

24-GNC Revised 4/5/17

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
(Attach copy of syllabus)

**SUBMITTED BY:**

Department	Counseling	College/School	School of Education
Prepared by	Heather Dahl, Valerie Gifford	Phone	474-6589
Email Contact	hdahl2@alaska.edu	Faculty Contact	Heather Dahl

**1. ACTION DESIRED**

(CHECK ONE):

Trial Course

New Course

☒**2. COURSE IDENTIFICATION:**

Dept

COUN

Course #

F601

No. of Credits

3

Justify upper/lower division status &amp; number of credits:

Graduate level content, readings, assignments

**3. PROPOSED COURSE TITLE:**

Research in Counseling and Educational Settings

**4. To be CROSS LISTED?**

YES/NO

NO

If yes, Dept:

Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

**5. To be STACKED?\***

YES/NO

NO

If yes, Dept:

Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

**6. FREQUENCY OF OFFERING:**

Every Summer, Fall, Spring as demand warrants.

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

**7. SEMESTER & YEAR OF FIRST OFFERING**

(Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

Summer 2018

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

**COURSE FORMAT:**

(check all that apply)

☐ 1☐ 2☐ 3☐ 4☐ 5☒

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

**9. CONTACT HOURS PER WEEK:**

3

LECTURE hours/weeks

☐

LAB hours / week

☐

PRACTICUM hours / week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a **complete** description:

FISH F487 W, O Fisheries Management

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites:* COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

**COUN F601 Research in Counseling and Educational Settings**

**3 Credits Offered Summer, As Demand Warrants Every Summer. Fall, Spring As Demand Warrants**

Provides an in-depth understanding of research occurring in educational and behavioral healthcare settings. Provides basic knowledge in utilizing a needs assessment and program evaluation to guide program planning and evaluate effectiveness. Addresses basic qualitative, quantitative, and mixed-methods research designs. Addresses knowledge and skills for becoming critical consumers of research in education and behavioral healthcare settings.

**Prerequisites:** Admittance to Counseling program or School Counseling Certification program; or permission of instructor.

**Lecture + Lab + Other:** 3 + 0 + 0

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES:

NO:

X

If YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

X = Baccalaureate Core

- 11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES

NO

X

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER:

X

PASS/FAIL:



**RESTRICTIONS ON ENROLLMENT (if any)****14. PREREQUISITES**

**Admission to the Master of Education in Counseling program or School Counselor Certification program**

These will be *required* before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

none

**16. PROPOSED COURSE FEES**

none

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?  
Yes/No

YES

If yes, give semester, year, course #, etc.:

Will be a special topics course in Spring 2017 and possibly Summer 2017 if demand warrants

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

COUN F601 will become a required course in the Master of Education in Counseling. It will need to be offered at least once each year. The course will go on an existing faculty member's workload or be taught by an adjunct instructor.

The course will be taught as a combined face to face and video class. It will require a video conference capable room.

As a required class, it should fill each time it is offered.

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

☒ X

Yes

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

Adding COUN F601 will impact the counseling program and the education graduate program. In the past counseling M. Ed. students took ED F601, Introduction to Applied Social Science Research as a part of the M. Ed. degree. Students will now take COUN F601. This will decrease the number of students taking ED F601. The necessity of offering ED 601 will decrease; it will not be offered as frequently throughout the year.

Adding COUN F601 requires a securing faculty member or adjunct with research knowledge.

**21. POSITIVE AND NEGATIVE IMPACTS**

Please specify *positive and negative* impacts on other courses, programs and departments resulting from the proposed action.

**Positive impacts:**

Adding COUN F601, Research in Counseling and Educational Settings brings the counseling program in compliance with the requirements for the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation, addressing specific standards of practice specific to the counseling profession that were not addressed previously.

The course content will focus on research relevant to the counseling profession and be taught by a counseling faculty member.

**Negative impacts:**

Decreased enrollment in ED F601.

**JUSTIFICATION FOR ACTION REQUESTED**

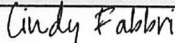
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

The UAF Counseling program has applied for accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP requires a research course that covers specific research content and skills, including understanding and practice in program review, something that ED 601 did not include.

The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice is a focus of this course, which is not the focus in the previous course requirement of ED F601.

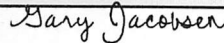
COUN F601 will provide knowledge on specific counseling research techniques and strategies that would directly prepare students in the counseling program to complete a thorough thesis project.

**APPROVALS:** Add additional signature lines as needed.

DocuSigned by:  
 Date September 26, 2016

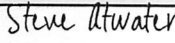
Signature, School of Education Graduate Program

Cindy Fabbri

DocuSigned by:  
 Date September 28, 2016

Signature, School of Education Curriculum Council

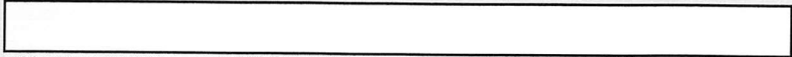
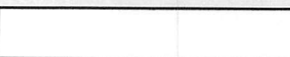
Gary Jacobsen

DocuSigned by:  
 Date September 28, 2016

Signature, Dean, School of Education

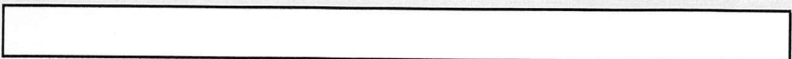
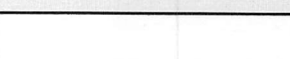
Stephen Atwater

Offerings above the level of approved programs must be approved in advance by the Provost.

 Date 

Signature of Provost (if above level of approved programs)

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

 Date 

Signature, Chair

Faculty Senate Review Committee: ☐ Curriculum Review ☐ GAAC

☐ Core Review ☐ SADAC





*Course Syllabus*

**Research in Counseling and Educational Settings**

COUN F601

Day 4:10-7:10 PM – Room Location

**Instructor:**

**E-mail address:**

**Telephone:**

**Office:**

**Office hours:**

**Audio Call In:**

**Video Conferencing:**

**Course Description:** This course will provide an in depth understanding of various types of research occurring in educational and behavioral health care settings. Basic knowledge of how to utilize a needs assessment and program evaluation to guide program planning and evaluate effectiveness will be provided. Furthermore, the course will address basic qualitative, quantitative, and mixed-methods research designs with an expectation of this information being used to produce a research proposal. This course addresses the knowledge and skills for becoming critical consumers of research in education and behavioral health care settings.

**Catalog Description:** Provides an in-depth understanding of research occurring in educational and behavioral healthcare settings. Provides basic knowledge in utilizing a needs assessment and program evaluation to guide program planning and evaluate effectiveness. Addresses basic qualitative, quantitative, and mixed-methods research designs. Addresses knowledge and skills for becoming critical consumers of research in education and behavioral healthcare settings.

**Prerequisites:** Admittance to Counseling program or School Counseling Certification program; or permission of instructor.

**Course Objectives:** Upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Standards (*f.8*):

1. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (*f.8.a*)
2. Identification of evidence-based counseling practices needs assessments (*f.8.b*)
3. Development of outcome measures for counseling programs (*f.8.c*)
4. Evaluation of counseling interventions and programs (*f.8.d*)
5. Qualitative, quantitative, and mixed research methods (*f.8.e*)
6. Designs used in research and program evaluation (*f.8.f*)
7. Statistical methods used in conducting research and program evaluation (*f.8.g*)
8. Analysis and use of data in counseling (*f.8.h*)
9. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (*f.8.i*)
10. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (*f.8.j*)

**Student Learning Outcomes:**

Students will demonstrate the ability to:

- Analyze the application of the scientist-practitioner-advocate model in counseling and educational research, needs assessment, and program evaluation studies;
- Understand, interpret, and apply results of research, needs assessment, and program evaluation studies to his/her professional pursuits;
- Undertake the design, conduct, and interpretation of a research, needs assessment, and program evaluation study;
- Understand the ethical issues and practices important in the conduct of research, particularly with human subjects and in light of human diversity;
- Communicate effectively both orally and in writing about research-related issues.

### **Student Learning Tasks:**

- Identify and describe different types of research approaches and designs.
  - Distinguish between experimental and descriptive approaches to research.
  - Distinguish between quantitative and qualitative research approaches.
  - Generate examples illustrating various types of approaches and designs.
- Read, summarize, and critique research reports.
  - Recognize different types of research reports.
  - Discriminate between primary and secondary sources.
  - Identify and summarize different sections of a research report.
- Understand and generate research questions and hypotheses.
  - Operationally define variables and constructs.
  - Distinguish between manipulated and measured variables.
- Identify and understand sampling and assignment techniques.
  - Distinguish between populations and samples.
  - Distinguish between random sampling and random assignment.
  - Recognize different sampling and group assignment procedures.
  - Describe purposive sampling techniques.
- Identify and describe logical fallacies in scientific thinking.
  - Define internal validity and identify threats to internal validity.
  - Define external validity and identify threats to external validity.
  - Define trustworthiness and identify threats to validity in qualitative research.
- Analyze and interpret simple statistics.
  - Practice analysis and interpretation of descriptive and simple inferential statistics.
  - Generate tables and graphs.
  - Propose data analysis plans for research proposal.
- Describe the reliability and validity of measurement instruments.
  - Know where to obtain psychometric information.
  - Understand why reliability and validity are essential properties of measurement tools.
- Write a research proposal.
  - Utilize APA manuscript style (6th ed.)
  - Review the literature and write a literature review.
  - Propose a research design.
  - Articulate strengths and limitations of the research design.

**Please note:** All topics in this course are taught from a multicultural perspective, which emphasizes the differing experiences, cultures, histories, and perspectives of peoples from a variety of ethnic, gender, racial, and social class backgrounds.

### **Required Texts:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Hays, D. G., & Singh, A. A. (2012). *Qualitative inquiry in clinical and educational settings*. New York, NY: Guilford.



- Rovai, A., Baker, J., & Ponton, M. (2013). *Social science research design and statistics: A practitioner's guide to research methods and SPSS analysis*. Chesapeake, VA: Watertree Press LLC.
- Royse, D., Thyer, B. A., Padgett, D. K. (2016). *Program evaluation: An introduction to an evidenced-based approach* (6<sup>th</sup> ed.). Boston, MA: Cengage Learning.

or

Royse, D., Thyer, B. A., Padgett, D. K. (2010). *Program evaluation: An introduction to an evidenced-based approach* (5<sup>th</sup> ed.). Boston, MA: Cengage Learning.

### **Required Software:**

IBM SPSS Grad Student Pack Version 23 (or equivalent)

### **Required Readings:**

- Auger, R., DeKruyf, L., Trice-Black S., Gruman, D., Marston, T., & Koon, H. (2013) Bringing mental health needs into focus through school counseling program transformation. *Professional School Counseling, 16*, 333-341.
- Astramovich, R, Coker, J., & Hoskins, W. (2005). Training school counselors in program evaluation. *Professional School Counseling, 9*, 49-54.
- Barnhardt, R. & Kawagley, A.O. (2005). Indigenous knowledge systems and Alaska Native ways of knowing. *Anthropology and Education Quarterly, 36*, 8-23.
- Carey, J. C., Dimmitt, C., Hatch, T. A., Lapan, R. T., & Whiston, S. C. (2008). Report of the national panel for evidence-based school counseling: Outcome research coding protocol and evaluation of student success skills and second step. *Professional School Counseling, 11*, 197-206. doi:10.5330/PSC.n.2010-11.197
- Harding, A., Harper, B., Stone, D., O'Neill, C., Berger, P., Harris, S., & Donatuto, J. (2012). [Commentary on] Conducting Research with Tribal Communities: Sovereignty, Ethics, and Data-Sharing Issues. *Environmental Health Perspectives, 120*, 6-10. doi:10.1289/ehp.1103904
- Hays, D. G., & Wood, C. (2011). Infusing qualitative traditions in counseling research designs. *Journal of Counseling & Development, 89*, 288-295.
- Hays, D. G., Wood, C., Dahl, H. D., Kirk-Jenkins, A. (2016). Methodological rigor in Journal of Counseling & Development qualitative research articles: A 15-year review. *Journal of Counseling & Development, 94*, 172-183.
- Hergenrather K., Geishecker S., McGuire-Kuletz M., Gitlin D., & Rhodes S. (2010). An introduction to community-based participatory research. *Rehabilitation Education, 24*(3-4), 225-238.
- Hunt, B. (2011). Publishing qualitative research in counseling journals. *Journal of Counseling & Development, 89*, 296-300.
- Lusky, M. B., & Hayes, R. L. (2001). Collaborative consultation and program evaluation. *Journal of Counseling and Development, 79*, 26-38.
- Kopp, J. P., Zinn, T. E., & Finney, S. J. (2011). The development and evaluation of the academic entitlement questionnaire. *Measurement and Evaluation in Counseling and Development, 44*, 105-129.
- Palinkas, L. A. (2014). Qualitative and mixed-methods in mental health services and implementation research. *Journal Of Clinical Child & Adolescent Psychology, 43*, 851-861.

- Rowell, L. (2006) Action research and school counseling: Closing the gap between research and practice. *Professional School Counseling*, 9, 376-384.
- Sahota, P. (2007). Research regulations in Alaska Native and American Indian communities policy and practice considerations. *National Congress of American Indians Policy Research Center*. [https://depts.washington.edu/ccph/pdf\\_files/.pdf](https://depts.washington.edu/ccph/pdf_files/.pdf)
- Schiele, B. E., Weist, M. D., Youngstrom, E. A., Stephan, S. H., & Lever, N. A. (2014). Counseling self-efficacy, quality of services and knowledge of evidence-based practices in school mental health. *Professional Counselor*, 4, 467-480.
- Thebane, L., & Akhtar-Danesh, N. (2008). Guidelines for reporting descriptive statistics in health research. *Nurse Researcher*, 15, 72-81.
- (All required readings are in the dated file folders under the Session Resources section of Blackboard or available from the Rasmuson Library.)

### **Optional Readings/Texts:**

- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five traditions* (3rd ed.). Thousand Oaks, CA: Sage.
- Field, A. (2014). *Discovering statistics using IBM SPSS Statistics* (4th ed.). Thousand Oaks, CA: Sage.
- Grbich, C. (2007). *Qualitative data analysis: An introduction*. London: Sage.
- Maxwell, J. G. (2005). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Thousand Oaks, CA: Sage.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Siedman, I. (2006). *Interviewing as qualitative research*. New York, NY: Teachers College Press.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Grounded theory procedures and techniques* (3rd ed.). Newbury Park, CA: Sage.
- Yin, R. (2013). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.

**Course Evaluation:** Students will be evaluated on the following (list of assignments and grading criteria):

1. **Class Attendance and Participation (60 points):** Students are expected to come to class prepared, with assignments turned in prior to arrival. Be ready to begin promptly at 4:10 PM. Five points are lost every time a student does not attend class and does not make it up and 2.5 points for every time a student is late and I am not notified ahead of time. If missing class is unavoidable, I must be notified before the class session. Absence does not relieve a student's responsibility of completing all assignments before the due date, or for comprehending the material presented during the class session. Excessive absences may result in the student receiving a grade of "Incomplete" for the course.

Reading assignments and participating in class discussions expected. Your attendance and the quality of your involvement in class are worth a maximum of 100 points toward your final grade. A rubric located at the end of the syllabus further delineates how you will be evaluated. *Speak out and share your perspectives; it enriches the class experience for all of us!*

- **Blackboard Discussion Introduction:** Post a one paragraph introduction of yourself on the introduction blackboard discussion board ***no later than***



\_\_\_\_\_ *at 11:59pm Alaska time.* This introduction should share your counseling track, what interests you about this course, a fact about you, and a picture of yourself.

2. **CITI Training (10 points):** Complete required CITI training for UAF's Institutional Review Board. *Due no later than the first day of class.*
3. **Quizzes (75 points):** A total of 15 weekly quizzes (5 pts each) will be required and completed on Blackboard. These quizzes will be utilized as learning tools to ensure that students gain familiarity and competency surrounding key concepts and terms as related to quantitative analysis and research methods. The quizzes will require student to analyze, synthesize, and explain how various types of quantitative research designs, methods, and statistical analyses are being applied in the clinical mental health and educational research.
4. **Data Set Assignments (100 points):** Using the assigned data set provided, students will perform required statistics on SPSS to answer research prompts. Students will post results and explanation on Blackboard for *four* key assignments (25 points each). Students will provide a critique of their classmates data analysis and explanation of results.
5. **Group Projects Assignments:** Students will be paired into groups of 2-3 and assigned a research topic for the semester. Students will work on throughout the semester on a mixed-methods assignment that will follow a pilot study design. The following components will be included:
  - a. **Project Proposal (30 points):** Group members will turn in a two (2) page project proposal that identifies the problem, research question, research design, and methods for data collection and analysis for the pilot study.
  - b. **Quantitative Article Review (30 points):** Students will each select one peer-reviewed quantitative research article based on their group's research project topic. A two to three (2-3) page written summary of the article will be provided that describes the research question, research design, data and statistical analysis utilized, key findings, and strengths and limitations of the study using quantitative language. This summary will be posted on Blackboard for classmate review and critique.
  - c. **Bad Qualitative Article Review (30 points):** Students will choose one peer-reviewed journal article that demonstrates poor use of qualitative research. A two to three (2-3) page written summary of the article will be provided that describes the research question, research design, data analysis, key findings, weakness of the study using qualitative language, and suggestions for improving its research design. This summary will be posted on Blackboard for classmate review and critique.
  - d. **Data Collection/Analysis (30 points):** As a group, students will develop and implement a mixed-method pilot study on the topic they are assigned. Groups will work together to determine method and analysis, and will complete the data collection and analysis as a group.
  - e. **Student Prospectus (final paper, 135 points):** Students will individually turn in a final prospectus (APA 6th ed. style) on the group work from the semester. Included in this prospectus is the following components:
    - i. Literature Review - A literature review relating to the topic must be individually completed, amounting to ten (10) pages and 15-20 sources.
    - ii. Method - This section will be completed as a group and added into the final prospectus.
    - iii. Results - This section will be completed as a group and added into the final prospectus.

- iv. Discussion - A discussion section, individually completed, that is two (2) pages in length and summarizes the findings of the pilot study in relation to previous literature.
- v. Appendix - Including audit trail and other necessary documents.

### **Grading:**

**Your course grade will be determined by the following point system:**

### **Grading Scale**

Class Attendance/Participation	60 points	465 points and up (93%)	A
CITI Training	10 points	450-464.9 points (90-92.9%)	A-
Quizzes (15 @ 5 points)	75 points	440-449.9 points (88-89.8%)	B+
Data set assignment (4 @ 25 points)	100 points	415-439.9 points (83-87.9%)	B
Project Proposal	30 points	400-414.9 points (80-82.9%)	B-
Quantitative Article Review	30 points	390-399.9 points (78-79.9%)	C+
Bad Qualitative Article Review	30 points	365-389.9 points (73-77.9%)	C
Data Collection/Analysis	30 points	340-359.9 points (68-69.9%)	D+
<u>Student Prospectus</u>	<u>135 points</u>	315-339.9 points (63-67.9%)	D
<b>Total</b>	<b>500 Points</b>	300-314.4 points (60-62.9%)	D-
		Less than 300 points	F

**Disability Services:** *Students with a physical or learning disability, who may need academic accommodations, should contact the Disability Services office. UAF Disability Services is located within the Center for Health and Counseling in the Whitaker Building on the corner of Yukon Drive and North Chandalar (Room 208). The accessible entrance is located on North Chandalar Drive. UAF Disability Services can be contacted by telephone (474-5655) or e-mail (uaf-disabilityservices@alaska.edu). Once documentation of your disability is received, Disability Services will contact me regarding the necessary accommodations.*

**Support Services:** *Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, UAF, 907-474-5314, and on the UAA Campus at the Reading/Writing Center, located in 118 Sally Monserud Hall, UAA, 907-786-6918. Note: to access this Center at UAA, students must register in the English Department (907-786-4355) at a rate of \$12 per semester. Students who are not on the UAA or UAF campus should contact the Center for Distance Education for details regarding support services that are available by distance.*

**Plagiarism.** *Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As you prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, you must take great care to distinguish your own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people.*

*The University of Alaska Board of Regents has clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include: 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043; 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600; 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.*



## Class Schedule, Required Readings, Assignment Due Dates

*Additional work may be assigned to meet course requirements.*

Class Date	Class Content	Readings	Assignments	CACREP 2016 Standards
1	Course Overview Introductions Ethics in Research Research Protocol with AN/AI communities Introduction to Quantitative Research	<i>Barnhardt &amp; Kawagley</i> (2005) Rovai et al. (2013) Ch 1, 3 <i>Sahota</i> (2007)	CITI Training Due Quiz 1 Due	<i>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j</i>
2	Quantitative Research: Descriptive & Inferential Statistics	Rovai et al. (2013) Ch 5-6 Thebane et al., (2008)	Data Set Assignment 1 & Quiz 2 Due	<i>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j</i>
3	Quantitative Research: Goodness of Fit Tests (Nonparametric and Parametric)	Rovai et al. (2013) Ch 7	Data Set Assignment 2 & Quiz 3 Due	<i>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j</i>
4	Quantitative Research: Difference Tests (Multivariate, Factor Analysis, Post Hoc Comparisons, Parametric & Nonparametric tests for difference)	Rovai et al. (2013) Ch 8 Carey et al. (2008) Shiele et al. (2014)	Data Set Assignment 3 & Quiz 4 Due	<i>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i</i>
5	Quantitative Research: Correlation and Prediction Tests	Rovai et al. (2013) Ch 9	Data Set Assignment 4 & Quiz 5 Due	<i>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j</i>
6	Qualitative Research: Foundations of Qualitative Inquiry	Hays & Singh (2012) Ch. 1-3	Quantitative Article Review Due Quiz 6 Due	<i>f.8.a; f.8.e; f.8.h; f.8.i</i>
7	Qualitative Research: Research Design CBPR	Hays & Singh (2012) Ch. 4-6 Hergenrather et al. (2010) How to Write a Literature Review	Quiz 7 Due	<i>f.8.a; f.8.e; f.8.h; f.8.i; f.8.j</i>
8	Qualitative Research: Data Collection	Hays & Singh (2012) Ch. 8-9	Bad Qualitative Article Review Due Quiz 8 Due	<i>f.8.a; f.8.e; f.8.h; f.8.i</i>
9	Qualitative Research: Trustworthiness Mixed Methods	Hays & Singh (2012) Ch. 7 <i>Hays &amp; Wood</i> (2011) <i>Hunt</i> (2011) Palinkis (2014)	Quiz 9 Due	<i>f.8.a; f.8.e; f.8.h; f.8.i</i>
10	Qualitative Research: Data Analysis	Hays & Singh (2012) Ch. 10-11 <i>Hays, Wood, Dahl, &amp; Kirk-Jenkins</i> (2016)	Project Proposal Due Quiz 10 Due	<i>f.8.a; f.8.e; f.8.h; f.8.i; f.8.j</i>
11	Program Evaluation Foundations	Royse et al. (2016) Ch. 1-2 <i>Lusky &amp; Hayes</i> (2001)	Quiz 11 Due	<i>f.8.a; f.8.b; f.8.c; f.8.f; f.8.j</i>
12	Needs Assessment	Royse et al. (2016) Ch. 3, 11 <i>Rowell</i> (2008)	Data Collection/Analysis Assignment Due Quiz 12 Due	<i>f.8.a; f.8.b; f.8.c; f.8.f</i>
13	Program Evaluation: Types of Evaluation	Royse et al. (2016) Ch. 5, 12, 13 <i>Astramovich, Coker, &amp; Hoskins</i> (2005) <i>Kopp et al.</i> (2011)	Quiz 13 Due	<i>f.8.a; f.8.b; f.8.c; f.8.f</i>
14	Program Evaluation: Writing Reports	Royse et al. (2016) Ch. 14 <i>Auger et al.</i> (2013)	Quiz 14 Due	<i>f.8.a; f.8.b; f.8.c; f.8.f</i>

15	Finals week		Student Prospectus Due Quiz 15 Due	<i>f.8.a; f.8.c; f.8.d; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j</i>
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Evaluation Component	CACREP 2016 Standard Assessed
CITI Training	<i>f.8.i; f.8.j</i>
Quizzes	<i>f.8.a; f.8.b; f.8.c; f.8.d; f.8.e; f.8.f; f.8.g; f.8.h; f.8.i; f.8.j</i>
Data set assignment	<i>f.8.a; f.8.e; f.8.g; f.8.h; f.8.i; f.8.j</i>
Project Proposal	<i>f.8.a; f.8.b; f.8.c; f.8.d; f.8.e; f.8.f; f.8.g; f.8.h; f.8.i; f.8.j</i>
Quantitative Article Review	<i>f.8.a; f.8.b; f.8.c; f.8.d; f.8.e; f.8.f; f.8.g; f.8.h; f.8.i; f.8.j</i>
Bad Qualitative Article Review	<i>f.8.a; f.8.e; f.8.h; f.8.i; f.8.j</i>
Data Collection/Analysis	<i>f.8.a; f.8.c; f.8.d; f.8.e; f.8.f; f.8.g; f.8.h; f.8.i; f.8.j</i>
Student Prospectus	<i>f.8.a; f.8.b; f.8.c; f.8.d; f.8.e; f.8.f; f.8.g; f.8.h; f.8.i; f.8.j</i>