

**MAC802A RESEARCH & ASSESSMENT**  
**JANUARY 1 – FEBRUARY 10, 2019**  
**WINTER 2019**  
**2-CREDIT HOURS**

Last revised: 12/20/18 @ 2:25pm

**Missio Seminary exists to produce missional Christian leaders-  
men and women who incarnate the story of Jesus with humility and authenticity and who  
communicate the story with fidelity to Scripture, appreciation of the Christian tradition,  
and sensitivity to the needs and aspirations of postmodern culture.**

## **PROFESSOR**

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Office Hours: Bi-Weekly Monday's 2:00-4:00pm or by appointment

## **GRADUATE SCHOOL OF COUNSELING PROGRAM PURPOSE**

In an effort to equip students to provide wise counsel for hurting people, along with a hope for lasting change, our seminary-based counseling program exists to prepare professional counselors for professional and non-professional ministry, who love people in all their God-given diversity, who engage science and culture with wisdom and discernment, and who skillfully apply the grace and truth of the Gospel first to their own lives and then to their counselees.

## **CATALOG DESCRIPTION**

The goals of this course are to enable the student to: 1) develop a broad understanding of the nature and value of psychological research, 2) become a discerning consumer of psychological research products, and 3) design and present a research project.

## **PERSONAL NOTE FROM THE PROFESSOR**

This course provides an introduction to the research process. What this means is that this course will introduce you to the process of conducting research. The goal is for you to become a good *consumer* of research, as well as for you to develop the appropriate skills to conduct your own research. The course is a combination of readings, online discussions, technology, the internet, demonstrations, research projects, and writing exercises. The purpose of this class is to become familiar with, and gain an appreciation of, counseling research. It is expected that students will gain an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

This course is divided into two components that are taught concurrently. One component is the knowledge of the research process, involving evaluating research, design considerations, ethics, and other topics. The second component deals with conducting research, finding and evaluating sources of information, and developing an appropriate writing style.

## **SYLLABUS**

This syllabus provides an overview of the course and course requirements. Students are responsible to know the content of the syllabus and follow the course schedule. Questions about the syllabus or schedule should be emailed to the professor promptly and will generally be answered in an email to the entire class so that everyone is informed.

This syllabus is intended to give the student guidance in what may be covered during the term and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as course needs arise.

## PROGRAM GOALS AND COURSE OBJECTIVES

PROGRAM GOALS	COURSE OBJECTIVES – THIS COURSE ADDRESSES THE FOLLOWING PROGRAM GOALS AND 2016 CACREP CORE STANDARDS
To have students live grace-based lives increasingly characterized by wisdom, the fruit of the Spirit, and love for God and community.	1. To become a discerning consumer of psychological research products. 2. To develop a broad understanding of the nature and value of psychological research. 3. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.
To have students demonstrate a commitment to humble, learner-oriented ministry in a world marked by cultural, theological, and philosophical diversity.	4. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. 5. Needs assessments. 6. Development of outcome measures for counseling programs. 7. Qualitative, quantitative, and mixed research methods. 8. Designs used in research and program evaluation. 9. Statistical methods used in conducting research and program evaluation. 10. Analysis and use of data in counseling.
To have students grow in their knowledge of the Bible and ability to humbly interpret and apply it in light of history, culture, and genre.	11. Identification of evidence-based counseling practices 12. To integrate spiritual, religious and/or Christian research practices within the counseling process.
To have students demonstrate effective evidence-based counseling skills in light of gifting, calling, and context	13. To design and present a research project. 14. Evaluation of counseling interventions and programs.

## COURSE FORMAT - ONLINE

This online course delivers instruction in an asynchronous mode. Students are required to participate in all of the instructional sessions as noted in this syllabus. Outside-of-class instruction is required and not considered part of the course's homework hours. The delivery of the outside-of-class instruction varies. Online instructional sessions include recorded lectures/videos, videotapes of master clinicians, narrated slide presentations, instruction guided discussion boards, and quizzes with feedback. All required instructional sessions are described in this syllabus.

## DATES AND TIMES

This class meets online and has weekly assignments. Students should log into the course site prior to the first week of class or promptly once the class begins (i.e., January 1, 2019). Follow the dates in this syllabus & on the course schedule. This online course at Missio Seminary meets asynchronously during the term January 1 to February 10, 2019.

## ONLINE PARTICIPATION STANDARDS

Attendance in this online course constitutes both 1) coming to "class" online asynchronously and 2) logging in to the course site and participating in the online or out-of-class activities assigned throughout the course. Students are

responsible for reading and familiarizing themselves with the material posted in the course syllabus and on the E-campus course site throughout the course. Students should login regularly, especially when participating in discussion boards or collaborative assignments. Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students should practice netiquette at all times – in email and in discussion forums. Please review the netiquette and discussion forum guidelines in this syllabus. Students may email the instructor at any time if they *have questions about the course*.

### COURSE INSTRUCTIONAL HOURS

Instructional hours are instructor-led activities that students complete *in addition* to homework. They may consist of a variety of activities from live and/or recorded lectures or web conferences to collaborative work or discussions based on readings.

INSTRUCTIONAL ACTIVITY <i>IN ADDITION</i> TO CLASS SESSIONS*	Related Objectives	Percent of Grade	Estimated Time
Faculty Presentation (audio, video, webinar, text lectures) (6)	1-14	Integrated w/Assessment below	6
Faculty led online Discussion Forum (5) (2-credit)	1-14	See below – Assessment and Homework Hours	5
Faculty led online Discussion Forum (5) (3-credit)			5
Research Article Critique and Research Project Proposal Assignment w/professor oversight and response (2-credit)	1-14	See below – Assessment and Homework Hours	13
Total (12 hours per credit @ 2-credits)			24
*These required assignments involve instruction comparable to what occurs in the classroom (lectures, presentations, and instructor-led activities such as discussions, debates, and collaborative work). They should be completed on the due dates listed in this syllabus.			
<b>Note:</b> All assignments must be submitted by the due date listed in the syllabus and no later than the final due date for the course listed in this syllabus by permission of the instructor. After the final due date, faculty cannot grant students permission to submit late work. See “Completion of Course Work” below.			

## COURSE ASSESSMENTS AND HOMEWORK HOURS

Assessments are graded assignments that measure a student's mastery of the course content. *Homework is course work in addition to the instructional hours listed above.*

ASSESSMENTS AND HOMEWORK HOURS*	RELATED OBJECTIVES	PERCENT OF GRADE	ESTIMATED TIME
Readings (see course schedule/weekly assignments)	1-14	15%	20
Online Attendance/Discussion/Discussion Board Forum Posts (6)	1-14	15%	9
Reference List Assignment	1-14	15%	5
Research Article Critique	1-14	15%	8
Learning Assessments (5)	1-14	10%	5
Research Project Proposal	1-14	30%	8
Total estimated time on homework		100%	55 hours total for a 2-credit

\*Homework is work outside of "instructional hours" (including "classroom equivalent" instructional hours outside of class, below). Assessments are the means by which mastery of content and/or growth in skill, ability, or formation is measured.

## REQUIRED READING AND MATERIALS

**NOTE:** Hyperlinks to Amazon.com are placed here for your convenience. Please be aware that there may be other websites (by publishers or by other eBook publishers) that may sell the same item for cheaper prices. Please shop around! In addition, some sites offer eBook rental prices for a limited number of weeks. These may also be cost effective. Just be sure to buy the right edition and recognize some of the smaller sellers may not deliver books in a timely fashion.

### Course Textbooks

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup>ed.). Washington, DC: Author. [https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr\\_1\\_1?ie=UTF8&qid=1545320041&sr=8-1&keywords=apa+manual+6th+edition](https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_1?ie=UTF8&qid=1545320041&sr=8-1&keywords=apa+manual+6th+edition)
- Sheperis, C. J., Young, J. S., & Daniels, M. H. (2017). *Counseling research: Quantitative, qualitative, and mixed methods*. Upper Saddle River, NJ: Pearson Education, Inc. [https://www.amazon.com/Counseling-Research-Quantitative-Qualitative-Methods/dp/0134025091/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1545320085&sr=1-1&keywords=Sheperis+counseling+research](https://www.amazon.com/Counseling-Research-Quantitative-Qualitative-Methods/dp/0134025091/ref=sr_1_1?s=books&ie=UTF8&qid=1545320085&sr=1-1&keywords=Sheperis+counseling+research)

### Journal Articles

- Association of Spiritual, Ethical and Religious Values in Counseling (ASERVIC). (2018). *Competencies for addressing spiritual and religious issues in counseling*. [http://www.aservic.org/wp-content/uploads/2017/02/ASERVIC-Spiritual-Competencies\\_FINAL.pdf](http://www.aservic.org/wp-content/uploads/2017/02/ASERVIC-Spiritual-Competencies_FINAL.pdf)
- Corey, G. (2006). Integrating spirituality in counseling practice. *Vistas Online, Article 25*. **Available on e-campus and emailed directly to students.**
- Minnix, G. M. (2018). Reconciling counselors' Christian beliefs and lesbian, gay, bisexual, and transgender affirmation: A grounded theory. *Counseling and Values, 63*, 110-128. **Available on e-campus and emailed directly to students.**

**NOTE:** Each class participant will also receive articles and handouts, via email or through E-Campus, that correspond to the topics to be covered in class. It is your responsibility to read the appropriate handouts in advance of the particular class so you will be prepared to engage in the discussion of each area. Additional readings may be placed on E-Campus or emailed directly to your email account.

## RECOMMENDED MATERIALS

1. Cashwell, C. S., & Young, J. S. (2011). *Integrating spirituality and religion into counseling: A guide to competent practice* (2<sup>nd</sup> Ed.). Alexandria, VA: American Counseling Association.
2. Szuchman, L. T. (2013). *Writing with style, APA style made easy* (6<sup>th</sup>ed.). Belmont, CA: Wadsworth.  
[https://www.amazon.com/Writing-Style-APA-Made-Easy/dp/1285077067/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1545320130&sr=1-1&keywords=Writing+with+style%2C+APA+style+made+easy](https://www.amazon.com/Writing-Style-APA-Made-Easy/dp/1285077067/ref=sr_1_1?s=books&ie=UTF8&qid=1545320130&sr=1-1&keywords=Writing+with+style%2C+APA+style+made+easy)

## ASSIGNMENT DESCRIPTIONS AND GRADING

1. **ONLINE ATTENDANCE, PUNCTUALITY, ACTIVE PARTICIPATION, AND COMPLETION OF ALL ASSIGNED READINGS AND DISCUSSION BOARD FORUM POSTS** are essential for the experiential nature of this class. Since much of the learning in this course occurs in the context of discussion and experiential exercises, you are expected to be present and on time for all class sessions within the online environment. Tardiness or leaving class via online early counts as an absence. Students with more than two (2) absences (for any reason, excused or unexcused) will have their final grade dropped one letter, and four (4) absences will result in failure (“F”) of the course. In the event of absence, the student is responsible for all missed work. No credit will be given for participation if absent from class online. This means, students will **NOT** receive attendance points (see Assessment Procedures on next page) if absent from class during the week. Nor will you receive full points if you are late. You are expected to read and reflect upon all assigned materials, attend class online weekly, and share your thoughts, during class discussions and activities. For the purpose of class discussion, it is recommended that you write reflective notes for yourself prior to class. These notes should include your observations, ideas, and questions on the main issues and points addressed in the assigned readings.

The professor may call upon students within the online environment (i.e., discussion board posts and reply). However, it is expected that each student will contribute to the online discussions ***without the professor having to take the lead at all times***. Online attendance and participation will be evaluated each week in the following way:

Excellent (20 points) - Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little.

Satisfactory (16 points) - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Fair (12 points) - Passive participation: present, alert, attentive, but not actively involved.

Poor (4 or less points) - Uninvolved: absent, present but not attentive, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior.

**No credit will be given for online participation if absent online during the weekly Discussion Board forums** (i.e., online discussions are required weekly). Thus, if you contribute to a weekly discussion after the week the discussion was required, no points will be awarded. If you are unable to maintain the pace of the course, it is your responsibility to inform the professor as soon as possible. The professor will make every effort to accommodate individual learners who have made their needs known.

In online education, students learn from their peers as much as, if not more, than the professor. Students in *Research and Assessment* each have a wide variety of experiences, which may benefit others. A major goal of

this course is to learn from each other. To achieve that goal, respect for the opinions of others and openness to new ideas are vital for everyone.

Online participation in the Discussion Board forums Instructions: Check the syllabus and the E-campus course site for the specific dates for the discussion boards. Online modules will be available on Monday’s by 9:00am. You will have until Saturday’s at 11:59pm (EST) to complete your weekly online module requirements and discussion board forum posts. Follow the guidelines for “Quality Discussion Posts” in this syllabus. The instructions and grading rubric for each discussion board is posted in the discussion board area.

**Rubric for Evaluating Discussion Board Posts** (based on Netiquette and Guidelines for Quality Discussion Posts)

	Excellent	Satisfactory	Fair	Poor
Concise, clear, main point stated early in post, helped readers “see” your ideas	5 points	4 points	3 points	2 points
All quotes, references, and sources cited	5 points	4 points	3 points	2 points
Met criteria for substantive post by advancing an idea, opinion, point of view, etc.	5 points	4 points	3 points	2 points
Met criteria for substantive post by reflecting on meaning, analysis, elaboration, application, synthesis, and/or evaluation.	5 points	4 points	3 points	2 points
Consistent and accurate use of netiquette, correct spelling, etc.	0	-5 points	-6 points	-7 points

2. **REFERENCE LIST ASSIGNMENT:** For this assignment, you need to locate 15 references on any topic of interest that focuses on integrating spirituality, religion and/or Christian perspectives within the counseling process from the following sources (*Please Note: You do not need to have these sources nor do you need to read all 15 sources, simply create a reference list of these sources*): (a) Six different peer-reviewed counseling or psychology journals, (b) two book chapters, (c) one book, (d) one paper presented at a meeting, (e) a doctoral dissertation, and (f) four additional references from any source.

Create a reference list of these references according to APA guidelines (6<sup>th</sup> ed.). Use the APA manual for guidelines for formatting the individual references and for constructing the list correctly. The references don't necessarily have to be on the same topic, but if you are trying to decide on a research proposal topic, it would make sense to have these references related to that topic.

3. **RESEARCH ARTICLE CRITIQUE:** The research article critique will allow students to critically review one research article. An article will be chosen by the student utilizing EBSCO that focuses on a topic of interest that integrates the spiritual and/or Christian perspectives within the counseling process in current peer-reviewed journals in counseling or psychology. No books may be used. *You may use only experimental, quasi-experimental, or correlational articles based on data collected specifically for the current research project.* Expository articles, Post Hoc analyses, or literature reviews cannot be used. A copy of each journal article will accompany each critique. When summarizing, discussing, and critiquing research articles, please utilize the following format (Part I & Part II):

**Part I (Based on Guidelines within each chapter of course textbook)**

- A. Introduction/Overview of Paper (include title and author of journal article/research study – use appropriate APA citation and reference)
- B. Purpose/Rationale of Study based on Literature Review, the Purpose Statement, and the Hypothesis
- C. Research Methodology
- D. Results
- E. Discussion
- F. Conclusion

**Part II**

- G. Discussion/Critique (your own interpretation/critique)
  1. Describe the value/contribution of this research in professional counseling

2. What are some research implications?
  3. What are some practical implications? (i.e., intervention and prevention strategies)
  4. What are Policy Implications of the study? (i.e., national, state, local government or school board)
  5. In your opinion, what are the strengths and limitations of the study?
  6. What are your recommendations or suggestions for future research? What would you do?
- H. Conclusion
- I. References

Each research article critique should be no more than 5-7 pages in length. ***Additional information about the structure and content of article critique will be provided at a later date.***

4. **RESEARCH PROJECT PROPOSAL ASSIGNMENT.** Students will identify a research topic and an applicable strategy to investigate that topic (i.e., a specific quantitative or qualitative design). The student will then develop a comprehensive research proposal. Your research proposal should contain the following information and be formatted in appropriate APA (6<sup>th</sup> ed.) format (Grammar counts):

Title Page

Abstract

Introduction: Not a review of literature, but a brief presentation of the question addressed by your project and a statement of the specific RESEARCH hypotheses you were testing. You SHOULD also include the purpose and significance of the study.

Literature Review: This section will summarize prior research and practical or theoretical context: You could insert a summary of your research article critique here.

Methods: This should look like a typical methods section of a research article. A description of the sample, any measures used, the procedures actually carried out, and how the data will be analyzed. This should have enough detail so anyone with access to all the necessary resources, could duplicate your study.

Summary: This section will outline research implications, practical implication, and policy implication. Additionally, this section will include statements on the value/contribution of this research in professional counseling. However, the most important aspect of this section is to discuss the anticipated limitations (i.e., reliability, validity, generalizability) of your study.

What to focus on: Clear writing, accurate presentation of methods and results, insightful discussion of limitations to your project and recommendations. APA writing guidelines and formatting are required.

In addition to the written product, the research proposal will also be presented online at the end of the semester. ***Additional information about the structure and content of this proposal and presentation will be provided at a later date.***

5. **ASSIGNMENTS.** There will be occasional online assignments that may include worksheets to further enhance your knowledge of research concepts and the research proposal.
6. **LEARNING ASSESSMENTS.** There will be a multiple choice/short answer learning assessment following each major section in this course that will assess and evaluate your knowledge and understanding of research concepts and design. The ***Final Learning Assessment (#4)*** may be a written essay format or multiple-choice. Based on outside readings and class experiences, students will be tested on their knowledge and understanding of research concepts, design, and critical evaluation of research studies.

## ***ASSESSMENT PROCEDURES***

Each student will be evaluated and graded on successful completion of assignments, case presentation, exams, class participation and attendance. All written assignments are evaluated based on content, grammar, organization, and timely submission.

*\*\* All writing assignments must adhere to the formats presented in the Publication Manual of the American Psychological Association (6th ed.) (follow the guidelines specifically set forth in chapters 1-3 and 5 regarding work for publication).\*\**

Evaluation of written assignments will be based on content, grammar, organization, timely submission, adherence to the APA and other criteria established by the instructor. All papers are to be typewritten, double-spaced and use 1-inch margins, page numbers, and 12-point font. Written assignments must reflect graduate level skill in writing, including appropriate organization with use of topic sentences, and appropriate spelling, punctuation, and grammar.

“A”: Students demonstrate clear and comprehensive understanding of the topic (s); offer a well-written and organized paper; offer evidence for their positions; critically think about the material they draw from sources.

“B”: Students demonstrate some understanding of the topic (s) presented; made effort at analyzing and evaluating the topic (s) and their source materials.

“C”: Students demonstrate understanding of the topic (s) presented, but merely report information, rather than thinking critically about it, evaluating it, or offering evidence for their positions.

“D” or “F”: Paper is inadequate for graduate work. Please meet with instructor to discuss needed improvements and how they might be made.

Students may be required to re-submit written assignments that contain several typographical, grammatical, structural, and/or organizational errors or fail to conform to Turabian style. It is the responsibility of the student to maintain academic integrity with regard to assignments. Cheating, plagiarism, and knowingly assisting others students to violate any of the above are all considered to be violations of academic integrity. You are responsible for following the academic integrity policy as presented in this course syllabus and in the Missio Seminary Academic Catalog. The penalty for plagiarism is the grade of “0” and may result in further disciplinary action. Grades will be based on quality completion of all work. A grade of “A” represents an exceptionally high understanding and demonstration of course concepts as well as good participation in class activities. A grade of “B” represents a solid understanding and demonstration of course concepts, as well as good participation class activities. A grade of “C” represents a minimal understanding and demonstration of course concepts, in which case, you may be required to repeat the class. A grade of “D” or “F” is not a passing grade.

Assignments are due on the dates listed in the course outline. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

## **COURSE PROCEDURES AND REQUIREMENTS**

### **Attendance Policy and Grades**

It is important to arrive on time and be actively engage in every minute (literally, every minute) of class time. Class time is valuable – to you, to your classmates, and to the professor. Class time is thoughtfully prepared by the professor and crafted with intricacy for maximum learning effectiveness.

Students are also expected to login to the E-campus course site regularly and participate in the course activities in a timely manner. If you know you are going to be absent from the course site for more than three or four days, please notify the instructor and group members (if applicable) in advance. Nevertheless, recognize that your grade may be lowered for tardiness or absences at the discretion of the instructor.

Attendance in this course constitutes both 1) coming to class and 2) logging in to the E-campus course site and participating in the online or out-of-class activities assigned throughout the course. Students are responsible for reading and familiarizing themselves with the material posted on the E-campus course site throughout the course.

Student usage of the course site is tracked by the E-campus software and monitored by the professor of the course. Students who need to be absent from the course site for three or more days during a discussion forum activity or required web conference should email the professor in advance of the absence (see Attendance Policy and Grades in this syllabus). Students may email the instructor at any time if they have questions about the course.

### **Completion of Course Work**

All course work is to be completed by the last day of classes for the term or by the date posted in the course syllabus. Extensions to this time limit will be made only by the academic administration committee. The individual faculty member does not have the authority to grant any extensions of time beyond the last class of the term. Requests for extensions must be made in writing to the committee at least one week prior to the last day of classes. Variance forms for this purpose are available in the academic office or on Missio's website. All requests should specify the reasons for the extension and the length of the extension desired. Requests are not automatically granted.

### **Technology**

This course will utilize technology to its fullest advantage. Students will be **REQUIRED** to have an active email account, access to the Internet and World Wide Web resources, and to participate in all aspects, including technology in this course. There are a number of resources on campus that can assist you with technology. If you need direction, please see the professor at the start of the term. Students should also possess the following: (a) Computer that meets the minimum technical requirements for using E-Campus, (b) internet access, and (c) a basic computer and navigation skills. Course announcements and lecture notes *will be* placed on E-Campus as well as sent to your email address.

### **Respect for Diversity**

The impact of cultural issues will be discussed and analyzed. Collaborative learning and social negotiation with culturally diverse class members will be practiced. Graduate students are expected to conduct themselves in accordance consistent with grace and the double love imperative (Mat 22:34-40). Additionally, mercy ministry is a vital part of the church's mission, and justice is an essential category for the church's theological agenda. Through this course, I hope for us to grow in both our understanding and our praxis of these important, and urgent, matters for the church.

Additionally, it is the intent of the professor to present material and activities that are respectful of diversity. It is my intent that students from all perspectives and diverse backgrounds will be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

### **Americans with Disabilities Act**

The Americans with Disabilities Act of 1990 (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection from discrimination for individuals on the basis of disability. The ADA extends civil rights protections for people with disabilities to employment in the public and private sectors, transportation, public accommodations, services provided by state and local government, and telecommunication relay services.

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office of Admissions to receive accommodations
- Will present the Accommodations Request Form to Faculty Mentor(s) when requesting accommodations.
- Might be required to communicate with Professor for accommodations.

Students with disabilities who believe that they may need accommodations are encouraged to contact Missio Seminary's Offices of Admissions or Academic Programs. Students are encouraged to contact the office as soon as possible to better ensure a timely review of their request.

### Academic Integrity Policy

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The Seminary has a responsibility for maintaining academic integrity to protect the quality of education, research, and other activities and to protect those who depend on our integrity. It is expected that both faculty and students will honor the principles of academic integrity. The professor will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged. It is the responsibility of the student to refrain from academic dishonesty and from conduct which aids others in academic dishonesty. This responsibility means that all academic work will be done by the student to whom it has been assigned, without unauthorized aid of any kind. Therefore:

- No student shall knowingly, without proper authorization, procure or provide, or accept any materials which contain questions or answers to any examination or assignment to be given at a subsequent date;
- No one shall, without proper authorization, complete, in part or in total, any examination or assignment for another person;
- No student shall, without proper authorization, knowingly allow any examination or assignment to be completed for him/her by another person;
- No student shall plagiarize or copy the work of another person and submit it as his/her own.

Plagiarism is defined as taking and presenting as one's own, a material portion of the ideas or words of another or to present as one's own an idea or words derived from an existing source without full and proper credit to the source of the ideas, words, or work. As defined, plagiarism includes, but is not limited to: copying words, sentences, and paragraphs directly from the work of another (including another student) without proper credit; copying illustrations, figures, photographs, drawings, models, or other visual and nonverbal material (including recordings) of another without proper credit; presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers; taking and presenting another's ideas as one's own (including cutting and pasting information directly from internet websites).

### COURSE SCHEDULE

**The following schedule is to be considered tentative; at the professor's discretion changes may be made throughout the semester as deemed necessary or to accommodate students learning needs.**

DATE		OUTSIDE-OF-CLASS AND/OR ONLINE
<b>Week 1: Jan. 1-5</b>	Topics: <ul style="list-style-type: none"> <li>• Overview of Class</li> <li>• Introduction to Missio's Library</li> <li>• Introduction to the Research and Evaluation Process</li> </ul>	Instructional session: Audio & Video lecture #1, review slides and weekly resources, and watch videos. <b>Library Orientation</b> , review LIB101 Intro to Missio's Library on E-Campus (Instructor Lydia Putnam). Prepare to discuss this material within the discussion board.
Prior to or during the week		<b>Discussion Board Post #1 Due (see instructions posted in the discussion board)</b>  Read the following and be prepared to discuss in this week's discussion board post and reply: <ul style="list-style-type: none"> <li>• Sheperis: 1</li> <li>• APA Manual: 1-4</li> <li>• Minnix Journal Article</li> <li>• Corey Journal Article</li> </ul>

		<ul style="list-style-type: none"> <li>• Research Code (see last page of course syllabus)</li> </ul>
<b>Week 2: Jan. 7-12</b>	Topics: <ul style="list-style-type: none"> <li>• Good questions &amp; Purpose</li> <li>• Writing in a Concise &amp; Accurate Manner (Research Code (RC) Article 2 &amp; 8)</li> </ul>	Instructional session: Audio & Video lecture #2, review slides and weekly resources, and watch videos. Prepare to discuss this material within the discussion board.
Prior to or during the week		<b>Discussion Board Post #2 Due (see instructions posted in the discussion board)</b>  <b>Reference List Assignment Due (Due by January 12, 2019 at 11:59pm (EST))</b>  Read the following and be prepared to discuss in this week's discussion board post and reply: <ul style="list-style-type: none"> <li>• Sheperis: 3, 18, &amp; Appendix B</li> <li>• APA Manual: 1-4</li> </ul>
<b>Week 3: Jan. 14-19</b>	Topics: <ul style="list-style-type: none"> <li>• Good Methods (RC Article 1)</li> <li>• Ethics (RC Article 6)</li> </ul>	Instructional session: Audio & Video lecture #3, review slides and weekly resources, and watch videos. Prepare to discuss this material within the discussion board.
Prior to or during the week		<b>Discussion Board Post #3 Due (NIH Online Ethics Module &amp; Human Participant Research; see instructions posted in the discussion board)</b>  <b>Learning Assessment #1</b>  Read the following and be prepared to discuss in next week's class. <ul style="list-style-type: none"> <li>• Sheperis: 2, 4, 14 &amp; Appendix A</li> </ul>
<b>Week 4: Jan. 21-26</b>	Topics: <ul style="list-style-type: none"> <li>• Measures (RC Article 3)</li> <li>• Samples (RC Article 4)</li> </ul>	Instructional session: Audio & Video lecture #4 a & 4b, review slides and weekly resources, and watch videos. Prepare to discuss this material within the discussion board.
Prior to or during the week		<b>Discussion Board Post #4 Due (see instructions posted in the discussion board)</b>  <b>Learning Assessment #2</b>  <b>Research Article Critique (Due by January 26, 2019 at 11:59pm (EST))</b>  Read the following and be prepared to discuss in next week's class. <ul style="list-style-type: none"> <li>• Sheperis: 4 &amp; 5</li> </ul>
<b>Week 5: Jan. 28-Feb. 2</b>	Topic: <ul style="list-style-type: none"> <li>• Analysis (RC Article 7)</li> <li>• Discussion Section</li> </ul>	Instructional session: Audio & Video lecture #5, review slides and weekly resources, and

	<ul style="list-style-type: none"> <li>• Designs (RC Article 5)</li> <li>• Internal &amp; External Validity</li> </ul>	watch videos. Prepare to discuss this material within the discussion board.
Prior to or during the week		<b>Discussion Board Post #5</b>  <b>Learning Assessment #3</b>  Read the following and be prepared to discuss in next week's class. <ul style="list-style-type: none"> <li>• Sheperis: 5-8, 9-17</li> </ul>
<b>Week 6: Feb. 4-10</b>	Topic: <ul style="list-style-type: none"> <li>• Research Project</li> <li>• Finals Week</li> </ul>	Instructional session: Audio & Video lecture #6, review slides and weekly resources, and watch videos. Prepare to discuss this material within the discussion board.
Prior to or during the week		<b>Discussion Board Post #6 Due (see instructions posted in the discussion board)</b>  <ul style="list-style-type: none"> <li>• <b>Final Learning Assessment (#4)</b></li> <li>• <b>Research Project Proposal (Due by February 10, 2019 at 11:59pm (EST))</b></li> </ul>

**\*\*Online modules will be available on Monday's by 9:00am. You will have until Saturday's at 11:59pm (EST) to complete your weekly online module requirements and discussion board forum posts.**

## STUDENT RESPONSIBILITY AND ACADEMIC POLICIES

1. **Academic Policies:** Students are fully responsible to know and follow all seminary rules, regulations, and deadlines published in the Academic Catalog and all requirements concerning their degree programs. See the e-campus home page.
2. **Course Syllabus:** Students are fully responsible to know and fulfill the requirements stated in the course syllabus. Students should email the professor about issues related to course work and deadlines during the course. See above under "completion of course work" for policies on course extensions.
3. **E-campus Course Site:** Students are fully responsible for course content and materials that are posted on the course site. Students are encouraged to check the course site frequently during the course. Students who experience difficulty accessing or using the E-campus should email [helpdesk@biblical.edu](mailto:helpdesk@biblical.edu) and include their student ID# in their correspondence.
4. **Academic and General Integrity:** As followers of Jesus Christ, we are called to integrity and Christ-likeness in all areas of life. What this means in the academic realm is that the completion of all assignments and assessments are to reflect your own work. Students found guilty of cheating or plagiarism will receive a grade of zero on the assessment and will follow the process outlined in the Academic Catalog. See the Academic Catalog for more information on plagiarism and policies related to cheating and plagiarism.
5. **Student PC Security Statement:** Missio recognizes the need for computer use throughout the entire educational process today. Computers equipped with Internet access and applications that help deliver information and knowledge are vital. Students are encouraged to bring their electronic computing devices to campus to facilitate their course work and supplemental activities. Given the current climate of online dangers such as viruses, malware, phishing scams, and other related risks it is critical to secure all such devices regardless if they're being used on campus or not. Please take the appropriate steps to safeguard the security of your own electronic devices to protect the integrity of the student network on campus and provide a safe computing environment for everyone to use.

## GRADING SYSTEM

To remain in good academic standing, a student must maintain the grade point average designated for his or her program.

MISSIO SEMINARY GRADING SYSTEM			
A	4.00	93.0 -100	Superior
A-	3.67	90.0 – 92.9	
B+	3.33	87.0 – 89.9	
B	3.00	83.0 – 86.9	Good
B-	2.67	80.0 – 82.9	
C+	2.33	77.0 – 79.9	
C	2.00	73.0 – 76.9	Fair
C-	1.70	70.0 – 72.9	
D+	1.30	67.0 – 69.9	Poor
D	1.00	63.0 – 66.9	
D-	.70	60.0 – 62.9	
F	0.00	00. - 59.9	Failing

# The Researcher's Code (RC)

Article 1: | will use good methods for answering questions.

Subsection 1: | will exhaustively search the research literature.

Subsection 2: | will conduct my own studies rigorously.

Article 2: | will ask answerable questions.

Article 3: | will use good measures in my studies.

Subsection 1: My measures will have reliability.

Subsection 2: My measures will have validity.

Article 4: | will select representative samples for my studies.

Article 5: My studies will be well designed.

Article 6: | will be an ethical researcher.

Article 7: | will use appropriate techniques to analyze my data.

Article 8: | will write about research in a concise and accurate manner.