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OFFICE OF THE
REGISTRAR**Course Information**

Date Submitted: 1/26/2015

Current Prefix and Number: EDP - Edc. & Counseling Psychology , EDP 557 GATHERING, ANALYZING, AND USING EDUCATIONAL DATA

Other Course:

Proposed Prefix and Number: EDP/EPE 557

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: EDUCATION

b. Department/Division: Educational, School and Counseling Psych

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: Michael Toland

Email: toland.md@uky.edu

Phone: 859-257-3395

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

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: GATHERING, ANALYZING, AND USING EDUCATIONAL DATA

Proposed Title: GATHERING, ANALYZING, AND USING EDUCATIONAL DATA

c. Current Transcript Title: GATHERING, ANALYZING & USING EDUCATIONAL DATA

Proposed Transcript Title: GATHERING, ANALYZING & USING EDUCATIONAL DATA

d. Current Cross-listing: Same as EPE 557

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

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

2i. Current Course Description for Bulletin: The course covers applications of statistical and graphical methods for educational and evaluation data. Basic descriptive statistics, correlation, normal distributions and hypothesis testing will be covered. An emphasis is placed on exploratory data analysis and interpretation of results within the broad contexts of education and evaluation.

Proposed Course Description for Bulletin: This course is rooted in the conceptual understanding of statistics and covers applications of statistical and graphical methods for educational and evaluation data. Basic descriptive statistics, correlation, normal distributions and hypothesis testing will be covered. An emphasis is placed on exploratory data analysis and interpretation of results within the broad contexts of education and evaluation. Statistical literacy exercises will be used for comprehension and application of materials. In addition, applications of statistical software will be demonstrated.

2j. Current Prerequisites, if any: Prereq: MA 109 or equivalent; undergraduate of Education; or consent of the instructor.

Proposed Prerequisites, if any: Prereq: MA 109 or equivalent; undergraduate of Education; or consent of the instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

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

Proposed to be taught off campus? Yes

If YES, enter the off campus address: online via Canvas

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

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: This course is taken by students from all departments in the College of Education. Students from other colleges on campus often take it as an elective, but to our knowledge is not required.

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: Michael Toland

Instructor Email: toland.md@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? EDP/EPE 557 - GATHERING, ANALYZING, AND USING EDUCATIONAL DATA (see attached syllabus) conforms to all University of Kentucky Distance Learning Syllabus Guidelines and specifically includes information about virtual office hours, procedures for resolving technical issues, notification and information about self-disclosure and procedures for disability accommodations etc. Web-based course delivery methods will be used for 100% of individual student engagement and course interactions. Web based assessments described in the syllabus include: (1) Asynchronous Dialogue: Students are required to actively interact with their class peers on the Blackboard based discussion board forum; (2) Participation: Students are required to complete independent work as presented on the course calendar and submit weekly blackboard practice activities online; (3) Exams: Students will complete exams administered and completed via Blackboard. Web discussions are intended to facilitate critical thinking about statistics and build their capacity to improve her/his own learning. Discussion questions and asynchronous dialogue with other students in class on the web will enhance critical thinking.

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. The course is designed to be delivered online, through asynchronous learning technology systems. The Distance Learning experience for students enrolled in this course is based on a cohort model and will be comparable to classroom-based instruction. The web-based format aligns with effective adult learning formats and include timely access to the course instructor and peers as well as feedback on discussion board forums and weekly blackboard practice activities. The syllabus clearly explicates students' reading assignments including required textbook(s). All assessments are aligned with stated course objectives (goals). Instructor-student interaction is comparable to classroom instructional methods. Student performance is assessed by the instructor through participation in and monitoring of asynchronous, on-line interactions, observations of on-line discussions, feedback on Discussion board forums, and evaluation of exam(s) (see syllabus).

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. This online course will use University of Kentucky technology that protects the integrity of student work. The course will not require the use of examination proctors or other support staff or interactive video. The syllabus describes UK academic policies that apply in this course and are articulated in the "Students Rights and Responsibilities Handbook" and "the UK Graduate Bulletin." Important policies and regulations applicable to this course are explicitly stated in the syllabus including attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English, absences, changes in the syllabus, standards for assessing the quality of student work and late work. A statement of student responsibilities is included (see syllabus).

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)? NA

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? All students in this online course have equal access to all student services at the University of Kentucky for which they qualify and those student services are similar to those available to individuals taking this class in a tradition (i.e. face -to-face) classroom setting. Access to student services are explicated on the University of Kentucky websites including but not limited to: (<http://www.uky.edu.TASC/index.php>) and (<http://www.uky.edu/UKIT/>). Students who have special needs or require accomodations of any kind will be advised to register with the UK Disability Resource Center for assistance. The course instructor will work wit students on an individual basis to make appropriate accommodations to participate in the class and complete work (see syllabus).

6. How do course requirements ensure that students make appropriate use of learning resources? In addition to purchasing required textbooks, selected readings will be available through the University of Kentucky Libraries online reserve system or posted on the course website. Additionally, the program will provide support to students encountering technology problems in accessing the course content.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access is provided via students' personal computer proxy access to online library resources (see syllabus)

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/>)? Students are informed of the availability of University of Kentucky services in the syllabus (CELT, Blackboard, Canvas) help desk UK IT Customer Service Center as described in the syllabus. Blackboard / Canvas instructors have received required training in the use of the Course management System, UK Libraries online resources (and EZ Proxy tools) and will assist students as needed. In sum, all students in this course have equal access to all student services at the University of Kentucky for which they qualify. Access to student services are explicated on the University of Kentucky websites including but not limited to: (<http://www.uky.edu.TASC/index.php>) and (<http://www.uky.edu/UKIT/>) (see syllabus).

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. Students will have access to the course content via Blackboard, supported by UKIT and CELT (the TASC successors)

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: Michael Toland

SIGNATURE|KKMCGH0|Keisha Love|EDP 557 CHANGE Dept Review|20130905

SIGNATURE|BETHG|Beth L Goldstein|EDP 557 CHANGE Cross-List Chair Review|20130907

SIGNATURE|MYRT|Martha L Geoghegan|EDP 557 CHANGE College Review|20131022

SIGNATURE|JMETT2|Joanie Ett-Mims|EDP 557 CHANGE Undergrad Council Review|20141210

SIGNATURE|ZNNIKO0|Roshan Nikou|EDP 557 CHANGE Graduate Council Review|20150206

Courses	Request Tracking
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Course Change Form

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

Open in full window to print or save

Generate R

Attachments:

ID	Attachment
Delete 4301	557_syllabus_Toland (face-to-face).docx
Delete 4302	557_Syllabus_Toland (DL).docx

First 1 Last

Browse...

Upload File

Select saved project to retrieve...

Get New

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

Current Prefix and Number: EDP - Edc. & Counseling Psychology EDP 557 GATHERING, ANALYZING & USING EDUAL DATA		Proposed Prefix & Number: (example: PHY 401G) EDP/EPE 557 <input type="checkbox"/> Check if same as current
* 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 to 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 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: EDUCATION	Submission Date: 1/26/2015
b.	Department/Division: Educational, School and Counseling Psych	
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? Select...	
e.*	* Contact Person Name: Michael Toland Email: toland.md@uky.edu Phone: 859-257-3395	* Responsible Faculty ID (if different from Contact): Email: Phone:
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 proposed changes do not affect DL delivery.		
b.	Full Title: GATHERING, ANALYZING, AND USING EDUCATIONAL DATA	Proposed Title: * GATHERING, ANALYZING, AND EDUCATIONAL DATA
c.	Current Transcript Title (if full title is more than 40 characters): GATHERING, ANALYZING & USING EDUAL DATA	

c. Proposed Transcript Title (if full title is more than 40 characters):		GATHERING, ANALYZING & USING EDUAL DATA			
d. Current Cross-listing:	<input type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number):	Same as EF	
Proposed – ADD ² Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ 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 ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
f. Current Grading System:		ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" 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 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 type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:					
The course covers applications of statistical and graphical methods for educational and evaluation data. Basic descriptive statistics, correlation, normal distributions and hypothesis testing will be covered. An emphasis is placed on exploratory data analysis and interpretation of results within the broad contexts of education and evaluation.					
* Proposed Course Description for Bulletin:					
This course is rooted in the conceptual understanding of statistics and covers applications of statistical and graphical methods for educational and evaluation data. Basic descriptive statistics, correlation, normal distributions and hypothesis testing will be covered. An emphasis is placed on exploratory data analysis and interpretation of results within the broad contexts of education and evaluation. Statistical literacy exercises will be used for comprehension and application of materials. In addition, applications of statistical software will be demonstrated.					
j. Current Prerequisites, if any:					
Prereq: MA 109 or equivalent; undergraduate of Education; or consent of the instructor.					
* Proposed Prerequisites, if any:					
Prereq: MA 109 or equivalent; undergraduate of Education; or consent of the instructor.					
*					
k. Current Supplementary Teaching Component, if any:				<input type="checkbox"/> 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 checked="" type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, enter the off campus address: online via Canvas	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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 checked="" type="radio"/> Yes <input type="radio"/> No
If YES, identify the depts. and/or pgms:	
This course is taken by students from all departments in the College of Education. Students from other colleges on campus often take it as an elective, but to our knowledge is not required.	
b.* Will modifying this course result in a new requirement ^Z for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ^Z , 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 you must include the differentiation 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 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 experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	EDP/EPE 557	Date:	9/3/2013
Instructor Name:	Michael Toland	Instructor Email:	toland.md@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based
 Interactive Video
 Hybrid

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?

EDP/EPE 557 - GATHERING, ANALYZING, AND USING EDUCATIONAL DATA (see attached syllabus) conforms to all University of Kentucky Distance Learning Syllabus Guidelines and specifically includes information about virtual office

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 go assessment of student learning outcomes, etc.

The course is designed to be delivered online, through asynchronous learning technology systems. The Distance Learning experience for students enrolled in this course is based on a cohort model and will be comparable to

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.

This online course will use University of Kentucky technology that protects the integrity of student work. The course will not require the use of examination proctors or other support staff or interactive video. The

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)?

NA

*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 delivery 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?

All students in this online course have equal access to all student services at the University of Kentucky for which they qualify and those student services are similar to those available to individuals taking this class in

Library and Learning Resources

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

In addition to purchasing required textbooks, selected readings will be available through the University of Kentucky Libraries online reserve system or posted on the course website. Additionally, the program will provide

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

Access is provided via students' personal computer proxy access to online library resources (see syllabus)

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 of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Students are informed of the availability of University of Kentucky services in the syllabus (CELT, Blackboard, Canvas) help desk UK IT Customer Service Center as described in the syllabus. Blackboard / Canvas instructors

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.

Students will have access to the course content via Blackboard, supported by UKIT and CELT (the TASC successors)

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/DLLS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_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:

Michael Toland

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

Revised 8/09

- ^[1] 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.
- ^[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ^[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ^[4] Removing a cross-listing does not drop the other course - it merely unlinks the two courses.
- ^[5] 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.*)
- ^[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ^[7] In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

**EPE/EDP 557 GATHERING, ANALYZING, AND USING EDUCATIONAL DATA
UNIVERSITY OF KENTUCKY, COLLEGE OF EDUCATION SYLLABUS
SPRING 2015
ASYNCHRONOUS COURSE DELIVERY**

Location & Format: Asynchronous, online course delivery

Instructor: Michael Toland, Ph.D.

Office: 243 Dickey Hall Phone: 859.257.3395

Email: toland.md@uky.edu (preferred method of communication)

Campus Office Hours: By appointment

Virtual Office Hours: by appointment

Graduate Instructor: Richard Mensah, M.S.

Office: 143 Taylor Education Building

Email: kumens2001@yahoo.com

Course Website: <https://canvas.instructure.com/>

Login using your link blue username and password

Please check our course website (i.e., announcements and discussion boards) and your e-mail account daily for course information.

Prerequisites

Undergraduates. MA 109 or equivalent; undergraduate status in the College of Education; or consent of the instructor.

Graduates. Graduate status in the College of Education; or consent of the instructor.

Credit Hours = 3

COURSE OVERVIEW

This course is rooted in the conceptual understanding of statistics and covers applications of statistical and graphical methods for educational and evaluation data. Basic descriptive statistics, correlation, normal distributions and hypothesis testing will be covered. An emphasis is placed on exploratory data analysis and interpretation of results within the broad contexts of education and evaluation. Statistical literacy exercises will be used for comprehension and application of materials. In addition, applications of statistical software will be demonstrated.

It is assumed that you will participate in online discussions and complete assignments, ask for help if you have questions, and stay on task. The easiest way to stay on task is to keep up with readings, assessments, and participate in online discussions following the layout of the course on Canvas.

Student Learning Outcomes

By the end of the course a student will be able to:

- explain basic statistical procedures and techniques
- describe concepts, terms, and symbols used in statistics
- explain the role of statistics in education, work, and research

**EPE/EDP 557 GATHERING, ANALYZING, AND USING EDUCATIONAL DATA
UNIVERSITY OF KENTUCKY, COLLEGE OF EDUCATION SYLLABUS
SPRING 2015
ASYNCHRONOUS COURSE DELIVERY**

Texts

Required Text. This text is downloaded as a PDF file and is free thanks to Dr. Lane at Rice University. *Online Statistics Education: A Multimedia Course of Study*. Project Leader: David M. Lane, Ph.D., Rice University. <http://onlinestatbook.com/2/index.html>

Optional Text. A wonderful resource to help improve your working knowledge of statistics and to increase your comfort level with statistical language is titled: *How to Think About Statistics, 6th Edition*. Author: John L. Phillips. Publisher: Holt Paperbacks, 2000.

Course Plan and Learning Environment

It is expected that you will spend about 3 hours of virtual class time on this course, along with two to three hours per week per credit outside of class time. In order to succeed in this course you will want to schedule blocks of time to ensure that you spend the necessary time to virtually expand your knowledge of statistics and comprehend and incorporate the new material.

UK College of Education's framework for learning includes: **research, reflection, learning, and leading**. You will have an opportunity to use each of these skills within this course as you research material, learn new concepts, reflect on what you've learned through group exercises and practice activities, and lead different discussion points with your colleagues. The course is structured so that you will have an opportunity to hear an audio/visual presentation on each chapter, read new material, practice what you have learned, and then discuss the information with your assigned virtual study groups. We will meet virtually using small group conference calls at the beginning of the semester and may incorporate adobe connect video conference meetings or other group discussions throughout the term.

Assessments will be provided at midterm and final to help ensure you have captured the essential elements of the course and are ready to move on to further statistics or other courses.

You will want to ensure you do the following three steps for each chapter:

1. Read assigned online materials and watch associated online video. Readings are presented in the order in which they should be read within a set.
2. Review materials prior to participating in discussion board topics in order to gain the full benefit of the information.
3. Complete practice activities after each chapter, and the two comprehensive assessments (midterm and final) to measure comprehension of material.

Required Instructional Technology

This course requires use of information technology. Students are expected to have regular access to a personal computer with audio capabilities, the internet to complete their learning activities, Microsoft Word, PowerPoint and, Excel, Adobe Reader, and a high quality webcam and headset to complete their learning activities. All Web-based activities are to be completed within designated sections of the course site (e.g., Canvas, google document). As such, students will need an active email account and a UK student log-in id and password to enhance communication with the instructor as well as other students in the class.

EPE/EDP 557 GATHERING, ANALYZING, AND USING EDUCATIONAL DATA
UNIVERSITY OF KENTUCKY, COLLEGE OF EDUCATION SYLLABUS
SPRING 2015
ASYNCHRONOUS COURSE DELIVERY

Canvas (Canvas). Course materials (Notes, Videos, Assignments, Exercises, Discussion Board, Quizzes, Exams, etc.) for this course will be posted on Canvas at <https://elearning.uky.edu>. Additional course readings, materials, and/or handouts will be provided electronically by the Instructor as needed. It is the student's responsibility self-regulate completion of course activities following the timeline on Canvas.

A student menu of Canvas support may be accessed online at <http://wiki.uky.edu/Canvas/> Additional support is available by phone at 859-257-1300, or via e-mail at helpdesk@uky.edu.

Distance Learning Library Services. Contact Carla Cantagallo, Distance Learning Librarian Web: <http://www.uky.edu/Libraries/DLLS>; Email: dllservice@email.uky.edu; Local phone: 859-257-0500, ext. 2171; Long-distance phone: 800- 828-0439, option #6. DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16

Other Technical Assistance. Contact the College of Education Instructional Technology Center at 859-257-7967. UK Information Technology Customer Service Center is available at <http://www.uky.edu/UKIT/Help/> or 859-218-HELP (4357). You can also contact the Distance Learning programs for assistance at <http://www.uky.edu/DistanceLearning/> Contact information for TASC <http://www.ukyl.edu/TASC> or 859-257-8272

Procedures to Resolve Technical Problems: Contact the UK Information Technology Customer Service Center at <http://www.uky.edu/UKIT/> or 859-218-4357

Grading

Grades will be calculated based on exam scores, and participation in the course discussion boards and activities. Participation will be measured through completion of practice exercises and discussion board topics on statistical literacy. Quality, not quantity, is preferred so consider your responses in this manner when completing discussion boards.

Graded Activities for Students:

<u>Graduates</u>		<u>Undergraduates</u>
Exams (2 @25% each)	=50%	Exam (1 @50%) =50%
Participation	=50%	Participation =50%

Course grades will be earned as follows:

<u>Graduates</u>	<u>Undergraduates</u>
A: 90-100%	A: 90-100%
B: 80- 89%	B: 80-89%
C: 70-79%	C: 70-79%
E: < 70%	D: 60-69%
	E: <60%

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Mid-term Grade

(for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Audit Credit

Students who enlisted for "audit" must participate in at least 75% of the discussion board activities and complete all exams and projects. Failure to do so will result in a denial of audit credit and be awarded a grade of W.

Assessments / Exams

In general, the midterm and final exams will involve multiple-choice questions, short-answer questions, and/or short-answer essay questions. Both exams are open-book, open-notes, but each exam is to be completed independently (no group exams and no outside help from anyone). An exam review sheet will be provided to students prior to each exam. Both exams will be made available via Canvas.

Graduate student:

Graduate students will be required to complete both exams (midterm and final) and participate in all online activities (participation). Graduate students are also required to participate in all class discussions via Canvas and complete weekly Canvas practice activities

Undergraduate students:

Undergraduate students will be required to complete only the final exam. Undergraduates are welcome to complete the midterm exam for formative feedback in preparation for the final exam, but it is not required. Undergraduate students are also required to participate in all class discussions via Canvas and complete weekly Canvas practice activities.

COURSE POLICIES AND PROCEDURES

Learning/Classroom Accommodations. If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Statement of Diversity. The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Ethics. Students are allowed and strongly encouraged to discuss in pairs or groups the homework, but they are expected to turn in their own independent work which should be phrased in their own words and to complete exams independently.

Academic Integrity:

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Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Submission of Work. All activities, discussions, and exams are due on the dates specified in the course schedule listed on Canvas. *LATE ASSESSMENTS WILL BE ACCEPTED AT THE SOLE DISCRETION OF THE INSTRUCTOR.* Exceptions will be made ONLY in extreme circumstances, such as (but not limited to) an

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incapacitating illness or injury, or a death in the family. Since the course materials are posted on Canvas, events such as (but not limited to) vacation/travel plans, social obligations, or family gatherings do not constitute exceptions. If students must miss a scheduled task (e.g., Project, Exam, Homework, Canvas posting), they must notify me about the reason for the absence before it occurs. In the event of emergency absences (e.g., personal illness, major accident, death of family member), students should notify the instructor as soon as possible, preferably through e-mail communication. Additional assessments may be required for missed tasks.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly. The university permits students one calendar year—unless a shorter time frame is determined mutually by the student and instructor—to remove an “I” grade. If the contracted work is not completed satisfactorily, the “I” grade converts automatically to an “E” (a failing mark). UK rules require students requesting an “I” grade to complete a contract specifying how and when the “I” will be removed within the calendar year. The contract must be submitted to the course instructor before an “I” grade can be issued. Incomplete work and missing assessments will be assigned “E” grades if the student does not submit a completed Incomplete Grade Contract by the time the course ends.

Posting of Grades. All assessments will be graded and returned to students via Canvas. All assessment scores will be posted on Canvas in a timely manner so that students are aware of their progress in the course.

Communication. The instructor will communicate on a regular basis via e-mail. You will be expected to check your e-mail (and Canvas) at least daily for course related updates and information. If you need to communicate with the instructor, please use the title **Stats** in the subject line of your e-mail.

Maximum Timeframe for Responding to Student Communication.

Students may expect the instructor to have responses to email, phone, and Canvas inquiries within 48 hours excluding weekends.

Attendance Policy or Class Participation via Discussion Board Threads/Forums. Due to the course format, schedule and content, participating in online discussion board threads is essential to your learning. Students are required to participate in all class discussions via Canvas and Weekly Canvas practice activities. You are required to respond to online discussion board threads and engage in asynchronous dialogue with the course community. Ultimately, it is up to you to decide how you respond to the online discussions, but the more you participate the more you can learn from the course, the online community, and the instructor.

Discussion board threads/forums will be created in Canvas. Students must respond to the discussion board thread (post) thoughtfully by mid-night EST of the posted due date in the course schedule (see Weekly Canvas practice activities) after carefully reading materials pertinent to the discussion board thread.

Discussion Board threads/forums are available within the Canvas course by clicking on the link labeled Discussions. The aim of the Discussion Board is foster an online family learning environment for members of this class; students can email, text, or make phone calls to one another (when appropriate), and have face-to-face as well as online interactions with the instructor to keep the discussion going throughout the semester.

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ASYNCHRONOUS COURSE DELIVERY**

Excused Absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. Students missing in excess of one-fifth (20%) of class discussions on Canvas will result in a denial of course credit and will be awarded a grade of W for the course. To ensure you do not receive a grade of W you must provide complete and thoughtful responses to discussion board threads.

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Maximum Timeframe for Responding to Student Communication: Students may expect the instructor to have responses to email, phone, and Canvas inquiries within 48 hours excluding weekends.

Changes to the Syllabus: I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to the syllabus will be discussed with you and provided in writing as an addendum distributed electronically via e-mail and posted on the course Canvas.

With these in mind, students are encouraged to review the course syllabus thoroughly and email their feedback (or concerns) to the instructor in order to determine how best to address such concerns as early as possible.

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TENTATIVE COURSE SCHEDULE

Week	Date	Topic	Readings	Canvas Discussion Topics	Practice Activities/ Assessment
1	Jan 27	Introduction to Statistics	-Class Introduction -Syllabus Chapter 1: Sections 1-5	Questions/ Comments about the course syllabus; About Me	Canvas practice activities
2	Feb 3	Measurement & Distribution	Chapter I: Sections 6-11 & 15-16	Questions/Comments about levels of measurement and their effect(s) on data distribution and inferences	Weekly Canvas practice activities
3	Feb 10	Graphing Distributions	Chapter II: Sections 1-13	Questions/Comments about the appropriate graphing techniques in presenting data	Weekly Canvas practice activities
4	Feb 17	Central Tendency & Variability	Chapter III: Sections 1-17 & 20-21	Questions/Comments about the most appropriate "average" to use in specific scenarios	Weekly Canvas practice activities
5	Feb 24	Describing Bivariate Data	Chapter IV: Sections 1-2	Questions/Comments about using relationship between two variables to study attitudes, concepts, phenomena, etc.	Weekly Canvas practice activities
6	Mar 3	Pearson's R	Chapter IV: Sections 3-6, & 9-10	Questions/Comments about the use and importance of Pearson's r to draw conclusions	Weekly Canvas practice activities
7	Mar 10	Cumulative Exam	Due by midnight Mar 10	ON CANVAS	MIDTERM EXAM
	Mar 17	Spring Break Week			
8	Mar 24	Probability	Chapter V: Sections 1-7 & 13-17	Questions/Comments about the reliance of statistics on the	Weekly Canvas practice activities

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 SPRING 2015
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				probability of events	
9	Mar 31	Normal Distributions	Chapter IV: Sections 1-10	Questions/Comments about the distributions of natural phenomena	Weekly Canvas practice activities
10	Apr 7	Sampling Distributions	Chapter IX: Sections 1-11	Questions/Comments about the use of sampling distributions in inferential statistics	Weekly Canvas practice activities
11	Apr 14	Point Estimation and Confidence Intervals	Chapter X: Sections 1-8, 10-12, & 14-15	Questions/ Comments about using sample statistics to estimate population parameters	Weekly Canvas practice activities
12	Apr 21	Hypothesis Testing	Chapter IX: Sections 1-12	Questions/Comments about the use and misconceptions about hypothesis testing	Weekly Canvas practice activities
13	Apr 28	REVIEW			
14	May 5	Cumulative Exam	Due by midnight May 5	ON CANVAS	FINAL EXAM

**EPE/EDP 557 GATHERING, ANALYZING, AND USING EDUCATIONAL DATA
UNIVERSITY OF KENTUCKY, COLLEGE OF EDUCATION
FALL 2015 SYLLABUS**

Primary Instructor

Michael Toland, Ph.D.,
Office: 243 Dickey Hall
Phone: 859.257.3395
Email: toland.md@uky.edu (preferred method of communication)
Office Hours by appointment

Graduate Instructor

Richard Mensah, M.S.
Office: 143 TEB
Email: kumens2001@yahoo.com
Office Hours Mon 3-4pm and Wed 1-2pm

Location & Format

Lectures in Room 158 TEB Mon 4:00-6:00pm

Lab Sections/Location/Times

Section 001	TEB 140	Mon 6:30-8:30pm
Section 002	TEB 140	Wed 2:00-4:00pm
Section 003	TEB 246	Wed 4:00-6:00pm
Section 004	TEB 140	Tues 6:30-8:30pm

Prerequisites

Undergraduates. MA 109 or equivalent; undergraduate status in the College of Education; or consent of the instructor.

Graduates. Graduate status in the College of Education; or consent of the instructor.

Credit Hours = 3.0

COURSE OVERVIEW

This course is rooted in the conceptual understanding of statistics and covers applications of statistical and graphical methods for educational and evaluation data. Basic descriptive statistics, correlation, normal distributions and hypothesis testing will be covered. An emphasis is placed on exploratory data analysis and interpretation of results within the broad contexts of education and evaluation. Statistical literacy exercises will be used for comprehension and application of materials. In addition, applications of statistical software will be demonstrated.

It is assumed that you will participate in class discussions and complete assignments, ask for help if you have questions, and stay on task. The easiest way to stay on task is to keep up with readings, assessments, and participate in class and online discussions following the layout of the course on Canvas.

Student Learning Outcomes

By the end of the course a student will be able to:

- explain basic statistical procedures and techniques
- describe concepts, terms, and symbols used in statistics
- explain the role of statistics in education, work, and research

Texts

Required Text. This text is downloaded as a PDF file and is free thanks to Dr. Lane at Rice University. *Online Statistics Education: A Multimedia Course of Study*. Project Leader: David M. Lane, Ph.D., Rice University. <http://onlinestatbook.com/2/index.html>

Optional Text. A wonderful resource to help improve your working knowledge of statistics and to increase your comfort level with statistical language is titled: *How to Think About Statistics, 6th Edition*. Author: John L. Phillips. Publisher: Holt Paperbacks, 2000.

Course Plan

1. Read assigned online materials and watch associated online video. Readings are presented in the order in which they should be read within a set.
2. Review materials prior to participating in class and discussion board topics in order to gain the full benefit of the information and practice activities.
3. Complete assessments to measure comprehension of material.

Required Instructional Technology

This course requires use of information technology. Students are expected to have regular access to a personal computer and the Internet to complete their learning activities. As such, students will need an active email account and a UK student log-in id and password to enhance communication with the instructor as well as other students in the class.

Canvas. Course materials (Notes, Videos, Assignments, Exercises, Discussion Board, Quizzes, Exams, etc.) for this course will be posted on <https://canvas.instructure.com/>. Additional course readings, materials, and/or handouts will be provided electronically by the Instructor as needed. It is the student's responsibility self-regulate completion of course activities following the timeline on Canvas.

A student menu of Canvas support may be accessed online at <http://wiki.uky.edu/Canvas/>. Additional support is available by phone at 859-257-1300, or via e-mail at helpdesk@uky.edu.

Distance Learning Library Services. Contact Carla Cantagallo, Distance Learning Librarian
Web: <http://www.uky.edu/Libraries/DLLS>;
Email: dllservice@email.uky.edu; Local phone: 859-257-0500, ext. 2171; Long-distance phone: 800- 828-0439, option #6.

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Grading

Grades will be calculated based on exam scores, and participation in the course. Participation will be measured through completion of practice exercises and discussion board topics on statistical literacy. Quality, not quantity, is preferred so consider your responses in this manner when completing discussion boards.

Graded Activities: _____

Exams (2 @25% each) =50%
Participation =50%

Course grades will be earned as follows:

<u>Graduates</u>	<u>Undergraduates</u>
A: 90-100%	A: 90-100%
B: 80-89%	B: 80-89%
C: 70-79%	C: 70-79%
E: < 70%	D: 60-69%
	E: <60%

Mid-term Grade

(for 100-400 level courses, and for Undergraduates in 500 level courses)
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Audit Credit

Students who enlisted for "audit" must participate in at least 80% of the discussion board activities and complete all exams and projects. Failure to do so will result in a denial of audit credit and be awarded a grade of W.

COURSE POLICIES AND PROCEDURES

Learning/Classroom Accommodations. If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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obliged to consult their instructors on the matter before submission.

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Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Submission of Work. All activities, discussions, and exams are due on the dates specified in the course schedule listed on Canvas. **LATE**

ASSESSMENTS WILL BE ACCEPTED AT THE SOLE DISCRETION OF THE INSTRUCTOR. Exceptions will be made ONLY in extreme circumstances, such as (but not limited to) an incapacitating illness or injury, or a death in the family. Since the course materials are posted on Canvas, events such as (but not limited to) vacation/travel plans, social obligations, or family gatherings do not constitute exceptions.

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Communication. The instructor will communicate on a regular basis via e-mail or Canvas. You will be expected to check your e-mail (and Canvas) at least daily for course related updates and information. If you need to communicate with the instructor, please use the title **Stats** in the subject line of your e-mail.

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discussions on Canvas will result in a denial of course credit and will be awarded a grade of W for the course. To ensure you do not receive a grade of W you must provide complete and thoughtful responses to discussion board threads.

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Changes to the Syllabus: I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to the syllabus will be discussed with you and provided in writing as an addendum distributed electronically via e-mail and posted on the course Canvas.

With these in mind, students are encouraged to review the course syllabus thoroughly and email their feedback (or concerns) to the instructor in order to determine how best to address such concerns as early as possible.

Fall 2013 – Schedule Lectures in TEB 158 4-6pm

Week 1: Introduction to Statistics (Sept 9)

Week 2: Measurement & Distribution (Sept 16)

Week 3: Graphing Distributions (Sept 23)

Week 4: Central Tendency & Variability (Sept 30)

Week 5: Describing Bivariate Data (Oct 7)

Week 6: Pearson’s R (Oct 14)

Week 7: MIDTERM EXAM (Oct 21)

Week 8: Probability (Oct 28)

Week 9: Normal Distributions (Nov 4)

Week 10: Sampling Distributions (Nov 11)

Week 11: Estimation (Nov 18)

Week 12: Confidence Intervals (Nov 25)

Week 13: Hypothesis Testing (Dec 2)

Week 14: Review (Dec 9)

Week 15: FINAL EXAM (Dec 16)