

University of Wisconsin-Whitewater  
Curriculum Proposal Form #3

**New Course**

**Effective Term:** 2141 (Spring 2014)

**Subject Area - Course Number:** RECREATN 361/561 **Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Recreation and Leisure for Special Populations

**25-Character Abbreviation:** Rec/LeisureSpecialPops

**Sponsor(s):** Dr. Thomas F. Gustafson & Dr. Karen L. Barak

**Department(s):** HPRC

**College(s):** Education

**Consultation took place:**  NA  Yes (list departments and attach consultation sheet)  
Departments:

**Programs Affected:** **Physical Education: Health, Human Performance and Recreation**

**Emphasis & Recreation and Leisure Studies Minors**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** None

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load  
 On Campus  Off Campus - Location

**College:** Education **Dept/Area(s):** HPRC

**Instructor:** Dr. Thomas Gustafson

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement  
 Diversity  General Education Option: Select one:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48  
Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major: No of credits in major:  
No of times in degree: No of credits in degree:

Proposal Information: ([Procedures for form #3](#))

**Course justification:**

The Physical Education major's Health, Human Performance and Recreation [HHPR] emphasis offers students options for coursework in a variety of professional preparation areas such as health and safety, programming, management, and special populations. The Americans with Disabilities Act has strengthened awareness of, and emphasized the need for, inclusion of special populations throughout society where our students will reside as professionals. The increase in students enrolled in the HHPR program demands further offerings in the special populations area so that students can make appropriate progress toward their degree. There are currently only two course options available in the area of special populations for this program. This course, as a third option in the area, will provide additional opportunities for students to complete their degree in a timely manner. Additionally, this course will expand the elective options available in the Recreation and Leisure Studies minors.

**Relationship to program assessment objectives:**

The Recreation/Leisure Studies Program recently hired additional faculty to increase program offerings, which has been a long standing program objective. Our recent faculty hire has been able to offer this course as part of load for the HPRC Department. In addition, converting special studies classes to traditional format is a current objective within the program. Assessment pointed our programs in these directions; progress toward these program directions and efforts to meet student enrollment needs will continue to be assessed.

The table below shows relevant student learning outcomes from the assessment matrix for the Recreation and Leisure Studies minors and identifies each student learning outcome that is Introduced, Developed and/or Applied in RECREATN 361 Recreation and Leisure for Special Populations.

<b>Standard I: Entry Level Knowledge</b>	
<i>Students graduating from the program shall demonstrate the following entry-level knowledge: a) the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries; b) techniques and processes used by professionals and workers in those industries; and c) the foundations of the profession in history, science, and philosophy.</i>	
	RECREATN 361
IA. Students graduating from the program shall demonstrate entry-level knowledge of the scope of the recreation profession.	Introduced
IB. Students graduating from the program shall demonstrate entry-level knowledge of the historical, scientific, and philosophical foundations of the recreation profession.	Developed
<b>Standard II: Design, Implement and Evaluate Services</b>	
<i>Students graduating from the program shall demonstrate the ability to design, implement and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.</i>	
	RECREATN 361
IIA. Students graduating from the program shall demonstrate the ability to design recreation and related experiences clearly reflecting application of knowledge from relevant facets of contemporary professional practice, science, and philosophy.	Developed
<b>Standard III: Management and Administration</b>	
<i>Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration in parks, recreation, tourism and/or related professions.</i>	
	RECREATN 361
IIIA. Students graduating from the program shall be able to recognize basic facts, concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.	Developed
IIIB. Students graduating from the program shall be able to apply entry-level concepts, principles, and procedures of management/administration in parks, recreation, tourism and/or related professions.	Developed
<b>LEAP Essential Learning Outcome: Intellectual and Practical Skills</b>	
<i>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	

	RECREATN 361
Inquiry and Analysis	Introduced
Critical Thinking	Introduced
Problem Solving	Introduced
Written Communication	Developed
Oral Communication	Introduced
<b>LEAP Essential Learning Outcome: Personal and Social Responsibility</b> <i>Anchored through active involvement with diverse communities and real-world challenges.</i>	
	RECREATN 361
Civic Knowledge (Local and Global)	Developed
Civic Engagement (Local and Global)	Introduced
Intercultural Knowledge and Competency	Developed
Ethical Reasoning and Action	Introduced

The table below shows relevant student learning outcomes from the assessment matrix for the Health, Human Performance and Recreation major and identifies each student learning outcome that is Introduced, Developed and/or Applied in RECREATN 361 Recreation and Leisure for Special Populations.

<b>Standard I: Entry-Level Knowledge and Integration Across Disciplines</b> <i>Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of professions; techniques and processes used by professionals; the foundations of professions; and integration across the disciplines of health, human performance and recreation.</i>	
	RECREATN 361
I.B. Students graduating from the program shall demonstrate entry-level knowledge and integrate health, human performance and recreation in the context of professional practice.	Introduced
I.C. Students graduating from the program shall demonstrate entry-level knowledge and integrate health, human performance and recreation relative to health, disease and disability throughout the lifespan.	Developed
<b>Standard III: Health and Safety</b> <i>Students graduating from the program shall demonstrate the entry-level knowledge of physical, social, cultural and environmental aspects of health and safety.</i>	
III.B. Students graduating from the program shall demonstrate the ability to create conditions that promote health and safety in programs and services for health, human performance and recreation.	Introduced
<b>Standard IV: Programming</b> <i>Students graduating from the program shall demonstrate the ability to design, implement and evaluate programs and services for health, human performance and recreation.</i>	
	RECREATN 361
IV.A. Students graduating from the program shall demonstrate the ability to design, facilitate and lead programs and services clearly reflecting application of knowledge from the relevant facets of contemporary professional practice, science, and philosophy.	Introduced
<b>Standard VI: Special Populations</b> <i>Students graduating from the program shall demonstrate entry-level knowledge, skills and abilities to adapt programs and services for differences in health, disease and disability throughout the lifespan.</i>	
	RECREATN 361
VI.A. Students graduating from the program shall demonstrate entry-level knowledge to adapt programs and services to meet the needs created by injury, disability and health conditions.	Developed
VI.B. Students graduating from the program shall demonstrate entry-level knowledge and provide programs and services that are age-appropriate for developmental phases throughout the lifespan.	Developed
<b>LEAP Essential Learning Outcome: Intellectual and Practical Skills</b> <i>Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</i>	
	RECREATN 361

Inquiry and Analysis	Introduced
Critical Thinking	Introduced
Problem Solving	Introduced
Written Communication	Developed
Oral Communication	Introduced
<b>LEAP Essential Learning Outcome: Personal and Social Responsibility</b> <i>Anchored through active involvement with diverse communities and real-world challenges.</i>	
	RECREATN 361
Civic Knowledge (Local and Global)	Developed
Civic Engagement (Local and Global)	Introduced
Intercultural Knowledge and Competency	Developed
Ethical Reasoning and Action	Introduced

**Budgetary impact:**

None. This course is currently taught as a special studies course.

**Course description:** (50 word limit)

This course introduces concepts of therapeutic recreation practice, including the history of the profession, current trends, and an overview of various disabilities and disorders across the lifespan. Students will have opportunities to develop the skills and abilities necessary to work with persons with disabilities through field-based activities. 3 units.

**If dual listed, list graduate level requirements for the following:**

Graduate students will lead class discussions on D2L to satisfy the graduate requirement. The class will view three films. The ensuing discussion will consist of the student’s impressions of the depiction and portrayal of people with disabilities. The graduate students will prepare discussion questions and monitor responses. In addition, the graduate students will do a literature review on a specific area of recreation programming for people with disabilities.

1. **Content** (e.g., What are additional presentation/project requirements?)

Graduates will lead class discussions on D2L based on three collectively viewed movies related to recreation with special populations. Graduate students will also prepare a literature review related to recreation with special populations.

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

**The process and standard of evaluation differs in the following manner for Undergraduates and Graduates:**

**Evaluation:**

**Undergraduate**

1. Midterm exams (two)	20% each
2. Final exam	20%
3. Architectural barrier study	25%
4. In class exercises	<u>15%</u>
	100%

**Graduate**

1. Midterm exams (two)	15% each
2. Final exam	20%
3. Architectural barrier study	10%
4. On-line discussion	20%
5. Literature review	<u>20%</u>
	100%

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

The graduate projects allow latitude for graduates to become involved in areas of specific interest to their professional directions, gather resources for their personal professional development, and explain to others the significance of their directions.

**Course objectives and tentative course syllabus:**

Course Syllabus  
RECREATN423/623 Research and Evaluation in Recreation and Leisure Services  
University of Wisconsin – Whitewater  
Health, Physical Education, Recreation & Coaching Spring 2014

Instructor: Dr. Thomas F. Gustafson  
E-mail: [Gustafst@uww.edu](mailto:Gustafst@uww.edu)  
Office: 132 Williams Center  
Phone: (262) 472-1649  
Office Hours: W: 5–6pm; M/W:8:45–9:45am; T/ R:11 :30am-12:30pm

Course Requisites: None

Course Description: This course places emphasis on research involving recreation and leisure service provision, evaluation of leisure service programs, and research methodology. Topics will include: review of existing literature, research design, data collection, and data analysis. 3 units.

Text: Blankenship, D.C. (2010). *Applied research and evaluation methods in recreation*. Champaign, IL: Human Kinetics.

Course Objectives:

Upon completion of this course, the student will have the ability to:

1. Explain the relationship between research and the provision of recreation and leisure services
2. Evaluate an existing research critique
3. Identify the steps in the research process
4. Systematically review literature in various recreation and leisure topics
5. Write hypotheses and define the concept of hypothesis testing
6. Identify sampling methods and data collection methods
7. Conduct data analysis and basic statistical calculations
8. Define qualitative research
9. Utilize APA writing style
10. Identify the appropriate implementation of subject rights and informed consent statements

Paper and Examination Policies:

1. Late work will not be accepted without approval of the instructor prior to the due date of the paper. If prior approval is not given, a score of zero will be recorded. Papers will be accepted in hard copy during class time or as an attachment to e-mail.
2. There will be no make-up examinations without approval prior to the examination date. If prior approval is not given a score of zero will be recorded. If, for reasons that can be documented, you will miss the final examination, you will be required to take the examination prior to the date listed in the final examination schedule.
3. Work submitted for credit in this class may not be submitted for credit in other classes without written permission from the instructor of both classes.
4. There will be a writing component in the evaluation for the previous tasks, where applicable, that will be assessed as 10% of the grade on that assignment.
5. All students will do their own work on all graded material submitted for all departmental course requirements.

**Classroom Decorum:** Please note the following regarding cell phones. Students are expected to turn cell phones off while in class. Students who answer cell phones during class, will be asked to leave for the day.

**Attendance Policies:** If you must be absent from class, you are responsible for arranging with a classmate to "cover" any material to be made up, including picking up your handouts, notes, etc., or turning in any due assignments. Students may miss 2 classes without penalty. After 2 unexcused absences, students will lose 2 percentage points per absence from their final grade average unless absences are excused.

Excused absences must be supported with written material, and include: university sanctioned events with notes from the appropriate faculty member or coach indicating dates; illness with a written confirmation including date of absence from the health center, clinic, hospital, physician, or dentist; funeral in your immediate family; and military service.

Unexcused absences include things such as: picking up family members from the airport, going on vacation, attending a friend to a funeral, conferences, oversleeping, car breakdowns, work, sickness without documentation, or court dates for traffic tickets, etc. Three 50 minute absences are allowed with minimal consequences so that you can take care of your personal needs.

If you arrive late to class it is likely you have been marked absent; it is your responsibility to wait for the instructor to have time available after class to change your attendance status. Late arrivals and frequently leaving and returning to class are interruptive, unprofessional, and discourteous to others.

**Tests, assignments, and/or Evaluations:**

**Grading Scale:**

A	94-100	B	83-86	C	73-76	D	63-66
A-	90-93	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 & below

**Evaluation:**

**Undergraduate**

1. Reviews of 15 research articles 20%
2. Excel statistical exercise 20%
3. Midterm Examination 30%
4. Final Examination 30%

**Graduate**

1. Review of 15 research articles 15%
2. Excel statistical exercise 20%
3. Midterm examination 25%
4. Final examination 20%
5. Research Project 20%

**Guidelines for Review of 15 Research Articles:**

Read and compare 15 research articles. Students will answer the following questions on each of the 15 articles.

- 1) The title of the article
- 2) The title of the journal in which it is published
- 3) The author(s)
- 4) The research hypothesis and/or purpose of the study

- 5) The sampling method and sample
- 6) The data collection method
- 7) The statistical analysis used
- 8) The results of the study, particularly the statistically significant results
- 9) The conclusions reached by the authors

Differentiation between Undergraduate and Graduate requirements:  
Content, Intensity, & Self Direction

In addition to completing undergraduate requirements, Graduate students will create a research proposal on a topic of their choosing, including an introductory section, a literature review, and a methodology section. This paper is to be written in conformance with The Publication Manual of the American Psychological Association.

Course outline by week including dates (subject to change) for major projects, assignments, exams In class exercises will occur throughout the semester	
Week 1	Introduction, Overview of class
Week 2	The research and evaluation process
Week 3	The research problem
Week 4	Review of literature
Week 5	Variable, hypotheses, measurement scales, ethics, confidentiality, parental permission
Week 6	APA Writing style
Week 7	Sampling techniques, issues, defining the population
Week 8	Midterm examination
Week 9	Instruments, defining a population, instrument considerations
Week 10	Validity, reliability, internal validity
Week 11	Statistical analyses, mean, median, mode, standard deviation, descriptive statistics, inferential statistics
Week 12	Survey research, Dillman method
Week 13	The research report
Week 14	Student presentations
Week 15	Student presentations
Week 16	Final Examination

*The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UWS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UWS Chapter 17).*

*The UW System standard for work required per credit is that students are expected to invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of 9 hours of work per week (144 hrs./semester).*

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Austin, D.R. (2010). *Lessons learned: An open letter to recreational therapy students and practitioners*. Champaign, IL: Sagamore Publishing.

Austin, D.R., Lee, Y., & Getz, D. A. (2008). A delphi study of trends in special and inclusive recreation. *Leisure Loisir*, 32(1), 163-182. doi: 10.1080/14927713.2008.9651404

Bender, M., & Baglin, C.A. (2003). *Implementing recreation and leisure opportunities for infants and toddlers with disabilities*. Champaign, IL: Sagamore Publishing.

Bielenberg, K. (2008). *All active: 35 inclusive physical activities*. Champaign, IL: Human Kinetics.

Bowness, W. (2012). Recreation for special populations: A wheelchair athlete's perspective. In M.J. Leitner and S.F. Leitner (Eds.), *Leisure enhancement* (4<sup>th</sup> ed.), (pp. 325-330). Champaign, IL: Sagamore Publishing.

Bullock, C.C. & Mahon, M.J. (2010). *Introduction to recreation services for people with disabilities: A person-centered approach* (3rd ed.). Champaign, IL: Sagamore Publishing.

Cochran, L., Rothschild, A.M., & Rudick, J.L. (2009). *Leisure programming for baby boomers*. Champaign, IL: Human Kinetics.

Goosey – Tolfrey, V. (2010). *Wheelchair sport: A complete guide for athletes, coaches and teachers*. Champaign, IL: Human Kinetics.

Human Kinetics. (2010). *Inclusive recreation: Programs and services for diverse populations*. Champaign, IL: Human Kinetics.

Lepore, M., Gayle, G.W., & Stevens, S.F. (2007). *Adapted aquatics programming: A professional guide* (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.

McLachlin, L.J., & Claflin, T.M. (2012). Recreation for special populations: An overview. In M.J. Leitner and S.F. Leitner (Eds.), *Leisure enhancement* (4<sup>th</sup> ed.), (pp. 307-324). Champaign, IL: Sagamore Publishing.

Robertson, T. & Long, T. (2008). *Introduction to therapeutic recreation: Perceptions, philosophies, and practices for the 21<sup>st</sup> century*. Champaign, IL: Human Kinetics.

Smith, R.W., Austin, D.R., Kennedy, D.W., Lee, Y. & Hutchison, P. (2004). *Inclusive and special recreation: Opportunities for persons with disabilities* (5<sup>th</sup> ed.). Champaign, IL: Sagamore Publishing.

Zeller, J.A. (2009). *Canoeing and kayaking for people with disabilities*. Champaign, IL: Human Kinetics.



The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](#), [Academic Misconduct](#), [Religious Beliefs Accommodation](#), [Discrimination](#) and [Absence for University Sponsored Events](#) (for details please refer to the Schedule of Classes; the “[Rights and Responsibilities](#)” section of the [Undergraduate Catalog](#); [the Academic Requirements](#) and Policies and the [Facilities and Services](#) sections of the [Graduate Catalog](#); and the “[Student Academic Disciplinary Procedures](#) (UWS Chapter 14); and the “[Student Nonacademic Disciplinary Procedures](#)” (UWS Chapter 17).

**Course Objectives and tentative course syllabus with [mandatory information](#) (paste syllabus below):**

Course Syllabus  
RECREATN423/623 Research and Evaluation in Recreation and Leisure Services  
University of Wisconsin – Whitewater  
Health, Physical Education, Recreation & Coaching Spring 2014

Instructor: Dr. Thomas F. Gustafson  
E-mail: [Gustafst@uww.edu](mailto:Gustafst@uww.edu)  
Office: 132 Williams Center  
Phone: (262) 472-1649  
Office Hours: W: 5–6pm; M/W: 8:45–9:45am; T/ R: 11:30am–12:30pm

Course Requisites: None

Course Description: This course places emphasis on research involving recreation and leisure service provision, evaluation of leisure service programs, and research methodology. Topics will include: review of existing literature, research design, data collection, and data analysis. 3 units.

Text: Blankenship, D.C. (2010). *Applied research and evaluation methods in recreation*. Champaign, IL: Human Kinetics.

Course Objectives:

Upon completion of this course, the student will have the ability to:

1. Explain the relationship between research and the provision of recreation and leisure services
2. Evaluate an existing research critique
3. Identify the steps in the research process
4. Systematically review literature in various recreation and leisure topics
5. Write hypotheses and define the concept of hypothesis testing
6. Identify sampling methods and data collection methods
7. Conduct data analysis and basic statistical calculations
8. Define qualitative research
9. Utilize APA writing style
10. Identify the appropriate implementation of subject rights and informed consent statements

Paper and Examination Policies:

1. Late work will not be accepted without approval of the instructor prior to the due date of the paper. If prior approval is not given, a score of zero will be recorded. Papers will be accepted in hard copy during class time or as an attachment to e-mail.
2. There will be no make-up examinations without approval prior to the examination date. If prior approval is not given a score of zero will be recorded. If, for reasons that can be documented, you will miss the final examination, you will be required to take the examination prior to the date listed in the final examination schedule.
3. Work submitted for credit in this class may not be submitted for credit in other classes without written permission from the instructor of both classes.
4. There will be a writing component in the evaluation of the previous tasks, where applicable, that will be assessed as 10% of the grade on that assignment.
5. All students will do their own work on all graded material submitted for all departmental course requirements.

**Classroom Decorum:** Please note the following regarding cell phones. Students are expected to turn cell phones off while in class. Students who answer cell phones during class, will be asked to leave for the day.

**Attendance Policies:** If you must be absent from class, you are responsible for arranging with a classmate to "cover" any material to be made up, including picking up your handouts, notes, etc., or turning in any due assignments. Students may miss 2 classes without penalty. After 2 unexcused absences, students will lose 2 percentage points per absence from their final grade average unless absences are excused.

Excused absences must be supported with written material, and include: university sanctioned events with notes from the appropriate faculty member or coach indicating dates; illness with a written confirmation including date of absence from the health center, clinic, hospital, physician, or dentist; funeral in your immediate family; and military service.

Unexcused absences include things such as: picking up family members from the airport, going on vacation, attending a friend to a funeral, conferences, oversleeping, car breakdowns, work, sickness without documentation, or court dates for traffic tickets, etc. Three 50 minute absences are allowed with minimal consequences so that you can take care of your personal needs.

If you arrive late to class it is likely you have been marked absent; it is your responsibility to wait for the instructor to have time available after class to change your attendance status. Late arrivals and frequently leaving and returning to class are interruptive, unprofessional, and discourteous to others.

**Tests, assignments, and/or Evaluations:**

**Grading Scale:**

A	94-100	B	83-86	C	73-76	D	63-66
A-	90-93	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 & below

**Evaluation:**

**Undergraduate**

1. Reviews of 15 research articles 20%
2. Excel statistical exercise 20%
3. Midterm Examination 30%
4. Final Examination 30%

**Graduate**

1. Review of 15 research articles 15%
2. Excel statistical exercise 20%
3. Midterm examination 25%
4. Final examination 20%
5. Research Project 20%

**Guidelines for Review of 15 Research Articles:**

Read and compare 15 research articles. Students will answer the following questions on each of the 15 articles.

- 1) The title of the article
- 2) The title of the journal in which it is published
- 3) The author(s)
- 4) The research hypothesis and/or purpose of the study

- 5) The sampling method and sample
- 6) The data collection method
- 7) The statistical analysis used
- 8) The results of the study, particularly the statistically significant results
- 9) The conclusions reached by the authors

Differentiation between Undergraduate and Graduate requirements:  
Content, Intensity, & Self Direction

In addition to completing undergraduate requirements, Graduate students will create a research proposal on a topic of their choosing, including an introductory section, a literature review, and a methodology section. This paper is to be written in conformance with The Publication Manual of the American Psychological Association.

Course outline by week including dates (subject to change) for major projects, assignments, exams In class exercises will occur throughout the semester	
Week 1	Introduction, Overview of class
Week 2	The research and evaluation process
Week 3	The research problem
Week 4	Review of literature
Week 5	Variable, hypotheses, measurement scales, ethics, confidentiality, parental permission
Week 6	APA Writing style
Week 7	Sampling techniques, issues, defining the population
Week 8	Midterm examination
Week 9	Instruments, defining a population, instrument considerations
Week 10	Validity, reliability, internal validity
Week 11	Statistical analyses, mean, median, mode, standard deviation, descriptive statistics, inferential statistics
Week 12	Survey research, Dillman method
Week 13	The research report
Week 14	Student presentations
Week 15	Student presentations
Week 16	Final Examination

*The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the "Rights and Responsibilities" section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the "Student Academic Disciplinary Procedures (UMS Chapter 14); and the "Student Nonacademic Disciplinary Procedures" (UMS Chapter 17).*

*The UW System standard for work required per credit is that students are expected to invest at least 3 hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of 9 hours of work per week (144 hrs./semester).*