NY: McGraw Hill.

# Competencies & Outcomes

## Program Competencies

As a result of completing the MS in Applied Evaluation Sciences program, students will be able to:

1. Examine and demonstrate the use of analytic tools, both quantitative and qualitative, to provide descriptive, predictive and prescriptive project data.
2. Assess emerging trends in the global workplace and the impacts of ever-changing technologies.
3. Value the importance of ethical, intercultural, and agency/client/stakeholder relationships.
4. Establish professional relationships with all stakeholders by demonstrating leadership skills and using appropriate correspondence channels.

## Course Outcomes

Outcomes reflect the knowledge, skills, and attitudes a learner should have upon completing this course.

**Knowledge**

* Differentiate between qualitative and quantitative methods.
* Recognize how a mixed methods approach can be applied to understanding data.
* Examine the role the analytic approach plays in the decision-making process.

**Skills**

* Apply a mixed method approach to analyze data in a research project.
* Summarize and communicate findings to stakeholders.
* Analyze data to inform decisions and improve organizational quality and efficiency.
* Address the possible challenges of collecting data using a mixed method approach.

**Attitudes**

* Appreciate the ethical considerations related to the collection of data with a mixed method approach.
* Appreciate the role of the researcher, including biases, as it relates to collection and analysis using a mixed method approach.

# Course Schedule

| Unit | Topic | **Required Readings & Resources** | **Required Media** | **Online Discussions** | **Activities & Assessments** |
| --- | --- | --- | --- | --- | --- |
| 1 | Why Data? | **Textbook:** Bartlett, R. (2013) Business analytics: Using data analysis tools to improve your organization's decision making and strategy. New York, NY: McGraw Hill.   * Part 1: Introduction and Strategic Landscape * Chapter 1: The Business Analytics Revolution * Chapter 2: Inside the Corporation   **Web Resource:** Varian, H. (2009). [Hal Varian on how the web challenges managers](http://www.mckinsey.com/industries/high-tech/our-insights/hal-varian-on-how-the-web-challenges-managers). Retrieved from http://www.mckinsey.com/industries/high-tech/our-insights/hal-varian-on-how-the-web-challenges-managers  **Web Resource:** Banafa, A. (2014, July 3). [Small data vs. big data: Back to the basics](https://www.linkedin.com/pulse/20140703195144-246665791-small-data-vs-big-data-back-to-the-basics). Retrieved from <https://www.linkedin.com/pulse/20140703195144-246665791-small-data-vs-big-data-back-to-the-basics>  **Web Resource:** Ingram Micro Advisor. (n.d.). [Four types of big data analytics and examples of their use](http://www.ingrammicroadvisor.com/data-center/four-types-of-big-data-analytics-and-examples-of-their-use) [Blog post]. Retrieved from http://www.ingrammicroadvisor.com/data-center/four-types-of-big-data-analytics-and-examples-of-their-use | **Videos:** Lynda course, Learning Data Analytics  **Interactive:** Week 1 Types of Research Design  **PDF:** Research Project Overview  **PDF:** Week 1Research Project Tips: Choosing a Data Set | **Week 1 Discussion:** Getting to Know You  **Week 1 Discussion:** It's in the Syllabus  **Week 1 Discussion:** Why Data Analysis?  **Week 1 Discussion:** Virtual Field Trip - Exploring Data Resource | **Week 1 Activity:** Choose a Data Set |
| 2 | The "What" of Data Analysis | **Textbook:** Bartlett, R. (2013) *Business analytics: Using data analysis tools to improve your organization's decision making and strategy.* New York, NY: McGraw Hill.   * Chapter 3: Decisions, Decisions * Chapter 4: Analytics-driven Culture   **Web Resource**: Spradlin, D. (2012, September 25). [The power of defining the problem](https://hbr.org/2012/09/the-power-of-defining-the-prob). Harvard Business Review. Retrieved from https://hbr.org/2012/09/the-power-of-defining-the-prob  **Web Resource**: Spradlin, D. (2012, September 25). [Are you solving the right problem?](https://hbr.org/2012/09/are-you-solving-the-right-problem) Harvard Business Review. Retrieved from https://hbr.org/2012/09/are-you-solving-the-right-problem  **E-reserve:** Strickland, J. (2015, January 26). [Analytics and statistics: Is there a difference?](https://www.linkedin.com/pulse/difference-jeffrey-strickland-ph-d-cmsp-asep) Retrieved from https://www.linkedin.com/pulse/difference-jeffrey-strickland-ph-d-cmsp-asep | **PDF:** Week 2 Research Project Tips: Identifying the What | **Week 2 Discussion:** Analyzing Analytics  **Week 2 Discussion:** What is the Problem?  **Week 2 Discussion (Optional):** Project Feedback | **Week 2 Assignment:** Define the Issue and Implications |
| 3 | Finding the Fit | **Textbook:** Bartlett, R. (2013) *Business analytics: Using data analysis tools to improve your organization's decision making and strategy.* New York, NY: McGraw Hill.   * Chapter 10: Data Collection   **E-reserve:** Plano Clark, V. L., & Ivankova, N. V. (2015). Chapter 5: A conceptual framework for the field of mixed methods research. In Mixed methods research: A guide to the field. Los Angeles, CA: Sage Publications. | **Videos:** Lynda course, Ask Great Questions  **PDF:** Week 3 Research Project Tips: Identifying the Why | **Week 3 Discussion:** Ask the Right Questions  **Week 3 Discussion:** Select the Right Data Collection Method  **Week 3 Discussion (Optional):** Project Feedback | **Week 3 Assignment:** Profile Your Data |
| 4 | Making an Educated Guess | **Textbook:** Bartlett, R. (2013) *Business analytics: Using data analysis tools to improve your organization's decision making and strategy.* New York, NY: McGraw Hill.   * Chapter 7: Statistical Qualifications * Chapter 8: Statistical Diagnostics * Chapter 9: Statistical Review   **Web Resource:** Ray, S. (2015, November 3). Simple yet powerful Excel tricks for analyzing data [Blog post]. Retrieved from https://www.analyticsvidhya.com/blog/2015/11/excel-tips-tricks-data-analysis/ | **Videos:** Lynda course, Learning Data Science (Sections 3-5)  **PDF:** Week 4 Research Project Tips: Develop a Theory and Metric Plan | **Week 4 Discussion:** Choose the Right Tools  **Week 4 Discussion:** Theory Generating that Fits  **Week 4 Discussion (Optional):** Project Feedback | **Week 4 Assignment:** Develop Your Practical Theory & Metrics Plan |
| 5 | Data Wrangling | **Textbook:** Bartlett, R. (2013) *Business analytics: Using data analysis tools to improve your organization's decision making and strategy.* New York, NY: McGraw Hill.   * Chapter 11: Data Software * Chapter 12: Data Management   **Web Resource:** Tutorial - [Excel 2016: Intro to Excel Pivot Tables](https://www.gcflearnfree.org/excel2016/intro-to-pivottables/1/)  **Web Resource:** Tutorial - [Excel 2016: Doing More with Pivot Tables](https://www.gcflearnfree.org/excel2016/doing-more-with-pivottables/1/)  **Web Resource:** Fung, K. Junk Charts. (2017, July 6). [Junk charts: Recycling junk chart as junk art](http://junkcharts.typepad.com/) [Blog post]. Retrieved from http://junkcharts.typepad.com/ | **Videos:** Lynda course, Excel 2016: Introduction to Formulas and Functions (Sections 1-3 and 5)  **PDF:** Week 5 Research Project Tips: Data Analysis | **Week 5 Discussion:** Virtual Field Trip - Exploring Data Analysis Software  **Week 5 Discussion:** Best Practices for Presenting Data  **Week 5 Discussion (Optional):** Project Feedback | **Week 5 Assignment:** Perform Your Data Analysis |
| 6 | What's Your Data Telling You? | **Textbook:** Bartlett, R. (2013) *Business analytics: Using data analysis tools to improve your organization's decision making and strategy.* New York, NY: McGraw Hill.   * Chapter 5: Organization - The People Side of the Equation * Chapter 6: Developing Competitive Advantage   **Web Resource:** Peterson, R. (n.d.). 37 [Big data case studies with big results](https://www.businessesgrow.com/2016/12/06/big-data-case-studies) [Blog Post]. Retrieved from https://www.businessesgrow.com/2016/12/06/big-data-case-studies  **Web Resource:** Wilson, M. (2011, May 13). [Hillarious graphs prove that correlation isn't causation](https://www.fastcodesign.com/3030529/hilarious-graphs-prove-that-correlation-isnt-causation). Retrieved from https://www.fastcodesign.com/3030529/hilarious-graphs-prove-that-correlation-isnt-causation | **Video:** Decision Skills. (2015, July 13). Ice cream kills: Correlation vs. causation [Video File]. Retrieved from https://youtu.be/VMUQSMFGBDo  **Video:** Khan, S. (2011, August 18). Correlation and causality [Video File]. Retrieved from https://www.khanacademy.org/math/probability/scatterplots-a1/creating-interpreting-scatterplots/v/correlation-and-causality  **PDF:** Week 6 Research Project Tips: Recommendations & Notable Strengths/Weaknesses | **Week 6 Discussion:** Correlation vs Causation  **Week 6 Discussion:** Examine the Examples  **Week 6 Discussion (Optional):** Project Feedback | **Week 6 Assignment:** Summarize Your Recommendations |
| 7 | Weaving It All Together | **E-reserve:** Knaflic, C. N. (2015). Chapter 8 - Pulling it all together. In Storytelling with data. Hoboken, IL: Wiley. | **Video:** Knaflic, C. N. (2016, March 1). Declutter your data visualizations [Video File]. Retrieved from https://youtu.be/X79o46W5plI  **Video:** SAS Software. (2016, May 24). Storytelling in business: Data storytelling [Video File]. Retrieved from https://youtu.be/PNo\_q5ZnKtw  **PDF:** Week 7 Research Project Tips: Project Presentation | **Week 7 Discussion:** Making Data Speak to Decision Makers  **Week 7 Discussion:** Present Your Results |  |
| 8 | Over the Horizon | **Web Resource:** Marr, B. (2016, March 16). 17 Predictions about the future of big data everyone should read. Forbes. Retrieved from https://www.forbes.com/sites/bernardmarr/2016/03/15/17-predictions-about-the-future-of-big-data-everyone-should-read/#907a36c1a32d | **PDF:** Week 8 Research Project Tips: Submitting the Research Project | **Week 8 Discussion:** Future of Business Analytics  **Week 8 Discussion:** Project Reflection | **Week 8 Assignment:** Develop Your Report |

# Grading and Assessment

## Assessment

SPEX660 will use a project-based assessment strategy in which students gain knowledge, skills, and attitudes by working individually to analyze a data set in order to make recommendations to decision-makers.

Discussions are formative assessments that will measure what students know and what students understand. As a result of participating in the course discussions, students should be able to:

* Differentiate between qualitative and quantitative methods.
* Address the possible challenges of collecting data using a mixed method approach.
* Examine the role the analytic approach plays in the decision-making process.
* Appreciate the ethical considerations related to the collection of data with a mixed method approach

Assignments are formative assessments that will measure what the students know how to do. As a result of completing the assignments, students should be able to:

* Recognize how a mixed methods approach can be applied to understanding data.
* Analyze data to inform decisions and improve organizational quality and efficiency.

The final deliverables are a summative assessment where students will apply what they know, understand, and know how to do in order to demonstrate their proficiency in developing a presentation and report. As a result of completing the assignments, students should be able to:

* Apply a mixed method approach to analyze data in a research project.
* Summarize and communicate findings to stakeholders.
* Appreciate the role of the researcher, including biases, as it relates to collection and analysis using a mixed method approach.

## Grading Scale

| Exemplary | Good | Needs Improvement | Unacceptable |
| --- | --- | --- | --- |
| A 95%-100% | B+ 87%-89% | C+ 77%-79% | D 65%-69% |
| A- 90%-94% | B 84%-86% | C 74%-76% | F Under 65% |
|  | B- 80%-83% | C- 70%-73% |  |

\* Graduate students are considered to be in Good Academic Standing if they are achieving Satisfactory Academic Progress toward the degree requirements of their program and have a cumulative GPA of 3.00 or higher. Grades of C- or lower will not be accepted as fulfilling a degree requirement but will be calculated in the cumulative GPA. Individual programs may set higher standards. For further information, please refer to the Graduate Academic Regulations section of the [American University Catalog](http://catalog.american.edu/).

## Final Grade Calculation

| Assessment | Percentage |
| --- | --- |
| Discussions (17 weighted equally) | 25% |
| Week 2 Assignment: Define the Issue and Implications | 5% |
| Week 3 Assignment: Profile Your Data | 10% |
| Week 4 Assignment: Develop Your Practical Theory & Metrics Plan | 10% |
| Week 5 Assignment: Perform Your Data Analysis | 10% |
| Week 6 Assignment: Summarize Your Recommendations | 10% |
| Week 7 Discussion: Present Your Results | 15% |
| Week 8 Assignment: Develop Your Report | 15% |

## Rubrics

All assessments will have detailed instructions in the Engage course space and will be scored using the rubrics that follow. You should review all of the instructions in Engage and the rubrics before submitting each assessment. If you have questions about an assessment or rubric, contact the instructor to schedule a time to speak one-on-one.

| Online Discussion Rubric Online discussions are a major component of this course and are meant to take the place of collaborative discussions that occur in a face-to-face course. In order to create a collaborative environment with meaningful results, students must make the required amount of posts. All posts must be written in a professional and respectful manner with proper netiquette. | | | | |
| --- | --- | --- | --- | --- |
|  | Exemplary  (A) | Good  (B) | Needs Improvement (C) | Unacceptable  (D-F) |
| Initial Posting | **41 to 45 points**  Critically analyzes, synthesizes, and/or evaluates the topic at hand, with explicit references to relevant course content and concepts. Incorporates professional and/or personal experience into post. | **36 to 40 points**  Attempts to analyze, synthesize, and/or evaluate the topic at hand, with some references to relevant course content and concepts. | **32 to 35 points**  Demonstrates general comprehension of the topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant. | **0 to 31 points**  Insufficiently addresses one or more parts of the prompt or post is absent. |
| Responses to Others | **41 to 45 points**  Significantly contributes to the discussion with ideas, questions, analysis, critique, or information. Employs a professional and supportive tone. | **36 to 40 points**  Contributes to the discussion with ideas, questions, or information. Employs a professional and supportive tone. | **32 to 35 points**  Contributions to the discussion are of limited value and/or tone is somewhat inappropriate. | **0 to 31 points**  One or more required responses are inadequate, irrelevant, unprofessional, or absent. |
| Conventions | **9-10 points**  Posts contain no more than one or two typos or minor errors in grammar, spelling, or usage. | **8 points**  Posts contain a few typos or minor errors in grammar, spelling, or usage. | **6-7 points**  Posts contain multiple typos and/or errors in grammar, spelling, or usage that do not interfere with the reader's overall comprehension. | **0 to 5 points**  Posts contain significant, repeated errors in grammar, spelling, or usage that impede the reader's overall comprehension. |

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| Define the Issue and Implications This rubric will be used to evaluate the assignment on defining the issue and implications for your research project. | | | | |
|  | **Exemplary  (A)** | **Good  (B)** | **Needs Improvement (C)** | **Unacceptable  (D-F)** |
| **Issue Definition & Implications** | **31 to 35 points**Identifies an issue that is very clearly and concisely defined and grounded in the data elements available in the chosen data set. A clear link is made between solving the problem and a benefit to the organization. | **28 to 30 points** Identifies an issue that is somewhat clearly and concisely defined and grounded in the data elements available in the chosen data set. A clear link is made between solving the problem and a benefit to the organization. | **24 to 27 points** Identifies an issue that is somewhat clearly and concisely defined that is grounded in the data elements available in the chosen data set. Some clarity is needed in order to make the link between resolution and organizational benefit. | **0 to 23 points**Does not identify an issue or is not grounded in the data elements available in the chosen data set. The link between resolution and organizational benefit is not overtly apparent. Significant revisions are needed. |
| **Background & Research** | **31 to 35 points**Provides a concise summary of the issue with applicable reference information regarding definition and relevance to program area of study. Includes a concise description of qualitative methodology. | **28 to 30 points** Provides a somewhat concise summary of the issue with applicable reference information regarding definition and relevance to program area of study. Includes a description of qualitative methodology. | **24 to 27 points** Provides a somewhat concise summary of the issue with applicable reference information regarding definition and relevance to program area of study. However, the reference information does not fully address definition or relevance. Includes a description of qualitative methodology. | **0 to 23 points**Does not provide reference information regarding definition and relevance to program area of study is not provided. Does not include a description of qualitative methodology. Significant revisions are required. |
| **Format & Organization** | **14 to 15 points**Submission is well organized and adheres to all formatting requirements with minimal errors. | **12 to 13 points**Submission is generally organized and attempts to adhere to all formatting requirements with occasional minor errors. | **10 to 11 points**Submission is somewhat disorganized and/or fails to fully address one or more formatting requirements. | **0 to 9 points**Submission is disorganized and/or disregards one or more formatting requirements. |
| **Conventions** | **14 to 15 points**Appropriately applies conventions of academic writing style and skillfully communicates meaning to readers with clarity, fluency, and minimal errors. | **12 to 13 points**Generally applies the conventions of academic writing style with occasional minor errors. | **10 to 11 points**Generally applies the conventions of academic writing style with one or two significant or repeated errors. | **0 to 9 points**Fails to apply conventions of academic writing style and/or uses language that impedes the reader’s overall comprehension. |

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| Profile Your Data This rubric will be used to evaluate the assignment on profiling your data for your research project. | | | | |
|  | Exemplary  (A) | Good  (B) | Needs Improvement (C) | Unacceptable  (D-F) |
| Profiling of Data Set | **24 to 25 points**Clearly identifies variables that represent the issue and drivers, and where appropriate, clearly identifies and defines the groups. Definitions include precise numerical cut off points or categories. | **20 to 23 points**Identifies variables that represent the issue and drivers sufficiently, and where appropriate, somewhat identifies and defines the groups. Definitions include somewhat specific numerical cut off points or categories. | **17 to 19 points**Somewhat identifies variables that represent the issue and drivers; where appropriate, groups are not clearly identified and defined. Some clarification is needed in order to understand what the issue is and what is causing it. | **0 to 16 points**Does not identify the variables that represent the issue and drivers; where appropriate, the groups are not clearly identified or defined. Major revisions are needed. |
| Research | **24 to 25 points**Provides a succinct summary of reference information utilized to identify drivers and groupers and create data definitions. Briefly describes iterations or refinement of data definitions resulting from profile and qualitative methods. A logical causal mechanism is clearly stated. | **20 to 23 points** Provides a somewhat relevant summary of reference information utilized to identify drivers and groupers and create data definitions. May briefly describe iterations or refinement of data definitions resulting from profile and qualitative methods. A logical causal mechanism is clearly stated. | **17 to 19 points**Provides a partially relevant summary of reference information utilized to identify drivers and groupers and create data definitions. May briefly describes iterations or refinement of data definitions resulting from profile and qualitative methods. A logical causal mechanism stated though clarification may be needed. | **0 to 16 points** Does not provide a relevant summary of reference information utilized to identify drivers and groupers and create data definitions. Does not include a description or iterations or refinement of data definitions resulting from profile and qualitative methods. A logical causal mechanism is not stated. |
| Data collection methods | **18 to 20 points**  Selected the appropriate data collection methods for the analysis. | **16 to 17 points**Somewhat selected the appropriate data collection methods for the analysis. | **14 to 15 points**Indicates data collection methods, but some may need re-examined. | **0 to 13 points**Does not provide or includes spare information on data collection methods. |
| Format & Organization | **14 to 15 points**  Submission is well organized and adheres to all formatting requirements with minimal errors. | **12 to 13 points**Submission is generally organized and attempts to adhere to all formatting requirements with occasional minor errors. | **11 to 12 points**Submission is somewhat disorganized and/or fails to fully address one or more formatting requirements. | **0 to 10 points**Submission is disorganized and/or disregards one or more formatting requirements. |
| Conventions | **14 to 15 points**  Appropriately applies conventions of academic writing style and skillfully communicates meaning to readers with clarity, fluency, and minimal errors. | **12 to 13 points**  Generally applies the conventions of academic writing style with occasional minor errors. | **11 to 12 points**  Generally applies the conventions of academic writing style with one or two significant or repeated errors. | **0 to 10 points**  Fails to apply conventions of academic writing style and/or uses language that impedes the reader’s overall comprehension. |

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| Develop Your Practical Theory & Metrics Plan This rubric will be used to evaluate the assignment on developing your practical theory and metrics plan for your research project. | | | | |
|  | Exemplary  (A) | Good  (B) | Needs Improvement (C) | Unacceptable  (D-F) |
| Theory | **31 to 35 points**  Provides a practical theory that is clearly stated and can be tested through analysis of the data set selected. | **28 to 30 points**  Provides a practical theory that is somewhat clearly stated that can be tested through analysis of the data set selected. | **24 to 27 points**  Provides a practical theory that is somewhat clearly stated but is not in a format that makes it a testable statement. Theory does draw on and is related to the data set. | **0 to 23 points**  Provides a testable statement format that is not used to state the theory OR the theory is not related to the data set. |
| Metrics & Analysis Plan | **31 to 35 points**  The information to be derived from the data set in order to test the theory is described and set forth in logical and sequential steps. The data summary statistics to be derived are defined and outlined in either a list or through the use of table shells. | **28 to 30 points**  The information to be derived from the data set in order to test the theory is described and set forth in somewhat logical and sequential steps. The data summary statistics to be derived are defined and outlined in either a list or through the use of table shells. | **24 to 27 points**  The information to be derived from the data set in order to test the theory is described and set forth in somewhat logical and sequential steps. The data summary statistics to be derived are ill defined but outlined in either a list or through the use of table shells. | **0 to 23 points**  The information to be derived from the data set in order to test the theory is not described clearly. There is no clear path laid out to complete the analysis. |
| Format & Organization | **14 to 15 points**  Submission is well organized and adheres to all formatting requirements with minimal errors. | **12 to 13 points**  Submission is generally organized and attempts to adhere to all formatting requirements with occasional minor errors. | **10 to 11 points**  Submission is somewhat disorganized and/or fails to fully address one or more formatting requirements. | **0 to 9 points**  Submission is disorganized and/or disregards one or more formatting requirements. |
| Conventions | **14 to 15 points**  Appropriately applies conventions of academic writing style and skillfully communicates meaning to readers with clarity, fluency, and minimal errors. | **12 to 13 points**  Generally applies the conventions of academic writing style with occasional minor errors. | **10 to 11 points**  Generally applies the conventions of academic writing style with one or two significant or repeated errors. | **0 to 9 points**  Fails to apply conventions of academic writing style and/or uses language that impedes the reader’s overall comprehension. |

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| --- | --- | --- | --- | --- |
| Perform Your Data Analysis This rubric will be used to evaluate the assignment on performing your data analysis for your research project. | | | | |
|  | Exemplary  (A) | Good  (B) | Needs Improvement (C) | Unacceptable  (D-F) |
| Noteworthy Results | **31 to 35 points**  Includes a list of findings or trends either in support of or disagreement with the theory and is provided in a clear and concise fashion. Unusual or surprising observations are described. | **28 to 30 points**  Includes a list of findings or trends either in support of or disagreement with the theory and is provided in a somewhat clear and concise fashion. Unusual or surprising observations are described. | **24 to 27 points**  Includes a list of findings or trends but is not directly related to testing of the theory. With some clarification, a linkage back to the accuracy of the theory can be made. | **0 to 23 points**  Includes a list of findings or trends not directly related to testing of the theory. There is little insight regarding the results and the accuracy of the theory. |
| Reflection | **31 to 35 points**  Provides a brief description of potential data visualizations appropriate for the intended audience is provided. A sentence or two regarding alternative theories or questions and rationale for posing them. Some comments are provided regarding challenges experienced during the analysis and possible or actual solutions used. | **28 to 30 points**  Provides a brief description of potential data visualizations, though only somewhat appropriate for the intended audience, is provided. A sentence or two regarding alternative theories or questions and rationale for posing them. Some comments are provided regarding challenges experienced during the analysis and possible or actual solutions used. | **24 to 27 points**  Provides a description of potential data visualizations, though not appropriate for the intended audience, is provided. A sentence or two regarding alternative theories or questions and rationale for posing them. Some comments are provided regarding challenges experienced during the analysis and possible or actual solutions used. | **0 to 23 points**  Provides a brief description of potential data visualizations, though not appropriate for the intended audience, is provided. A sentence or two regarding alternative theories or questions and rationale for posing them is not provided. No comments are provided regarding challenges experienced during the analysis and possible or actual solutions used. |
| Format & Organization | **14 to 15 points**  Submission is well organized and adheres to all formatting requirements with minimal errors. | **12 to 13 points**  Submission is generally organized and attempts to adhere to all formatting requirements with occasional minor errors. | **10 to 11 points**  Submission is somewhat disorganized and/or fails to fully address one or more formatting requirements. | **0 to 9 points**  Submission is disorganized and/or disregards one or more formatting requirements. |
| Conventions | **14 to 15 points**  Appropriately applies conventions of academic writing style and skillfully communicates meaning to readers with clarity, fluency, and minimal errors. | **12 to 13 points**  Generally applies the conventions of academic writing style with occasional minor errors. | **10 to 11 points**  Generally applies the conventions of academic writing style with one or two significant or repeated errors. | **0 to 9 points**  Fails to apply conventions of academic writing style and/or uses language that impedes the reader’s overall comprehension. |

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| **Summarize Your Recommendations**  This rubric will be used to evaluate the assignment on summarizing your recommendations for your research project. | | | | |
|  | Exemplary  (A) | Good  (B) | Needs Improvement (C) | Unacceptable  (D-F) |
| Recommendations | **31 to 35 points**  Provides a focused set of recommendations that address findings in the data set while balancing likely organizational constraints such as resources. Recommendations are provided in business terms appropriate for the intended audience. | **28 to 30 points**  Provides a somewhat focused set of recommendations that address findings in the data set while balancing likely organizational constraints such as resources. Recommendations are provided in business terms appropriate for the intended audience. | **24 to 27 points**  Provides a somewhat focused set of recommendations that address findings in the data set but do not balancing likely organizational constraints such as resources. Recommendations are provided in somewhat relevant business terms to the intended audience. | **0 to 23 points**  Provides a number of recommendations; however, they are overly ambitious, do not address findings in the data set, and disregard real world business limitations. The language used to provide the recommendations would not be easily understood by business users. |
| Strengths & Weaknesses | **31 to 35 points**  Includes a brief description of factors related to the data set or the analysis that either strengthen or weaken the validity of the findings or recommendations. Potential organizational influences are also considered and summarized. | **28 to 30 points**  Includes a brief description of factors related to the data set or the analysis that either strengthen or weaken the validity of the findings or recommendations. Potential organizational influences are not considered. | **24 to 27 points**  Includes a brief description of factors loosely related to the data set or the analysis that either strengthen or weaken the validity of the findings or recommendations. Potential organizational influences are not considered. | **0 to 23 points**  Description is of factors that have no influence on validity of findings. Potential organizational influences are not considered. |
| Format & Organization | **14 to 15 points**  Submission is well organized and adheres to all formatting requirements with minimal errors. | **12 to 13 points**  Submission is generally organized and attempts to adhere to all formatting requirements with occasional minor errors. | **10 to 11 points**  Submission is somewhat disorganized and/or fails to fully address one or more formatting requirements. | **0 to 9 points**  Submission is disorganized and/or disregards one or more formatting requirements. |
| Conventions | **14 to 15 points**  Appropriately applies conventions of academic writing style and skillfully communicates meaning to readers with clarity, fluency, and minimal errors. | **12 to 13 points**  Generally applies the conventions of academic writing style with occasional minor errors. | **10 to 11 points**  Generally applies the conventions of academic writing style with one or two significant or repeated errors. | **0 to 9 points**  Fails to apply conventions of academic writing style and/or uses language that impedes the reader’s overall comprehension. |

| Presentation Rubric | | | | |
| --- | --- | --- | --- | --- |
|  | Exemplary  (A) | Good  (B) | Needs Improvement (C) | Unacceptable  (D-F) |
| Content | **45 to 50 points**  Demonstrates mastery by appropriately analyzing, synthesizing, and/or evaluating the assigned topic, with explicit references to relevant course content and concepts. | **40 to 44 points**  Attempts to analyze, synthesize, and/or evaluate the assigned topic, with adequate references to relevant course content and concepts. | **35 to 39 points**  Demonstrates general comprehension of the assigned topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant. | **0 to 34 points**  Insufficiently addresses one or more major components of the assignment and/or demonstrates limited comprehension of the assigned topic. |
| Delivery | **18 to 20 points**  Delivery is polished and confident. Presentation is compelling and appropriate for a professional audience. | **16 to 17 points**  Delivery is generally polished, but may have minor issues with tone, posture, gestures, eye contact, or vocal expression. Presentation is interesting and appropriate for a professional audience. | **14 to 15 points**  Delivery is lacking in one or two areas (tone, posture, gestures, eye contact, or vocal expression) or presentation is somewhat inappropriate for the intended audience. | **0 to 13 points**  Delivery has significant problems with tone, posture, gestures, eye contact, or vocal expression and/or presentation is inappropriate for the intended audience. |
| Effectiveness | **18 to 20 points**  Central message is clear, compelling, precisely communicated, and well supported by relevant evidence, examples, visual aids, and supplemental materials, as appropriate. | **16 to 17 points**  Central message is clearly and effectively communicated using relevant supporting evidence, examples, visual aids, and supplemental materials, as appropriate. | **14 to 15 points**  Central message is generally conveyed but may be somewhat inconsistent or lack sufficient supporting evidence, examples, visuals, or supplemental materials. | **0 to 13 points**  Central message is unclear, unsupported, irrelevant, or absent. |
| Conventions | **9 to 10 points**  Appropriately applies conventions of academic communication, including proper citations and acknowledgment as needed. Script and any supporting materials are properly formatted and free of errors in grammar, spelling, and usage. | **8 points**  Generally applies the conventions of academic communication with occasional minor errors in citation, formatting, or grammar/ spelling/ usage. | **7 points**  Generally applies the conventions of academic communication with one or two significant or repeated errors in citation, formatting, or grammar/spelling  /usage. | **0 to 6 points**  Fails to apply conventions of academic communication and/or includes errors that impede comprehension. |

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| **Research Project Report**  The written assignment rubric will be used to evaluate the deliverables for your data analysis project. | | | | |
|  | Exemplary  (A) | Good  (B) | Needs Improvement (C) | Unacceptable  (D-F) |
| Content | **24 to 25 points**  Provides a clear and compelling narrative that summarizes the issue, implications, and findings. Key results or statistics are referenced while communicating findings. The audience should have a firm understanding of the problem, its importance, and potential causes. | **20 to 23 points** Provides a clear narrative that summarizes the issue, implications, and findings. Key results or statistics are referenced while communicating findings. The audience has a firm understanding of the problem but not its importance or potential causes. | **17 to 19 points** Provides a somewhat clear narrative that summarizes the issue, implications, and findings. Key results or statistics are referenced while communicating findings. The audience has a somewhat firm understanding of the problem but not its importance or potential causes. | **0 to 16 points**  The narrative provided does not clearly summarize the issue, implications, and findings. Key results or statistics are lacking. The audience has only a tenuous understanding of the issue. |
| Call to Action | **24 to 25 points**  Includes findings or recommendations that are actionable or support decision making. There is a clear call to action. | **20 to 23 points**  Includes findings or recommendations that are actionable or support decision making. The call to action is present though not entirely clear. | **17 to 19 points**  Includes findings or recommendations that are somewhat actionable or support decision making. The call to action is present though not entirely clear. | **0 to 16 points**  Includes findings or recommendations that are not conducive to action or decision making. The call to action is absent or unclear. |
| Appropriate for Audience | **18 to 20 points**  The language and level of detail is appropriate for non-technical audiences concerned with decision making. | **16 to 17 points**  The language and level of detail is somewhat appropriate for non-technical audiences concerned with decision making. | **14 to 15 points**  The language slightly technical and complex and not geared towards decision makers. | **0 to 13 points**  The language if overly complex and technical and far too lengthy. |
| Format & Organization | **14 to 15 points**  Submission is well organized and adheres to all formatting requirements with minimal errors. | **12 to 13 points**  Submission is generally organized and attempts to adhere to all formatting requirements with occasional minor errors. | **10 to 11 points**  Submission is somewhat disorganized and/or fails to fully address one or more formatting requirements. | **0 to 9 points**  Submission is disorganized and/or disregards one or more formatting requirements. |
| Conventions | **14 to 15 points**  Appropriately applies conventions of academic writing style and skillfully communicates meaning to readers with clarity, fluency, and minimal errors. | **12 to 13 points**  Generally applies the conventions of academic writing style with occasional minor errors. | **10 to 11 points**  Generally applies the conventions of academic writing style with one or two significant or repeated errors. | **0 to 9 points**  Fails to apply conventions of academic writing style and/or uses language that impedes the reader’s overall comprehension. |

# Guidelines & Expectations

## **Delivery**

This is a fast-paced online course, where real-time group synthesis of material is required for the optimal student learning experience. This course is not self-paced. Given the course structure, the optimal learning experience depends on full participation as discussions are taking place online. Students should budget their time wisely to ensure that they can participate fully in class meetings and activities. Failure to participate in real time throughout the semester will significantly impact students’ grades, their ability to pass the course, and their overall understanding of the course material.

## **Instructional Technologies**

In this course, students will use the following systems and tools:

* Engage Learning Management System: Participants will use their Engage credentials to log in at <https://engage.american.edu> .
* Hardware
  + Any computer that is capable of running a modern Operating System (OS). For example: Windows 7, Mac OS/X, Linux
  + More memory (RAM) will allow for more applications, such as your online course and Microsoft Word, to be open and will speed up your computer in general.
  + A High Speed/Broadband internet connection.
  + You may also wish to purchase a microphone, either standalone or with a set of headphones.
* Web Browser Requirements: While the following web browsers are supported and tested, this course is optimized for use in Chrome.
  + With PCs running Windows OS:
    - Chrome. Download the latest version of Chrome here: <http://www.google.com/chrome>
    - Safari. Download the latest version of Safari here: <http://www.apple.com/safari/download>
    - Firefox 4.0 and above. Download the latest version of Firefox here: <http://www.mozilla.com/en-US/firefox/all/>
    - Internet Explorer version 9.0 and above. Download the latest version of Internet Explorer for Windows here: http://www.microsoft.com/windows/internet-explorer/worldwide-sites.aspx
  + With Macs running OS X:
    - Chrome. Download the latest version of Chrome here: <http://www.google.com/chrome>
    - Safari. Download the latest version of Safari here: <http://www.apple.com/safari/download>
    - Firefox 4.0 and above. Download the latest version of Firefox here: <https://www.mozilla.org/en-US/firefox/all/>
* Cookies Must Be Enabled on Your Browser: A cookie is a small file that is placed on your computer by the server. Cookies are a very common Internet technology used by many websites, such as Amazon or eBay. Your browser has a setting that allows you to control whether you allow cookies or not.
* Adobe Connect web conferencing tool
* MS Office
* Google Hangout

## Netiquette (Online Etiquette)

Standards of etiquette must be upheld when posting in discussion areas and when turning in work for this course. Refrain from using slang, derogatory language, all caps, or any potentially offensive forms of expression. When you approach your instructor or other students with questions or comments, you should always maintain a professional tone.

## Social Media Guidelines

* Please realize that while some students and instructors use social media in class and their lives, not all do. Be respectful of this when requesting to connect with or when contacting instructors, students, or staff members through social media.
* Before initiating any contact on social media platforms, be sure to consider that a student, instructor, and/or staff member may have work/personal life boundaries, and they may not consider social media relationships to be appropriate. Just ask them. (The reverse applies to anyone who may reach out to you.)
* When posting content on social media keep in mind that anyone (including fellow students, professors, and prospective employers) can see these materials now and after you graduate. Even the best privacy settings do not prevent someone from taking a screen shot of something you post.

## Learner Participation Expectations

Students are expected to:

* Be professional in all dealings associated with this class.
* Treat students, instructors, and any guest speakers with respect.
* Fully participate in all required discussions, read all required readings, and review all course media.
* Complete all course activities and assignments.
* Submit all written assignments electronically in the course space, unless otherwise indicated by the instructor.
* Submit all assignments on or before the assigned due date. Any assignments not submitted by the deadline will be considered late.
* Provide documentation to the Office of the Dean of Students ([dos@american.edu](mailto:dos@american.edu)) if you are unable to participate in class for medical reasons. The Dean’s office will notify the instructor.

## Online Discussion Guidelines

Online discussions are a major component of this course and are meant to take the place of the collaborative discussions that occur in a face-to-face course. In order to create a collaborative environment with meaningful results, students must respond to each discussion topic and engage with other students in the class. All posts must be written in a professional and respectful manner and adhere to proper netiquette.

* Be articulate.
* Address your peers personally to give the impression that you are really “speaking” to them and to help all participants follow the threads more easily.
* Use hyperlinks in your messages to help support your arguments or bring attention to different ways of thinking. A word of caution: Don’t depend on online resources to prove your point; use them as supporting information only. You should always actively contribute your original ideas to the discussion, drawing from your own knowledge base and experiences.
* Be aware of your tone. When communicating online, the professor and your classmates cannot see your facial expressions or hear your tone of voice.
* Your posts should consist of full sentences. Do not use instant-messaging shorthand that may not be understood by all participants.
* Only use caps for emphasis; otherwise, it may appear that you are yelling.
* Be aware of your spelling, punctuation, and grammar. Follow the standards of academic writing.
* If you disagree with a post, critique the idea, not the person. Be constructive and offer alternatives.

# Student Support

## Technical Support

AU is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents a student from completing a time-sensitive assessment activity, instructors may extend deadlines and provide appropriate accommodations based on the situation.

Personal Support Center (PSC): Students should immediately report any problems to their course instructor and also contact the Personal Support Center at [American@personalsupportcenter.com](mailto:American@personalsupportcenter.com) or call 1-855-725-7614 option 3 for 24/7 support. Students can also click on the “Support” tab in Engage, located in the top right hand corner of the Engage Learning Management System.

AU Help Desk (focuses on AU Portal): Answers to your technology questions are just an e-mail, instant message, or phone call away. Contact the IT Help Desk at 202-885-2550, [helpdesk@american.edu](mailto:helpdesk@american.edu), or [AskAmericanUHelp](http://www.american.edu/oit/HelpDesk-Chat.cfm) to reach one of our professional staff who can answer your questions and provide general troubleshooting assistance. Students can also log on to the [Need Help Now](http://www.american.edu/oit/Need-Help-Now.cfm)? portal for support.

## **Academic Support Services**

All students may take advantage of the [Academic Support and Access Center (ASAC)](http://www.american.edu/ocl/asac/index.cfm) for individual academic skills counseling, workshops, Tutoring and Writing Lab appointments, peer tutor referrals, and Supplemental Instruction. The ASAC is located in Mary Graydon Center 243.

Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Asbury Hall. A more complete list of campus-wide resources is available in the ASAC.

## **Accommodations for Students with Disabilities**

AU is committed to making reasonable accommodations for qualified students with disabilities. The ASAC assists students with disabilities and promotes full participation in academic programs and other campus activities.

Students are not required to notify the university or any of its offices or personnel of a disability either prior to or subsequent to admission; however, if a student plans to request accommodations, documentation of the disability must be provided. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended.

To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or [asac@american.edu](mailto:asac@american.edu), or drop by MGC 243.

For more information, visit AU’s [Services for Students with Disabilities web page](http://www.american.edu/ocl/sccrs/Services-for-Students-504.cfm).

## **Center for Diversity & Inclusion**

[CDI](http://www.american.edu/ocl/cdi/) is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center. (202-885-3651, MGC 201 & 202)

## **Counseling Center**

The [Counseling Center](http://www.american.edu/ocl/counseling/index.cfm) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. (202-885-3500, MGC 214)

## **Dean of Students Office**

The [Dean of Students Office](http://www.american.edu/ocl/dos/) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class. (202-885-3300, Butler Pavilion 408)

## International Student & Scholar Services

[International Student & Scholar Services](http://www.american.edu/ocl/isss/Student-Resources.cfm)has resources to support academic success and participation in campus life including academic counseling, [support for second language learners](http://www.american.edu/ocl/isss/supportteam.cfm), response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410)

## Office of Advocacy Services for Interpersonal and Sexual Violence

[OASIS](http://www.american.edu/ocl/wellness/sexual-assault-resources.cfm) provides free and confidential advocacy services for anyone in the campus community who experiences sexual assault, dating or domestic violence, or stalking. Advocacy is survivor-driven and intended to empower survivors to make informed decisions about their health, emotional well-being, and the adjudication process. (202-885-7070, Wellness Center – McCabe Hall 123).

## Online Writing Lab

Any student enrolled in an online credit course at AU — undergraduate or graduate, full or part-time, degree or non-degree — is eligible to use the Online Writing Lab. Students are permitted to make two appointments per week with the Writing Lab and two appointments per week per subject area with the Tutoring Lab. Each appointment is 50 minutes long. If you feel you need more appointments, please schedule a meeting with one of the ASAC counselors.

To schedule or cancel an appointment, go to <https://american.mywconline.com>.

To learn more about the Online Writing Lab, view the guidelines at <http://www.american.edu/ocl/asac/upload/Student-Guidelines-and-Policies.pdf>.

# University Policies

## **Academic Integrity Code**

Standards of academic conduct are set forth in the university’s [Academic Integrity Code](http://www.american.edu/academics/integrity/index.cfm). By registering for this course, students have acknowledged their awareness of the Academic Integrity Code, and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.

VeriCite: In this course, one or more assignments may use the VeriCite plagiarism detection tool, which is integrated into Engage. VeriCite compares the submitted work against other student papers, as well as academic articles and internet resources, to generate a "VeriCite Similarity Report" that identifies the percentage of content that potentially overlaps with other work. In addition to discouraging academic dishonesty, this tool can create opportunities for students to learn how to properly cite and paraphrase sources. Neither Engage nor AU claim any copyright ownership of work submitted through VeriCite.

## **Student Code of Conduct**

The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The [Student Code of Conduct](http://www.american.edu/ocl/sccrs/) is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct, and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

## **Discrimination and Harassment (Title IX)**

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. AU does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information, or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the [AU Department of Public Safety](http://www.american.edu/finance/publicsafety/index.cfm) (202-885-2527) or the [Office of the Dean of Students](http://www.american.edu/ocl/dos/) ([dos@american.edu](mailto:dos@american.edu) or 202-885-3300). Please keep in mind that all faculty and staff – with the exception of counselors in the Counseling Center, staff in the Office of Advocacy Services for Interpersonal and Sexual Violence (OASIS), medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident. For more information, including a list of supportive resources on and off-campus, contact [OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence](http://www.american.edu/sexualassault) ([oasis@american.edu](mailto:oasis@american.edu) or 202-885-7070) or the Office of the Dean of Students.

For information about your rights, see the [Title IX Information](http://www.american.edu/ocl/TitleIX/index.cfm) page on the AU website.

## **Emergency Preparedness**

In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Engage, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the [AU website](http://www.prepared.american.edu), and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college specific information.

## Incomplete Policy

At the discretion of the faculty member and before the end of the semester, the grade of I (Incomplete) may be given to a student who, because of extenuating circumstances, is unable to complete the course during the semester. The grade of Incomplete may be given only if the student is receiving a passing grade for the coursework completed. Students on academic probation may not receive an Incomplete. The instructor must provide in writing to the student the conditions, which are described below, for satisfying the Incomplete and must enter those same conditions when posting the grades for the course. The student is responsible for verifying that the conditions were entered correctly.

Conditions for satisfying the Incomplete must include what work needs to be completed, by when the work must be completed, and what the course grade will be if the student fails to complete that work. At the latest, any outstanding coursework must be completed before the end of the following semester, absent an agreement to the contrary. Instructors will submit the grade of I and the aforementioned conditions to the Office of the University Registrar when submitting all other final grades for the course. If the student does not meet the conditions, the Office of the University Registrar will assign the default grade automatically.

The Associate Dean of the Academic Unit, with the concurrence of the instructor, may grant an extension beyond the agreed deadline, but only in extraordinary circumstances. Incomplete courses may not be retroactively dropped. An Incomplete may not stand as a permanent grade and must be resolved before a degree can be awarded.

For more information on AU Regulations and Policies, see the [AU Catalog](http://catalog.american.edu).

## **Religious Observances**

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see American University’s [religious observances policy](http://www.american.edu/ocl/kay/Major-Religious-Holy-Days.cfm).

## **Sharing of Course Content**

Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class-related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes, and any classroom discussions—online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course.

Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. Further details are available from the [ASAC website](http://www.american.edu/ocl/asac/Accommodations.cfm).

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty.

Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student’s own learning may be deemed a violation of American University’s Student Conduct Code and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

## Temporary Leave of Absence

Students requiring a temporary leave of absence for medical or mental health reasons must provide documentation to the Office of the Dean of Students ([dos@american.edu](mailto:dos@american.edu)), which will verify with the academic unit that the documentation is appropriate and supports the leave. Students with an ASAC-approved accommodation for disability reasons, should, to the greatest extent possible, make arrangements in advance of the due date or deadline.

## **Use of Student Work**

The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.