I. IDENTIFYING INFORMATION

Course: MSA 614
Course Title: Ethics in Research Administration
EPN: 22221677
Term: Summer II
Location: Online
Course Dates: 6/17, 8/9/2013
Course Days and Times: NA
Prerequisites: None

Blackboard:
Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of registration status. To access Blackboard, open a web browser and enter http://www.cmich.edu/blackboard. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at http://www.cmich.edu/blackboard.

Instructor: Ronnie Wilson
Primary Phone Number: 770 516-5257 (home)
Secondary Phone Number: 770 933-7677 (CMU office, Tuesdays)
E-Mail Address: wilso1rd@cmich.edu
Availability: CMU 1-4:30 p.m. Tuesdays, Home 9:30 a.m. to 9:30 p.m.

Academic Biography:
B.S., Journalism, Arkansas State Univ., 1970,
J.D., Law, Woodrow Wilson College of Law, 1978
M.S.A. (Health Care) Central Michigan, 1993

Mr. Wilson is Associate Professor, full-time, at CMU. He retired after 33.5 years with the federal government and his most recent position was Ombudsman for the federal agency that conducts health studies around hazardous waste sites, the Agency for Toxic Substances and Disease Registry (ATSDR). Previously he served as the Executive Director of the Delta Regional Authority, a federal/state partnership seeking to improve the lives of 10 million people in 8 states along the Mississippi River. Mr. Wilson has appeared before Congress to provide details of his investigatory work.

Wilson has served as President, Legal Counsel and Board member of the Spina Bifida Association of Atlanta. He served as Vice President of the Spina Bifida Association of America for 2 years and as a Board member for 5 years and directed national fund-raising for 3 years. For 3 ½ years, while on loan from the U.S. EPA, he served as Southern Regional Director of the Sunshine Foundation (the original wish granting organization) granting wishes to chronically and terminally ill children, serving 1,850 children.

For 23.5 years, Mr. Wilson worked with the Environmental Protection Agency in a variety of public affairs, investigator, and enforcement positions and as Regional Ombudsman. He is a retired Army Reserve officer, having held a number of positions in public affairs, logistics, and psychological operations. He also commanded an Army History Detachment. Mr. Wilson has previously taught online and in 32 CMU locations.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Order books from MBS at http://bookstore.mbsdirec.net/cmu.htm

Textbooks and Course Materials:

Title: Publication Manual of the American Psychological Association
Author: APA
Edition: 6th 10
Publisher: APA
Required: Yes

Title: Introduction to the Responsible Conduct of Research. FREE text can be downloaded at: http://ori.hhs.gov/documents/rcintro.pdf
III. COURSE DESCRIPTION

Covers the ethical, legal, social issues and best practices involved in the administration and conduct of research and the application of products from research. This course may be offered in an online or hybrid format.

IV. COURSE GOALS AND OBJECTIVES

Upon successful completion of this course, the student will be able to:

1. Manage the assessment of the ethical perspectives of study design (Bio-medical and social/behavioral) in both the research/development and application phases.
2. Evaluate and administer compliance with the laws and regulations relative to the research process, from privacy and consent of humans to the implications of research involving animals.
3. Administer the design research process, from socioeconomic factors to laboratory operations and quality control/quality assurance.
4. Identify issues relating to administration of the development of policy impacting the labeling and packing of products from research and the need for understanding by the general populations of the use instructions.
5. Manage environmental concerns associated with research and product development.
6. Examine and administer issues of the integration of technologies and information into the efficacies of health care and public health activities.
7. Synthesize and administer quality control/quality assessment, self-audits/inspections/reporting, and governmental inspections.
8. Justify the importance of marketing of products developed by research efforts.

V. METHODOLOGY

METHODOLOGY

Course Teaching Methodology:

The instructor in this course will use an interactive computer mediated learning environment. As a result, students may expect any number of instructional methodologies, including technology-based instruction, online discussion forums, presentations, guest lecturers, lectures with enhanced audio and video introductions and explanations, web resources, and individual projects.

Students will be required to familiarize themselves with the current software protocols for interactive online activities. The computer-based course will include student/teacher interaction via live classroom and presentations, discussion forums, virtual office hours, document sharing, e-mail, etc. Students will be exposed to a variety of terms and definitions with which their familiarity is low. Collegiate and Law Dictionaries will assist in the learning process. However, students should not hesitate to discuss any problems of understanding of terms or definitions with the instructor.

A. Course content will be posted in a Blackboard course shell. This content will be the syllabus, assignments, articles/assigned readings, multimedia presentations, discussion questions, and websites that support the learning objectives.

B. Online presentations will be provided in lieu of face-to-face lectures and will be supplemented with an audio track narration (provided with transcripts) that elaborates on the concepts presented. Each of these “lectures” will be accompanied by a posted on-line discussion forum.

C. Individualized assignments will be submitted via email at wilso1rd@cmich.edu.

The course may be examined in a specifically defined manner:
<table>
<thead>
<tr>
<th>Pre-Class</th>
<th>Review Text, Blackboard and check your computer to ensure it will meet the requirements for participation on the CMU Blackboard site.</th>
</tr>
</thead>
</table>
| 15%       | **Introduction to regulatory compliance**  
How laws are made and the relationship to administering research projects  
Administrative Law and how it is difference from statutory law  
Court interpretation of the law, both statutory and administrative  
Laws and regulations governing research and research involving animals/humans |
| 15%       | **Informed Consent and legal implications upon research administration**  
Privacy  
Institutional Review Board Make-up and Process  
CTTI Training  
Legal liabilities for failure to obtain Informed Consent |
| 5%        | **Managing the process of DNA altering/Human Tissue/Sampling**  
Long time impacts (actual and perceived)  
Environmental considerations |
| 15%       | **Overview of the administration and conduct of research studies**  
Study Design  
Social and Behavioral studies  
Bio-Medical research studies  
Animal studies, concerns and political ramifications |
| 15%       | **Overview of the administration of Research Testing and product application**  
Trial studies  
Medical apparatus/appliance testing  
Drug testing and efficacy application  
FDA Approval and political involvement  
Labeling and packaging |
| 20%       | **Compliance Measurement for the Administrator**  
Self-Reporting  
Government Inspections  
Internal and self-audit  
Quality Controls and Quality Insurance |
| 10%       | **Administration of Marketing, Advertising and Public Information**  
FDA and FTC rules regarding advertisement and promotion  
Labeling for clarity |
| 5%        | **Review & Final Examination** |

VI. COURSE OUTLINE/ASSIGNMENTS

Pre-Class Assignment:
Pre-class assignments

Special Requirements:
- Run the system requirement test at [http://ddlcampus.cmich.edu/browsercheck/cgi-bin/systemcheck2.asp?bhcp=1](http://ddlcampus.cmich.edu/browsercheck/cgi-bin/systemcheck2.asp?bhcp=1) to make sure your computer meet the requirement of taking an online course.
- Students need to have access to a computer and the Internet in a daily basis.
- Ability to use a computer, access emails, use a web browser (Internet Explorer, Firefox, or Safari) and MS-Word, and use the Blackboard course management.
system.

- It's recommended that students have a headset with a microphone to fully participate in these chat sessions. (not a requirement)

For online delivery, the students must have access to computers with a reliable, high-speed Internet connection. Students will be required to familiarize themselves with the current software protocols for interactive online activities. The computer-based course will include student/teacher interaction via live classroom and presentations, discussion forums, virtual office hours, document sharing, e-mail, etc. CMU Online provides ongoing technical support for both instructors and students.

Review the syllabus, the required texts and the specific assignments and due dates. Upon registration for the class, students will be assigned a case to brief. Students will then need to obtain a copy of the case to complete the assignment.

**Blackboard Orientation:**

Review or watch the Blackboard tutorials at [http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx](http://www.cmich.edu/academics/off_campus_online/Bb_CMU/Student_Tutorials/Pages/default.aspx). Pay attention to:

1. Discussion Board,
2. Submitting Online Assignments,
3. Online exam tips,

**Course Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Syllabus &amp; Blackboard Tutorials</th>
<th>Assignment(s)/Task(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>TBD</td>
<td>Getting Started!</td>
<td>- Chapters 1 &amp; 2&lt;br&gt;- ORI text, pages 1-26&lt;br&gt;- Reading: History of Research Ethics, <a href="http://ors.umkc.edu/research-compliance/institutional-review-board-(irb)/history-of-research-ethics">http://ors.umkc.edu/research-compliance/institutional-review-board-(irb)/history-of-research-ethics</a>&lt;br&gt;- Video: Ethical Decisions, <a href="http://www.youtube.com/watch?v=wHBcvrRLRMI">http://www.youtube.com/watch?v=wHBcvrRLRMI</a>&lt;br&gt;- Additional materials in the folder</td>
<td>- pre-class tasks&lt;br&gt;- Week 0 Discussion Board&lt;br&gt;- Case Brief <em>&lt;br&gt;- Wimba Chat</em>*</td>
</tr>
<tr>
<td>2</td>
<td>6/24/2013 - 6/30/2013</td>
<td>Legal Implications Upon Research Administration</td>
<td>- Chapters 6 and 7&lt;br&gt;- ORI Text, pages 83-103&lt;br&gt;- Journal: Legal and Ethical Myths About Informed Consent, by Alan Meisel and Mark Kuczewski.&lt;br&gt;- Video: Medical Research Fraud, <a href="http://www.youtube.com/watch?v=Ke9O_-1bffs">http://www.youtube.com/watch?v=Ke9O_-1bffs</a> and Informed</td>
<td>- Article Review 1&lt;br&gt;- Week 2 Discussion Board&lt;br&gt;- Case Brief *&lt;br&gt;- Wimba **</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics</td>
<td>Resources</td>
<td>Additional Resources</td>
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<tr>
<td>3</td>
<td>7/01/2013 - 7/07/2013</td>
<td>Reviewing of Research Proposals and Informed Consent</td>
<td>Chapters 8 and 9, ORI Text, pages 103-126</td>
<td>Additional materials in the folder</td>
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<td></td>
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<td>- Journal: Appendix D (the Nuremberg Code) and Appendix E (The Declaration of Helsinki) from the text.</td>
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<td>Week 3 Discussion Board</td>
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<td></td>
<td>- Case Brief *</td>
<td>Article Review 1</td>
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<td></td>
<td>- Wimba **</td>
<td>- Term paper is due by the close of business July 21.</td>
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<tr>
<td>4</td>
<td>7/08/2013 - 7/14/2013</td>
<td>Recruitment and Paying of subjects</td>
<td>Chapters 10, 11 and 12, ORI Text, pages 129-158</td>
<td>Additional materials in the folder</td>
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<tr>
<td></td>
<td></td>
<td>- Journal: Appendix C of the text, Comparison of FDA and DHHS Regulations.</td>
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<td>Article Review 2</td>
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<td></td>
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<td></td>
<td>- Case Brief *</td>
<td>- Week 4 Discussion Board</td>
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<td>- Wimba **</td>
<td>- Term paper is due</td>
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<tr>
<td>5</td>
<td>7/15/2013 - 7/21/2013</td>
<td>Confidentiality and Monitoring Ongoing Research</td>
<td>Chapters 13, 14 and 15</td>
<td>Additional materials in the folder</td>
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<td></td>
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<td></td>
<td>- Case Brief *</td>
<td>- Wimba **</td>
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<td></td>
<td></td>
<td>- Video: <a href="http://www.youtube.com/watch?v=4CuKGq-IE8M">http://www.youtube.com/watch?v=4CuKGq-IE8M</a></td>
<td></td>
<td>- Term paper is due</td>
</tr>
<tr>
<td>6</td>
<td>7/22/2013 - 7/28/2013</td>
<td>Review Research Proposals and Informed Consent</td>
<td>Chapters 16 and 17</td>
<td>Additional materials in the folder</td>
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<td></td>
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<td></td>
<td>- Week 6 Discussion Board</td>
<td>- Sign up presentation time</td>
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<td></td>
<td></td>
<td>- Case Brief *</td>
<td>- Wimba **</td>
</tr>
<tr>
<td>7</td>
<td>7/29/2013 - 8/04/2013</td>
<td>Stem Cell and Genetic Research Issues</td>
<td>Additional materials in the folder</td>
<td>Additional materials in the folder</td>
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<td></td>
<td>- Case Brief *</td>
<td>- Wimba **</td>
</tr>
<tr>
<td>8</td>
<td>8/05/2013 - 8/09/2013</td>
<td>Closing</td>
<td>Syllabus &amp; Blackboard Tutorials</td>
<td>Additional materials in the folder</td>
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<td></td>
<td>- Final Exam (comprehensive)</td>
<td>Additional materials in the folder</td>
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</table>

**Assignment Due Dates:**

- Three articles are due during the class. (Article 1, due the week of June 24, Article 2, due the week of July 8, Article 3, due the week of July 22, 2013)
- The Term paper will be due by the close of business, July 21, 2013.
Written case brief is due by the end of the associated week. The assigned cases have a Chapter indicated with the assignment and the cases are due when that chapter is to be covered. See the evaluation section for more details.

The comprehensive final exam will be in Week 8 (the week of August 8, 2013). The exam will seek to confirm the student understanding of terms and concepts from the class. A word study guide will be provided. The exam will be posted on the Blackboard site and each student will have two hours to complete the exam.

Post-Class Assignment:

None. The expectation is for the student to complete a project worthy of a grade of C or better, within the allotted time frame.

Student Involvement Hours:

The amount of time required for the course and related projects will vary by student and the complexity of the project selected. Some students will require a lesser amount of time due to enhanced writing skills while others will be more familiar with the conduct of field or literature research. In the past, students have indicated they spent amounts of time equal to three to four times the normal 36 contact hours.

VII. CRITERIA FOR EVALUATION

Course Policies:

All assignments should be submitted to the Monitor via Blackboard.

Expectations for Students

It takes great effort to be a successful online student. You have to be self-motivated and self-disciplined to keep yourself on schedule with reading, assignments, projects, etc. You do have to devote time from your busy family and work schedule to work on the course so you will not fall behind.

The communication channel is always open between you, me, and among us. It is very important that we keep connected and interact with one another. If you have questions, please feel free to use email, discussion board, chat, or phone to contact me, or your classmates. Learning takes place in a community.

It is extremely important that students take ownership of their learning for this online course, and to demonstrate their ownership, students are expected to be full participants throughout the duration of this four-module course. Active participation is paramount to the success of this course. The following describes how attendance will be counted, and specific methods of participation are described. Also described is grading for online communication, including chats and discussion boards.

Students are expected to check their e-mail and read the Announcements on Blackboard daily.

1. Students are expected to submit their assignments online via email. Student presentations will be presented on Wimba.
2. Students are expected to participate in the discussions.
3. Students are expected to participate in one-on-one chat sessions.
4. Students are encouraged to post a brief introduction and indicate your expectations of this course.

Expectation for the Instructor

Just as I have my expectations of you, the following is what I will do (as a minimum) to ensure communication conducive to efficient online teaching and learning.

1. I will check my email daily.
2. I will respond to course related questions within 24 hours.
3. If I find those questions relevant and important to others, I will post them on the announcement.
4. I will post announcements and reminders once per week, or more frequently, if needed.
5. I will give feedback on submitted assignments within a week.

Online Communication Netiquette:

Discussion boards and chat rooms are the primary communication channels in online courses. Most of time, those tools are text-based. Pay attention to the following when you are communicating with your instructor and/or peer students in online courses:

1. Check before you post. Always check whether a similar question to yours has been posted and answered on the discussion board to avoid duplicated messages and responses.
2. Use a descriptive subject line. When creating a new message or replying a message, use a descriptive subject line that reflects the content of your message. It can help readers catch the key concept even before reading your message. This makes the discussion more efficient.
3. Use emotional symbols (:-), (:-), :- (, (:-), (:-p, etc.) to indicate the tone of voice. It is often hard to tell the emotion of a text-based message. Use emotional symbols to give your message a little social touch. :-)
Each student will submit a current newspaper or magazine article relating to a health care legal issue. In the article review, include your name and the following:

- Each student will brief (both written and orally) a case and be prepared to present an oral brief to the class, outlining the issues of the cases and the holding of the court(s).
- Each student will prepare a term paper of a minimum of 10 pages, excluding cover sheet, abstract (Executive Summary) and reference page. (Each page will have a value of 30 points.) The paper should discuss a contemporary health care related legal issue. Topics may be based upon personal knowledge, interest(s) or experience. Within the paper, the student should develop and present a personal stance on the issue being discussed, using research materials to support the position. The use of a word processor or computer is recommended. Two hand written pages are required to equal one typed page. The paper MUST use "APA" style and be written in third person.
- The development/defense of your position on the issue.
- The comprehensiveness of the paper.
- The analysis of the issue and materials,
- The readability, and
- The comprehensiveness of the paper.

If you use someone else’s ideas, words or research, you MUST give appropriate credit. If you use another's work word-for-word, without paraphrasing, you must use an APA citation and quotation marks. If you only paraphrase, you only use the APA citation. Failure to do so will reduce your grade and perhaps dismissal. If you are presenting data or information from your own research or experience, say so in the paper. Do not wait three or four pages to indicate a source. When you use materials from a source, indicate such usage immediately. The instructor reserves the right to require students (individually or as a group) to submit term papers in electronic format to be scanned by SafeAssign or other anti-plagiarism software. Let’s face it, this is an ETHICS class.

Case Brief:
Each student will sign up for a case by Wednesday of Week 1 on Blackboard. It’s on the first come first served basis.

Each student will brief (both written and orally) a case and be prepared to present an oral brief to the class, outlining the issues of the cases and the holding of the court(s). The brief is due the week we are scheduled to cover the Chapter associated with the case (see the listing). Students will submit the written brief via Blackboard (the submission link below) and will then give an oral brief during the Wimba chat.

GCLS has posted links to all of the cases in the MSA 614 Research Guide:

http://libguides.gcls.cmich.edu/content.php?pid=404319&sid=3309508

For assistance in briefing a case, see the assistance tools at:

http://libguides.gcls.cmich.edu/content.php?pid=404319&sid=3309509

Please note the Chapter cited on the case you were given. You will brief the case as we cover that specific Chapter. You will be responsible for obtaining a copy of the case from the MSA 614 research guide (http://libguides.gcls.cmich.edu/msa614) or by contacting the Documents on Demand office.

A case brief will include the (1) citation (where to find the case); (2) a summary of the facts; (3) the issue(s) before the court; (4) the judicial conclusion or statement of law by the court; and the (5) holding of the court. Your discussion of the case should range from 2 to 3 minutes. The written brief will be a summary of about 1 page, but no more than 2 pages. This is a brief not a long. When the brief is presented, the student will tell about the brief rather than reading the brief or personal notes about the brief to the class.

Please be advised that I am fully aware that you have never briefed a case previously--and I grade accordingly. I am also aware that I have used this teaching tool for 17+ years, and students have been amazed with their own ability to determine what the court is saying and the logic applied to the case. More importantly, no one has fainted or had a heart attack. One person was almost hit by a thrown egg and another escaped a rotten tomato--Not really. Rest easy and have fun with this entirely new learning experience.

If you take a quick look on the Internet, there are a number of tools that will help you in creating your case brief.

Article Review:
Each student will submit a current newspaper or magazine article relating to a health care legal issue. Be prepared to discuss (not read) the article for 2 to 3 minutes. In the article review, include your name and the following:
1. Title of the Article and the publication in which the article was written. Include the date, page, volume, etc.
2. A summary review of the article, providing the salient points. Use a few, well written sentences with limited quotes from the author.
3. Explain how the article is related to the course and how it could impact research administration and/or ethics in research.
4. Summarize your personal reaction. Develop and present your conclusions.

Each student’s article review should be two to three pages. A copy of the article should accompany the review.

Grading Scale:
Course Evaluation/Grading

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Self-Introduction Message: 2pts</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Discussion Board: 2pts x 5 times</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wimba: 4pts x 7 times</td>
<td></td>
</tr>
<tr>
<td>Article Reviews</td>
<td>(20 points x 3 reviews)</td>
<td>60</td>
</tr>
<tr>
<td>Written Case Briefs</td>
<td>(Attention! Every student will have a different deadline. See Bb for more details)</td>
<td>100</td>
</tr>
<tr>
<td>Term Paper</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>Final Exam</td>
<td>(Comprehensive)</td>
<td>100</td>
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<tr>
<td></td>
<td>Total:</td>
<td>600</td>
</tr>
</tbody>
</table>

Total of 600 points.

A=570 points (100 to 95%), A-=546 points (94.9 to 91%), B+= 534 points (90.9 to 89%) B=510 points (88.9 to 85%), B-=486 points (84.9 to 81%), C+= 474 points (80.9 to 79%) C=450 points (78.9 to 75%), C- =414 points (74.9 to 69%), E=less than 414 points (68.9%).

Late Assignments:

Late Assignments:

No late work will be accepted unless it is pre-approved by accepted by the Monitor.

Make-ups and Rewrites:

Make-ups and Rewrites:

There will be no opportunity for Make-ups or Rewrites following the date the Capstone project is to be submitted for grading. During the class, the Monitor offers one "Read Free" each on the Proposal and the Project. Students are free to make changes to the Project until the deadline for submission of the Project.

VIII. EXPECTATIONS

Attendance and Participation:

Academic Dishonesty:

Plagiarism or Cheating: Plagiarism is stealing and using the ideas or writing of another as one’s own. If you use the work of another proper credit must be given. If you use the other's ideas, but put it into your own words, or paraphrase (changing only one or two words does not change the rule), you need only provide an APA style citation. If you use another's words, word-for-word, you MUST provide an APA style citation AND put the words in quotation marks. Otherwise, your actions would violate the CMU Student Ethics Policy, the Student Guide, the APA Style Manual and the syllabus policy on Plagiarism. Cheating is violating the rules concerning examinations, research papers, or other course requirements. A student who cheats or plagiarizes another’s work or purchases a paper and submits it as their own work is subject to disciplinary action that may result in a grade of “E” for the course and possible suspension or dismissal from the University. It is the student’s responsibility to understand what constitutes plagiarism or cheating. If in doubt about anything relative to this course, ask. An electronic version of your project will be run through the Safe Assign software to obtain a report of originality. Each student must submit a form attesting to the originality of the work within the project.

Further information on Academic Dishonesty can be found in the current Bulletin at https://bulletins.cmich.edu/.
Attendance Policy:

Students are expected to attend and participate in all scheduled class meetings/Wimba sessions and make submissions in the online chat sessions. CMU Policy states that a student MUST be in attendance in class for a minimum of 2/3 of the full class sessions. Less that the level of attendance will result in a failing grade. Discuss any personal hardships that may interfere with attendance directly with the instructor.

Class Participation:

Participation in the class included actively participating in the five, weekly discussion board issue discussions and the weekly Wimba sessions. Participation will be valued at 40 points, two points each for the discussion board issues and 4 points each for the Wimba Sessions.

Lack of participation will be reflected in your grades. Participation will be based upon the professor’s assessment of the quality of the participant’s constructive contributions to the learning experiences of all course participants. A high participation grade may be earned by asking text-informed questions about course subject matter, but simply attending classes will not earn participation credit. Exchanges will be orderly, cooperative, informed—in short constructive. Every participant will be involved in class discussions, but no one participant may dominate any discussion. A participant must contribute constructively to class discussions to receive a high course participation grade.

Incomplete Policy:

A request for incomplete will only be granted only when the quality of work up to the request moment is satisfactory and only for reasons that are acceptable to the instructor with evidence and documents. **Students should not enter this course with the expectation of receiving an incomplete grade. Each student is expected to complete the class with the allotted time frame. Incomplete grades will only be issued in rare circumstances and the instructor will require the presentation of documentation regarding the request for an incomplete.**

University policy cites that an incomplete grade is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements and has convinced the instructor of her or his ability to complete the remaining work without reregistering for the course. It is not to be given to a student who is already doing failing work.

Because of the scope of the course, “the major portion of the course” is defined as having completed at least 50% of the assignment work load which is satisfactory and at a graduate level.

If an Incomplete grade is assigned, students will have six months from the start of the course to complete the project. For example, a spring course which starts in early January will allow for the incomplete grade to be removed no later than early July. Or, in other words, the deadline to remove the incomplete grade is two months after the ending date of the course. If a student does not qualify for an incomplete grade by having an approved research proposal and the research review application approved, a grade of “E” will be assigned. Instructors have discretion in assigning the incomplete if there are circumstances outside of the student’s control which delay the research review application approval. Students who qualify for the incomplete grade, but do not complete the project by the six month deadline will have a permanent incomplete on the transcript and must reregister for the capstone course.

Academic Integrity:

Because academic integrity is a cornerstone of the University’s commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin ([https://bulletins.cmich.edu/](https://bulletins.cmich.edu/)).

Student Rights and Responsibilities:

Each member of the Central Michigan University community assumes an obligation regarding self conduct to act in a manner consistent with a respect for the rights of others and with the University’s function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of Student Rights, Responsibilities and Disciplinary Procedures at [https://www.cmich.edu/about/leadership/office_provost/dean/Pages/Code-of-Student-Rights.aspx](https://www.cmich.edu/about/leadership/office_provost/dean/Pages/Code-of-Student-Rights.aspx).

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Global Campus Library Services (GCLS)

CMU offers you a full suite of library services through its Global Campus Library Services (GCLS) department. Reference librarians will assist you in using research tools and locating information related to your research topic. The library??’s Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the GCLS website at [http://ocls.cmich.edu](http://ocls.cmich.edu) for more information.

Reference librarian contact information:

1. By phone: (800) 544-1452.
2. By email: oclsref@cmich.edu

Documents on Demand office contact information:
1. By phone: (800) 274-3838
2. By email: docreq@cmich.edu
3. By fax: (877) 329-6257

Writing Center

The CMU Writing Center is a free online service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. Suggestions and feedback are typically provided within two business days. For additional information and to submit work, visit http://webs.cmich.edu/writingcenter/

Mathematics Assistance Center

The CMU Mathematics Assistance Center provides free tutoring in mathematics and statistics to students enrolled in select courses. Tutoring is available online and via telephone. To see what courses qualify and to register with the Math Assistance Center, visit http://global.cmich.edu/mathcenter/tutoring-request.aspx.

ADA

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact Susie Rood, Director of Student Disability Services at (800) 950-1144, extension 3018 or email her at sds@cmich.edu, at least 4 weeks prior to registering for class. Students may find additional ADA information and forms at http://go.cmich.edu/support_services/academic/StudentDisabilityServices/Pages/default.aspx.

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a “Notification Letter to the Instructor” outlining the accommodations the student is approved to receive.

X. BIBLIOGRAPHY

BOOKS


Nwabueze, R. N. (2013). Legal and ethical regulation of biomedical research in developing countries. Farnham: Ashgate.


ARTICLES


Center Information

Student & Enrollment Services for CMU Online Courses
(800) 688-4268 or (989) 774-1129 or cmuonline@cmich.edu

Drop & Withdrawal Policy for Online Courses
http://global.cmich.edu/courses/drop-withdraw.aspx

Academic Calendar and
Credit/No Credit Deadlines for Online Courses
https://www.cmich.edu/global/calendar/Pages/default.aspx

Office of Information Technology Help Desk
https://www.cmich.edu/office_provost/OIT/help/help_desk/Pages/default.aspx

Pre-Class Checklist for Online Courses
http://www.global.cmich.edu/cmuonline/checklist.aspx

Online Learning Resource Center
http://www.global.cmich.edu/cmuonline/about/

Certified Testing Center & Proctoring Information
https://www.cmich.edu/global/cmuonline/proctoring/Pages/default.aspx

Harassment and discrimination: You have a right to feel safe and supported while pursuing your degree at CMU. If any professor, student, or staff member makes you feel that you have been discriminated against, disrespected or stuck in a hostile environment, the Office of Civil Rights and Institutional Equity (OCRIE) is here to help: Bovee UC 306, (989) 774-3253. For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/

Sexual misconduct policy: With the exception of the confidential resources named explicitly within the Sexual Misconduct Policy, all CMU staff and faculty are responsible employees and are required to report any information they know about possible sexual misconduct to the Title IX Coordinator in OCRIE at (989) 774-3253. This means that any information you may divulge about such an incident in the classroom or with a faculty member cannot be confidential. Reports to OCRIE are intended to provide options and resources to survivors. Please keep these reporting obligations in mind as you seek support from staff and faculty you trust, and know that there are also support centers on campus that will maintain confidentiality, which include Sexual Aggression Peer Advocates (989-774-2255) and the CMU Counseling Center (989-774-3381). For resources and more information, please see https://www.cmich.edu/office_president/OCRIE/
CMU does not discriminate on the basis of sex in the education program or activity that it operates, including admission and employment, and is required by Title IX of the Education Amendments of 1972 not to discriminate in such a manner.

Inquiries about the application of Title IX can be made to CMU’s Title IX Coordinator, the US Department of Education’s Assistant Secretary, or both.

CMU’s Title IX Coordinator can be reached at:
Office: 103 E. Preston St.
Bovee University Center, suite 306
Mount Pleasant, MI 48858
Email: titleix@cmich.edu
Phone: 989-774-3253