

**1. General Information**

1a. Submitted by the College of: EDUCATION

Date Submitted: 3/14/2016

1b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

1c. Contact Person

Name: Noel Ysasi

Email: noel.ysasi@uky.edu

Phone: 257-7913

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

**2. Designation and Description of Proposed Course**

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: RC 790

2c. Full Title: Research and Publication Internship I

2d. Transcript Title: REHAB RESEARCH & PUBLICATION INTERNSHIP I

2e. Cross-listing:

2f. Meeting Patterns

RESEARCH: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This doctoral internship course is designed to spur PhD students toward effective work on scholarly research and completion of an approved prospectus by the end of the academic year. For part II of this course, students will be required to conclude their data collection, analyze data, complete methodology and discussion, and submit for publication.

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OFFICE OF THE  
SENATE COUNCIL

2k. Prerequisites, if any: Admission ED.S., EDS, RC, or IEC Ph.D. Programs. 6 hours minimum of graduate level statistics post admission into doctoral program.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 4

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Can serve as a doctoral-level research elective.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Ph.D. in Rehabilitation Counseling Education, Research, and Policy

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

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?

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.

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.

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?

If yes, which percentage, and which program(s)?

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?

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

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

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/UKITA/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

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? NO

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

Instructor Name:

SIGNATURE|MEB|Margaret Bausch|RC 790 NEW Dept Review|20151207

SIGNATURE|MYRT|Martha L Geoghegan|RC 790 NEW College Review|20160303

SIGNATURE|ZNNIKO0|Roshan N Nikou|RC 790 NEW Graduate Council Review|20160322

### New Course Form

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

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

	ID	Attachment
<a href="#">Delete</a>	6455	Research Internship I RC 790.docx

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
  - \* Contact Person Name:  Email:  Phone:
  - \* Responsible Faculty ID (if different from Contact)  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>
- e.
  - Should this course be a UK Core Course?  Yes  No
  - If YES, check the areas that apply:
    - Inquiry - Arts & Creativity  Composition & Communications - II
    - Inquiry - Humanities  Quantitative Foundations
    - Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
    - Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
    - Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

- a. \* Will this course also be offered through Distance Learning?  Yes<sup>4</sup>  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="text"/> Lecture	<input type="text"/> Laboratory <sup>1</sup>	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text" value="3"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other		If Other, Please explain: <input type="text"/>	
- g. \* Identify a grading system:
  - Letter (A, B, C, etc.)
  - Pass/Fail
  - Medicine Numeric Grade (Non-medical students will receive a letter grade)
  - Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No
  - If YES: Maximum number of credit hours:
  - If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

This doctoral internship course is designed to spur PhD students toward effective work on scholarly research and completion of an approved prospectus by the end of the academic year. For part II of this course, students will be required to conclude their data collection, analyze data, complete methodology and discussion, and submit for publication.

## k. Prerequisites, if any:

Admission ED.S., ED.S., RC, or YEC Ph.D. Programs. 6 hours minimum of graduate level statistics post admission into doctoral program.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 4

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

Can serve as a doctoral-level research elective.

## 8. \* Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement<sup>5</sup> for ANY program?  Yes  No

If YES<sup>5</sup>, list affected programs::

Ph.D. in Rehabilitation Counseling Education, Research, and Policy

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if apply 10.a above) are attached.

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)

You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

In order to change a program, a program change form must also be submitted.

Rev 8/09

**SYLLABUS**  
**Research & Publication Internship I**  
**Spring 2015: RC 790**

**Instructor:** Noel Ysasi, Ph.D., CRC  
**Office:** Taylor Education Building - 237G  
**Office phone:** 257-7913  
**Classroom:** TBA  
**Class Hours:** TBA  
**Credit Hours:** 3  
**Email:** noel.ysasi@uky.edu  
**Office hours:** By appointment  
**Preferred method of reaching instructor:** email

**Required Texts:**

Belcher, L. W. (2009). *Writing your journal article in 12 weeks. A guide to academic publishing success*. Thousand Oaks, CA: SAGE Publications, Inc.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4<sup>th</sup> Edition). Thousand Oaks, CA: SAGE Publications, Inc.

Publication Manual of the American Psychological Association, Current Edition.

**Note:** Additional readings relevant to weekly topics will be assigned and made available.

**Prerequisite:** Admission into ED.S., EDS, RC, or IEC Ph.D. Programs. 6 hours minimum of graduate level statistics post admission into doctoral program.

**Course Description:**

This supervised doctoral internship course is designed to develop Ph.D. students toward effective scholarly research and completion of an approved prospectus. This course is semester I of a two semester internship. In semester I, students will be required to develop a research study, conduct a thorough literature review, develop a planned methodology, and submit to IRB before the end of the academic term.

**Purpose of the course:**

To provide a firm overview of the research process and to facilitate knowledge/skill acquisition for the rehabilitation counseling and related professional in becoming a proficient consumer of rehabilitation research.

**Supervision:**

This internship meets the requirements for CACREP internship in Research. Each student will receive one hour per week of individual and/or triadic supervision, performed by his or her research faculty advisor, who must have a doctorate in counselor education or be an individual with a graduate degree and specialized expertise to advance the student's knowledge and skills. Group supervision will be provided on a regular schedule with other Ph.D. students throughout the internship and will be performed by a counselor education program faculty member.

**Course Learning Targets, Student Learning Outcomes, and Assessments:**

The Department of Early Childhood, Special Education, and Rehabilitation Counseling adheres to the standards and principles as set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The relevant CACREP standards are as follows:

<b>CACREP Accreditation Standards Learning Target/Outcomes</b>
<b>Doctoral Standards Counselor Education and Supervision (Standard: B. 4 Research)</b>
<b>Students shall be able to demonstrate the ability to understand:</b> <ul style="list-style-type: none"><li>A. Research designs appropriate to quantitative and qualitative research questions;</li><li>B. Univariate and multivariate research designs and data analysis methods;</li><li>C. Qualitative designs and approaches to qualitative data analysis;</li><li>D. Emergent research practices and processes;</li><li>E. Models and methods of instrument design;</li><li>F. Models and methods of program evaluation;</li><li>G. Research questions appropriate for professional research and publication;</li><li>H. Professional writing for journal and newsletter publication;</li><li>I. Professional conference proposal preparation;</li><li>J. Design and evaluation of research proposals for human subjects/institutional review board review;</li><li>K. Ethical and culturally relevant strategies for conducting research</li></ul>
<b>Department of Early Childhood, Special Education, and Rehabilitation Counseling strategic plan for CACREP required learning outcomes for RC 790:</b>
<ul style="list-style-type: none"><li><b>A &amp; C.</b> Students will be required to read and discuss quantitative, quantitative, and mixed methods designs;</li><li><b>B &amp; E.</b> The student will design a study while simultaneously developing a preliminary methodology. Must be quantitative or mixed methods design;</li><li><b>D.</b> Students will be able to develop a thorough literature review, develop a study that includes full methodology, and learn the Institutional Review Board process. Part II of the Internship course will involve data analysis and discussion. Students will be required to submit for publication at the end of Part II of Internship.</li><li><b>E.</b> Students will decide upon the appropriate statistical methods for the analysis of the data to be collected.</li><li><b>G.</b> Students will learn to develop research questions and appropriate hypotheses prior to the development of their proposed research.</li><li><b>H.</b> Literature review and methodology must adhere to appropriate publication standards.</li><li><b>I.</b> Students will be required to submit their research for presentation at a national conference. Submission for a poster presentation can satisfy this requirement.</li><li><b>J.</b> Students will be required to submit their proposal to the institutional review board.</li><li><b>L.</b> Ethical considerations will be discussed as outlined in Chapter 4 of Research Design by Creswell.</li></ul>



### **Accommodations due to disability**

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

### **Course Requirements**

**Review of Literature and Methodology:** Students will be required to conduct a literature review and a preliminary methodology that describes recruitment, instrumentation, and planned analysis procedures for the research. Your final draft should adhere to current APA style and include a title page, 15-page literature review, methodology, and reference page(s). Each section of the literature review and methodology must be turned in on specific days (see the course schedule for dates). **This requirement is worth a total of 450 points** with each section weighted as described below. Sections in order include:

**Draft – Literature Review (10%):** Your draft will be key to the development of your study. A five-page draft (that includes a title page and references) will be submitted. All students will be involved in a “peer-review” process whereby each class member will review all papers submitted. The purpose is to assist each other in editing, developing research questions and hypotheses. However, the instructor will determine the literature review “draft” grade. One week prior to the draft due date, you must send each student a copy of your paper (and copy me on the email).

**Development of Questionnaire/Instrument (10%):** Students will either develop a questionnaire/instrument or find one that is appropriate for the research to be conducted.

**Final Draft of Introduction & Literature Review (15%):** Students will submit their final draft of the literature review by the assigned date located in the “course schedule.”

**Methodology (15%):** Students will submit a methodology that describes recruitment, the instrumentation (if using a preexisting instrument, include information on psychometric quality), and planned statistical tests.

**Final Manuscript (25%):** Students are required to submit a final manuscript that includes the introduction and literature review, methodology, and discussion. The discussion will include potential, overview of the study, and limitations of the study (i.e., convenience sampling used therefore not generalizable to the population), implications for rehabilitation counselors.

**Presentation (10%):** Students will be required to do a 25 minute presentation covering their literature review, research questions, methodology (including planned statistical

tests) and expected outcomes.

**Submit for Conference Presentation (5%):** You will submit for a local or national conference presentation at the end of the semester. This can be an individual project or group submission.

**Grading Criteria:** Final grades in the course will be computed on the following basis:

1) Draft – Literature Review	(10%)
2) Development of Instrument	(10%)
3) Final Introduction & Literature Review	(15%)
4) Methodology	(15%)
5) Final Manuscript	(25%)
6) Presentation	(10%)
7) Submission for Conference	(5%)
8) Classroom participation	(10%)

Total: 100%

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Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will be translated into a letter grade (A, B, C, E) as follows. These are the minimums required to achieve each grade:

90-100%	= A
80-89%	= B
70-79%	= C
Below 70%	= E (Failure)

**Note:** Graduate students cannot receive a “D” per University Graduate School Policies.

### **Attendance, Excused Absences, Verification of Absences, Unexcused Absences, Withdrawal and Late Assignments**

**Attendance:** Students must be present for each class meeting. A student's physical presence in the classroom is a prerequisite for active learning to occur. Where students are required to present and an absence is unavoidable, the student will be responsible for finding a replacement for their presentation. Students may switch days if instructor is notified as per Senate Rule 5.2.4.2. If this is not possible, and the student’s absence is an excusable absence, the student is responsible for discussing this with the instructor, and may be asked for written verification. Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. Opportunities for making up work and/or exams due to an excused absence will be allowed only if the student has adhered to the aforementioned Senate Rule.

**Excused Absences:** S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;
- 5) other circumstances you find to be "reasonable cause for nonattendance."

*Note: Information regarding dates of major religious holidays may be obtained through the religious liaison Rhonda Strouse at [strouse@pop.uky.edu](mailto:strouse@pop.uky.edu)*

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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

**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 when feasible and in no case more than one week after the absence.

**Unexcused Absences:** If you acquire more than four unexcused absences throughout the course, your final grade can be reduced by one letter grade. In addition, tardiness is not permitted. Three late occurrences (10 or more minutes) will count as one unexcused absence unless you have communicated with the instructor prior to arriving late and have a valid excuse.

**Withdrawal:** Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

### **Submission of and Late Assignments**

Assignments may be submitted by email or in paper form. Late assignments will be assessed a penalty of 5% per day of the total value points for each assignment. This penalty also includes weekend days. NO assignment will be accepted after one week of the due date unless otherwise approved by the instructor.

### **Participation and Professionalism**

The Rehabilitation Counseling Graduate Program is a counselor preparation program, and as such expects you to work and to transition into the counseling profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with

diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

### **Commitment to Diversity & Equity**

The Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

It is essential for our students to understand issues related to social diversity and make a commitment to value diversity as they engaged in counseling, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

### **Academic Integrity**

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.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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

### Fall 2016: Tentative Course Schedule

<b>Week 1</b>	Course Introduction and Overview	Syllabus
<b>Week 2</b>	Starting your article; Selecting a journal; The selection of a research approach	Belcher Week 2 and Week 4; Creswell Ch. 1 Other as assigned
<b>Week 3</b>	Review of the literature; Strengthening your structure; Begin development of instrument – discuss types of analysis required for types of variables considered.	Belcher Week 6; Creswell Ch. 2. Other as assigned
<b>Week 4</b>	The use of a theory – Quantitative, qualitative, and mixed theory use. Peer review of instrument. Modify instrument as necessary.	Creswell Ch. 3 Other as assigned
<b>Week 5</b>	Writing strategies and ethical considerations.	Creswell Ch. 4. Other as assigned
<b>Week 6</b>	Literature Review – 1 <sup>st</sup> Draft Due. Peer review process. Designing Research	Creswell Ch. 5. Other as assigned
<b>Week 7</b>	The purpose statement. Review and discuss IRB process.	Creswell Ch. 6. Other as assigned
<b>Week 8</b>	Research Questions and Hypothesis Review of Qualtrics (develop account).	Creswell Ch. 7. Other as assigned.
<b>Week 9</b>	Quantitative methods. Begin methodology. In-class activity: Upload study into Qualtrics.	Creswell Ch. 8 Other as assigned
<b>Week 10)</b>	Qualitative methods.	Creswell Ch. 9 Other as assigned
<b>Week 11</b>	Mixed methods. Methodology draft due. In-class peer review.	Creswell Ch. 10 Other as assigned
<b>Week 12</b>	IRB submission due. Literature review - 2 <sup>nd</sup> draft due. In-class peer review of literature review & preliminary methodology. Discuss presentation requirements.	Other as assigned
<b>Week 13</b>	No Class – Work on Project	
<b>Week 14</b>	Brief review of SPSS	Laerd Statistics; Other as assigned
<b>Week 15 (Presentations) Final Manuscript Due (Introduction and Literature Review, Preliminary Methodology, and Discussion)</b>		

## Recommended Course-Related Readings

The following are recommended course-related readings and may be assigned based on the outcomes of the course:

- Bernhardson, C. S. (1975). 375: Type I error rates when multiple comparison procedures follow a significant F test of ANOVA. *Biometrics*, 229-232.
- Bickel, P. J., & Lehmann, E. L. (2012). Descriptive statistics for nonparametric models I. Introduction. In Selected Works of EL Lehmann (pp. 465-471). Springer US.
- Chen, A., & Zhu, W. (2001). Revisiting the assumptions for inferential statistical analyses: A conceptual guide. *Quest*, 53(4), 418-439.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). *Applied multiple regression/correlation analysis for the behavioral sciences* (3<sup>rd</sup> Edition). Mahwah, New York: Lawrence Earlbaum Associates.
- Havlicek, L. L., & Peterson, N. L. (1977). Effect of the violation of assumptions upon significance levels of the Pearson r. *Psychological Bulletin*, 84(2), 373.
- Huck, S. W., & McLean, R. A. (1975). Using a repeated measures ANOVA to analyze the data from a pretest-posttest design: A potentially confusing task. *Psychological Bulletin*, 82(4), 511.
- Nathans, L. L., Oswald, F. L., & Nimon, K. (2012). Interpreting multiple linear regression: A guidebook of variable importance. *Practical Assessment, Research & Evaluation*, 17(9), 1-19.
- Norman, G. (2010). Likert scales, levels of measurement and the "laws" of statistics. *Advances in health sciences education*, 15(5), 625-632.
- Schmider, E., Ziegler, M., Danay, E., Beyer, L., & Bühner, M. (2015). Is it really robust?. *Methodology*, 6(4), 147-151.
- Seber, G. A., & Lee, A. J. (2012). *Linear regression analysis*. Hoboken, New Jersey: John Wiley & Sons.
- Tendeiro, J. N., & Meijer, R. R. (2014). Detection of invalid test scores: The usefulness of simple nonparametric statistics. *Journal of Educational Measurement*, 51(3), 239-259.
- Wall Emerson, R. (2015). Demographic data and demonstrations of difference. *Journal of Visual Impairment & Blindness*, 109(4), 334-336.
- Williams, R. (2006). Generalized ordered logit/partial proportional odds models for ordinal independent variables. *The Stata Journal*, 6(1), 58-82.