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SENATE COUNCIL

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 1/25/2016

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

1c. Contact Person

Name: Noel Ysasi

Email: noel.ysasi@uky.edu

Phone: 257-8275

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year¹ Fall 2016

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 791

2c. Full Title: Research and Publication Internship II

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

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 supervised doctoral internship course is designed to develop Ph.D. 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. It is, however, expected that each student will continue to make revisions to all work completed and submitted from RC 790.

2k. Prerequisites, if any: RC 790

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

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?: 4-6

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/UKIT/>)?

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 791 NEW Dept Review|20151207

SIGNATURE|MYRT|Martha L Geoghegan|RC 791 NEW College Review|20160303

SIGNATURE|ZNNIKO0|Roshan N Nikou|RC 791 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
Delete	6135	Research Internship II RC 791.docx
<input type="button" value="First"/> <input type="button" value="1"/> <input type="button" value="Last"/>		

(*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
- 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 No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|---------------------------------------|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> 3 Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> 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 supervised doctoral internship course is designed to develop Ph.D. 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. It is, however, expected that each student will continue to make revisions to all work completed and submitted from RC 790.

k. Prerequisites, if any:

RC 790

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? 4-6

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 ⁵ for ANY program? Yes No

If YES ⁵, 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 applicable above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ 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, require 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 II
Spring 2017: RC 791

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:

Huck, S. W. (2012). *Reading statistics and research* (6th Edition). Boston, MA: Pearson Education, Inc.

Pallant, J. (2013). *SPSS survival manual: A step-by-step guide to data analysis using IBM Spss* (5th Edition). New York, NY: McGraw-Hill Education.

Publication Manual of the American Psychological Association, Current Edition.

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

Prerequisites:

RC 790

Course Description:

This supervised doctoral internship course is designed to develop Ph.D. 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. It is, however, expected that each student will continue to make revisions to all work completed and submitted from RC 790.

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.

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. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Course Learning Targets, Student Learning Outcomes, and Assessments:

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

CACREP Accreditation Standards Learning Target/Outcomes
Doctoral Standards Counselor Education and Supervision (Standard: B. 4 Research)
Students shall be able to demonstrate the ability to understand: <ul style="list-style-type: none">A. Research designs appropriate to quantitative and qualitative research questions;B. Univariate and multivariate research designs and data analysis methods;C. Qualitative designs and approaches to qualitative data analysis;D. Emergent research practices and processes;E. Models and methods of instrument design;F. Models and methods of program evaluation;G. Research questions appropriate for professional research and publication;H. Professional writing for journal and newsletter publication;I. Professional conference proposal preparation;J. Design and evaluation of research proposals for human subjects/institutional review board review;L. Ethical and culturally relevant strategies for conducting research
Department of Early Childhood, Special Education, and Rehabilitation Counseling strategic plan for CACREP required learning outcomes for RC 770:
<ul style="list-style-type: none">A & C. Students will be required to read and discuss quantitative, quantitative, and mixed methods designs and interpreting data.B. Students will be able to analyze, interpret, and report univariate and multivariate data.D. Students will be able to “fine-tune/edit” their literature review as necessary, complete methodology and discussion.E. Students will apply the statistical methods learned from their statistical courses previously taken. These include but are not limited to: T-tests, ANOVA, MANOVA, Multivariate and Bivariate Regression, Partial Proportional Odds Models, Proportional Odds Models, etc.H. Literature review, methodology, and discussion must adhere to publication standards and be of the highest professional quality.I. Students will present their findings at a local, state, or national conference. Submission for a poster presentation can satisfy this requirement. Submission prerequisite of Internship Part .

Course Requirements

Research Project (Total: 400 Points): You are required to complete your research project initiated in Research Internship I (RC 790). Although all previous sections (i.e., Cover Page, Introduction/Literature Review, etc.) are expected to be completed by the start of the course, revisions may and probably will need to be made. For instance, you may need to modify your introduction and abstract based on your research findings. Below is the individual point system allotted for each section. Note: You will be required to follow the APA Style Manual and complete your individual assignments using APA format.

Methodology (35%): Students will submit a methodology that describes recruitment, the instrumentation (if using a preexisting instrument, include information on psychometric quality), statistical tests, and results. You must include a discussion of statistical analysis-based assumptions and how any potential violations of these have been considered. All tables included must be in appropriate APA format.

Discussion (20%): Be able to discuss your findings (i.e., provide a brief overview/summary of the results) while comparing to past research, discuss the implications, limitations of the study, and conclusion. Discussion should be roughly 3-4 pages in length.

Abstract (10%): Students will complete an abstract (125 words in length) discussing the problem statement, approach, results, and conclusion.

Presentation (10%): Students will be required to do a 45-minute presentation covering the literature review, purpose of the study, research questions, methodology (that includes results and violation of assumptions), and discussion.

Submission of Study for Publication (5%): All students are required to submit their study for publication by the specified due date.

SPSS Assignments (20%): Students are required to complete 10 in-class SPSS assignments using the SPSS survival manual. Each student will be responsible for working on these exercises – class instruction/assistance will be given. Main objective: Using the data **provided** run the specified statistical analysis followed by interpretation of the results - due by the end of each the class day. Each assignment will count for 2% of your overall grade – *total of 10 assignments (20%)*.

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

- | | |
|--|-------|
| 1) Methodology | (35%) |
| 2) Discussion | (20%) |
| 3) Abstract | (10%) |
| 4) Submission of Study for Publication | (5%) |
| 5) SPSS Assignments | (20%) |
| 6) Presentation | (10%) |

Total: 100%

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 Assignment Submission

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

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).

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.

Assignment Submission: 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.

Spring 2017: Tentative Course Schedule

Week 1	Course Introduction and Overview	Syllabus
Week 2	Typical format of a Journal Article; Discuss progress of recruiting subjects.	Huck Ch. 1
Week 3	Descriptive Statistics; Bivariate Correlation; Discuss progress of recruiting subjects.	Huck Ch. 2 & 3. (1): SPSS Descriptive Statistics Exercise: Pg. 65 (<i>Health assignment</i>)
Week 4	Reliability and Validity; Foundations of Inferential Statistics. Discuss Violations of Assumptions.	Huck Ch. 4 & 5. (2): SPSS Reliability Exercise: Pg. 101 (<i>Health assignment</i>)
Week 5	Estimation; Hypothesis Testing.	Huck Ch. 6 & 7. Other as assigned
Week 6	Effect Size, Power, CIs, and Bonferroni; Statistical Inferences Concerning Bivariate Correlation Coefficients.	Huck Ch. 8 and 9. (3): SPSS Correlation Exercise: Pg. 141 (<i>Health assignment</i>) (4): SPSS Partial Correlation Exercise: Pg. 147 (<i>Health assignment</i>)
Week 7	Inferences Concerning One or Two Means, Tests on Three or more Means using a One-Way ANOVA. Post Hoc Comparisons. Begin Analyzing Data	Huck Ch. 10, 11, and 12. (5) SPSS T-Test Exercise: Pg. 239 – under “Details of Example” (6) SPSS ANOVA Exercise: Pg. 251 – under “Details of Exercise” (7) SPSS Two-Way ANOVA Exercise: Pg. 273 (<i>Health Assignment</i>)
Week 8	Bivariate, Multiple, and Logistic Regression. Begin Reporting Data for Methodology.	Huck Ch. 16. (8) SPSS Multiple Regression Exercise: Pg. 167 (<i>Health assignment</i>) and (9) SPSS Logistic Regression Exercise: Pg. 169 – under “Details of Example”
Week 9	Inferences on Percentages, Proportions, and Frequencies; Factor Analysis	Huck Ch. 17 and 20 (10) SPSS Factor Analysis Exercise: Pg. 185 – under “Details of Example”
Week 10)	Multivariate Tests on Means	Huck Ch. 19.
Week 11	Draft of Methodology Due. Discuss	

	Discussion portion of manuscript.	
Week 12	IRB submission due. Literature review - 2 nd draft due. In-class peer review of methodology and draft - discussion. Discuss presentation requirements.	In-Class Discussion Covering: Peer Review of Methodology
Week 13	2 nd draft due: Methodology and Discussion. In-class peer review. Prepare to submit for publication.	In-Class Discussion Covering: Peer Review of Discussion
Week 14	No-Class - Work on Article.	
Week 15	In-class discussion/review involving complete manuscript.	
Week 16 (Presentations) Final Manuscript Due: Must Provide Proof of Submission		