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OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 11/24/2015

Current Prefix and Number: CPH - College of Public Health, CPH 608 PUBLIC HEALTH CAPSTONE

Other Course:

Proposed Prefix and Number: CPH 608

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: PUBLIC HEALTH

b. Department/Division: Public Health

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Andrea Perkins

Email: andrea.perkins@uky.edu

Phone: 218-2021

Responsible Faculty ID (if different from Contact)

Name: Kathryn Cardarelli

Email: kathryn.cardarelli@uky.edu

Phone: 218-0241

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: PUBLIC HEALTH CAPSTONE

Proposed Title: Same

c. Current Transcript Title: PUBLIC HEALTH CAPSTONE

Proposed Transcript Title: Same

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: *Graduate School Grade Scale*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: To be successful in the MPH degree program and the profession, students are expected to demonstrate excellence in communication skills both orally and in writing. The ?manuscript? format for the capstone project is intended to familiarize students with the rigors of preparing manuscripts for professional journals. This course provides course credit for students who successfully complete the MPH capstone project and oral final examination.

Proposed Course Description for Bulletin: Same

2j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: MPH Students Only

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Kathryn Cardarelli

Instructor Email: kathryn.cardarelli@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Students will have opportunity to interact with the instructor and with each other on a weekly basis through discussion boards and email. The instructor will also make herself available for phone and skype meetings with students, if preferred. The syllabus conforms to the Distance Learning Considerations.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Textbooks and learning outcomes will not change. Content will still be the same.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Papers will be submitted to plagiarism software. There are no exams in this course.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? N/A

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students are made aware of student services, including disability resource services, academic ombud, and technology resources in the syllabus. Links and/or contact information for these services are provided in the syllabus.

6. How do course requirements ensure that students make appropriate use of learning resources? The syllabus makes note of the availability of resources including distance learning library services. Contact information for individuals who can connect students with these resources is included as well.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. N/A

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Yes, this information is provided in the DL syllabus template.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Kathryn Cardarelli

SIGNATURE|ALHAYS0|Andrea L Perkins|CPH 608 CHANGE College Review|20151124

SIGNATURE|ZNNIKO0|Roshan Nikou|CPH 608 CHANGE Graduate Council Review|20160112

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate R

Open in full window to print or save

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	5885	CPH 608 DL Syllabus.pdf
Delete	5886	CPH 608 Memo.pdf

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		CPH - College of Public Health CPH 608 PUBLIC HEALTH CAPSTONE	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	CPH 608
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis. <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or s alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		PUBLIC HEALTH	Submission Date: 11/24/2015	
b. Department/Division:		Public Health		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>				
a.* Contact Person Name:		Andrea Perkins	Email: andrea.perkins@uky.edu	Phone: 218-2021
* Responsible Faculty ID (if different from Contact):		Kathryn Cardarelli	Email: kathryn.cardarelli@uky.edu	Phone: 218-0241
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: 2
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed changes do not affect DL delivery.				
b. Full Title:		PUBLIC HEALTH CAPSTONE	Proposed Title: *	Same
c. Current Transcript Title (if full title is more than 40 characters):			PUBLIC HEALTH CAPSTONE	
c. Proposed Transcript Title (if full title is more than 40 characters):			Same	
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number): none

Proposed – ADD ² Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{2d} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ² for each meeting pattern type.					
Current:	Lecture 3	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
Proposed: *	Lecture 3	Laboratory ²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
f. Current Grading System:		Graduate School Grade Scale			
Proposed Grading System:*		<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input checked="" type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:			3	Proposed number of credit hours:*	3
h.* Currently, is this course repeatable for additional credit?					<input checked="" type="radio"/> Yes <input type="radio"/> N
* Proposed to be repeatable for additional credit?					<input checked="" type="radio"/> Yes <input type="radio"/> N
IF YES:		Maximum number of credit hours:			6
IF YES:		Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> N
i. Current Course Description for Bulletin:					
To be successful in the MPH degree program and the profession, students are expected to demonstrate excellence in communication skills both orally and in writing. The "manuscript" format for the capstone project is intended to familiarize students with the rigors of preparing manuscripts for professional journals. This course provides course credit for students who successfully complete the MPH capstone project and oral final examination.					
* Proposed Course Description for Bulletin:					
Same					
j. Current Prerequisites, if any:					
None					
* Proposed Prerequisites, if any:					
MPH Students Only					
k. Current Supplementary Teaching Component, if any:					
<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both					

Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> N
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> N
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> N
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> N
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> N
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> undergraduate and graduate students by: (I) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for **fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent e-learning experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CPH 608	Date: 11/24/2015
Instructor Name: Kathryn Cardarelli	Instructor Email: kathryn.cardarelli@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
 Students will have opportunity to interact with the instructor and with each other on a weekly basis through discussion boards and email. The instructor will also make herself available for phone and skype meetings with students.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course content, assessment of student learning outcomes, etc.
 Textbooks and learning outcomes will not change. Content will still be the same.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

Papers will be submitted to plagiarism software. There are no exams in this course.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

No

Which percentage, and which program(s)?

N/A

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL del is six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students are made aware of student services, including disability resource services, academic ombud, and technology resources in the syllabus. Links and/or contact information for these services are provided in the

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

The syllabus makes note of the availability of resources including distance learning library services. Contact information for individuals who can connect students with these resources is included as well.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

N/A

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Yes, this information is provided in the DL syllabus template.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dliservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lyeb_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Kathryn Cardarelli

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)

Revised 8/09

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- ¹²¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
 - ¹²² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - ¹²³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
 - ¹²⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
 - ¹²⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
 - ¹²⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.
 - ¹²⁷ In order to change a program, a program change form must also be submitted.

**UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH**

**Course Syllabus
CPH 608 Public Health Capstone
Spring 2016**

Contact information

Instructor: Dr. Corrine Williams, ScD
Bowman Hall #353
151 Washington Avenue

Telephone: 859-257-8108

Email: Corrine.williams@uky.edu (preferred method of contact)

Virtual Office hours: By appointment

Course description

To be successful in the M.P.H. degree program and the profession, students are expected to demonstrate excellence in communication skills both orally and in writing. The "manuscript" format for the capstone project is intended to familiarize students with the rigors of preparing manuscripts for professional journals. This course provides instruction in statistical analyses, preparing a written manuscript of a research study, and defending research orally. This course provides course credit for Health Behavior students who successfully complete the M.P.H. capstone project and oral final examination.

Course rationale:

This course provides students with the ability to critically analyze and interpret research and program evaluation results, as well as to conduct basic survey-based research. These skills are enhanced by the written and oral presentation format of the capstone, and prepare the student for professional service and/or research careers in public health.

Course prerequisites

None

Course Objectives/Student Learning Outcomes and related UKCPH Competencies

Program Learning Outcomes	Course/Student Learning Outcomes
<ul style="list-style-type: none">• MPH – SLO 1: Propose solutions for public health problems using sound data analysis and evidence-based decision making• MPH – SLO 2: Demonstrate cultural competency in public health through transdisciplinary	<ul style="list-style-type: none">• Apply knowledge gained during pursuit of health behavior degree to successfully design, analyze, and interpret the results of

<p>communication and collaboration</p> <ul style="list-style-type: none"> • MPH – SLO 3: Evaluate program planning, ethical and professional strategies in public health • MPH – SLO 4: Create novel approaches to health systems and systems thinking • MPH – SLO 5: Integrate advocacy and public health knowledge within core public health areas 	<p>experimental and observational research</p> <ul style="list-style-type: none"> • Select and apply appropriate methods of statistical analysis to data • Analyze data in a software program and interpret the results • Visualize data in a compelling manner • Identify limitations of research studies • Discuss implications of findings, limitations, and conclusions of research for <i>public health</i> policy, research, and practice • Successfully and confidently present research results to an audience, in both written and oral formats
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Textbooks

Pallant, Julie. SPSS Survival Manual, Edition 4. Open University Press, McGraw Hill Education, 2010. ISBN#: 9780335242399 (recommended)

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

1. Capstone paper: **100%**

Grades for the course will be assigned according to the following scale: (100 percentage points total for the course):

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 0-69% = E

Capstone paper: The capstone paper and presentation grading rubric is attached at the end of this syllabus. You will be graded on the final capstone paper submitted to me on November 12th, which is the version that will be distributed to your capstone committee.

Technical Requirements for the Course:

In order to have a successful educational experience in distance learning courses, there are minimum technology requirements that should be met. The University of Kentucky strongly recommends that each student purchase a personal computer. To review minimum recommendations and guidelines for your computer click [here](#).

University of Kentucky distance learning students are also encouraged to acquire the following hardware, software and internet connection to ensure that all systems used by distance learning courses will function properly.

Hardware: Headset with a microphone
Webcam (recommended)

Software: The latest version of Java ([available here](#))
The latest version of Adobe Flash ([available here](#))
The latest version of Adobe Acrobat Reader ([available here](#))
Microsoft Office (available free to students through <http://download.uky.edu/>)

Internet
Connection: 1 MBPS Broadband Connection

If you have any questions or need assistance, the UKIT Service Desk is available for all supported student technology needs. Information for how to contact the Service Desk can be found [here](#).

Distance Learning Library Services

The goal of Distance Learning Library Services is to provide access to information resources for the students who take classes through Distance Learning Programs. The Distance Learning Library Service is staffed by a full-time librarian. More information can be located [here](#).

- Carla Cantagallo, DL Librarian, Email: dllservice@lsv.uky.edu
- 859-218-1240

E-mail Communication:

Please submit assignments via email unless I request otherwise. You may email me at the address above. Understand that I will respond to email between 8:30am and 5:00pm Monday through Friday. Please give me 24-48 business hours to respond to your inquiries.

Instructor expectations

1. Class preparation and participation are assumed and expected
2. I expect you to actively participate in class discussion threads and other assignments as applicable. Participation will significantly enhance the learning experience.
3. I expect you to be respectful of the answers and opinions of others.
4. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
5. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. I expect you during the semester to interactively engage via Canvas with the other students and the instructor.
7. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.

8. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!

I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers for this course and the grading rubric will be based on its precepts

Academic Policies

It is the student's responsibility to be informed concerning all regulations and procedures required by the program of study, College or the University. Students should become familiar with the Undergraduate Bulletin or the Graduate School Bulletin as appropriate. Academic disputes will be evaluated against these policies. This serves as formal notification of academic policies.

Students and faculty can locate the College of Public Health and University policies at:

<http://www.uky.edu/publichealth/student-resources/academic-policies>

Policies that are available include:

- Academic Integrity
- Accommodations Due to Disability
- Religious Observances
- Inclement Weather
- Excused Absences Policy
- Verification of Absences
- Student Resources

A hard copy of the policies will be provided by the Office of Academic Affairs upon request by the student.

Late work policy

Credit is given for timely completion of assignments, which means they must be turned in at the time indicated in the Assignment feature on Canvas.

Appropriate online behavior

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language). Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Canvas course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission. Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>

Provisionality

I reserve the right to clarify or amend these policies, in which case I will document the clarification or amendment by distributing an addendum to this document.

APPENDIX

Capstone grading rubric:

Written criteria:

___ Evaluating only the first 3,000 words of actual text (title page, abstract, and references do not count), is the **written** presentation clear regarding:

Introduction: (10 points) Rationale for and purpose of the study

1. What is the general problem to be addressed in the paper and why is it important?
2. What specific issue within the problem area will be addressed, and why is it important?
3. What is known about the specific issue from past research, what is not known, and why is it important to fill this gap?
4. What research question will your study answer, and what important contributions will it make to science or practice?

Data collection: (10 points)

1. Description of dataset used (2 points)
2. Study design and sampling: (2 points)
 - a) Description of study design and study groups (if applicable)
 - b) Description of sampling scheme
3. Participants: (3 points)
 - a) Who are they?
 - b) How many are there?
 - c) How were they selected?
 - d) How were they recruited?
4. Description of the data collection procedures (2 points)
5. IRB approval or waiver (1 point)

Measures: (7 points)

1. Identify and describe variables measured in the study
2. Distinguish between independent and dependent variables
3. Description of items, scales, samples of each and psychometrics when available

Statistical Analyses: (5 points)

1. Clearly state objective of analyses and analyses used and reported
2. Note and cite statistical software packages used

Findings/Results: (8 points)

1. Describe who or what the data represent
2. Distributions or univariate descriptions of key variables
3. Associations and/or relationships between key variables (un adjusted and adjusted)

Findings/Results: *Data visualization* (8 points)

1. Are the visuals used to present data and/or conceptual models clear, concise, easy to understand and thorough?

2. Are they understandable if they were to stand alone from the text, and properly referenced in the text?

Discussion: Implications of the findings, limitations, and conclusions for *public health* policy, research, and practice

(15 points)

1. What are the study's main findings?
2. Why are they important?
3. How are they related to findings from previous research or to theory?
4. What is their contribution to the scientific literature?
5. What are the strengths and limitations of the study's methods?
6. What are the implications for research, practice, and/or policy in public health?
7. What are the next steps that can or will follow this research?

___ Does the Introduction "set the reader up" for the Discussion and Conclusion and are all three of these sections tied securely to the professional literature? (7 points)

___ Is the manuscript grammatically correct and free from spelling errors, and does it flow smoothly from beginning to end (e.g., DO NOT just answer the questions posed in the outline above)? (15 points)

___ Have the prescribed heading and sub-headings been used and has the student followed all of the conventions learned in 647 and 608B (e.g., citation style, reference style, paragraphing, organization based on chapter 14 of the textbook, and required formatting, including title page, abstract, and references)? (15 points)

Oral criteria:

___ Is the **oral** presentation clear regarding the purpose of the study, the study design, the dataset used, the data collection procedures, the measures used, sampling, data analysis, study findings (un adjusted and adjusted), implications of the findings, limitations, and conclusions? (55 points)

Introduction: (10 points) Rationale for and purpose of the study

1. What is the general problem to be addressed in the paper and why is it important?
2. What specific issue within the problem area will be addressed, and why is it important?
3. What is known about the specific issue from past research, what is not known, and why is it important to fill this gap?
4. What research question will your study answer, and what important contributions will it make to science or practice?

Data collection: (10 points)

Description of dataset used (2 points)

Study design and sampling: (2 points)

1. Description of study design and study groups (if applicable)
 2. Description of sampling scheme
- Participants: (3 points)
1. Who are they?
 2. How many are there?
 3. How were they selected?
 4. How were they recruited?

Description of the data collection procedures (2 points)

IRB approval or waiver (1 point)

Measures: (7 points)

1. Identify and describe variables measured in the study
2. Distinguish between independent and dependent variables
3. Description of items, scales, samples of each and psychometrics when available

Statistical Analyses: (5 points)

1. Clearly state objective of analyses and analyses used and reported
2. Note and cite statistical software packages used

Findings/Results: (8 points)

1. Describe who or what the data represent
2. Distributions or univariate descriptions of key variables
3. Associations and/or relationships between key variables (un adjusted and adjusted)

Discussion: Implications of the findings, limitations, and conclusions for *public health* policy, research, and practice

(10 points)

1. What are the study's main findings?
2. Why are they important?
3. How are they related to findings from previous research or to theory?
4. What is their contribution to the scientific literature?
5. What are the strengths and limitations of the study's methods?
6. What are the implications for research, practice, and/or policy?
7. What are the next steps that can or will follow this research?

___ Did the student use visuals effectively? This includes clear and concise visual representations of data, as well as conceptual models (if applicable), data procedures, and overall appearance and clarity of slides. (25 points)

___ Was the presentation delivered with effective non-verbal communication (eye contact and gestures)? (10 points)

___ Did the student interact well with the audience, including effective and accurate answers to their questions? (10 points)