

Process adopted on: \_\_\_\_\_

Process will be revisited on: \_\_\_\_\_

### Program-Level Continuous Improvement Process (CI-Process) Basics

<b>Program Basics</b>	<b>Program Name:</b> State formal program name from list of ADHE- or UCA-recognized programs.  Doctor of Philosophy in Physical Therapy
	<b>Program Purpose:</b> State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.  To prepare a student to assume the role of a scholar who is capable of discovering, integrating and applying knowledge as well as communicating and disseminating new knowledge. Additional skills include the ability to understand and critically evaluate the literature in order to recognize, interpret and understand the issues and problems associated with research.
<b>Program Goals</b> (Typically programs have 2-4 goals)	<b>Goal 1:</b> Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers.  Prepare students to be effective and productive researchers.
	<b>Goal 2:</b>  Prepare students to be effective teachers and leaders in the profession.
	<b>Goal 3:</b>
	<b>Goal 4:</b>
	<b>Goal 5:</b>
	<b>Goal 6:</b>
	<b>Goal 7:</b>
	<b>Goal 8:</b>

**Program-Level Continuous Improvement Process (CI-Process) Plan**

<b>Closing the Loop Process</b>	<b>Data Collection</b>	<b>Who &amp; How:</b> The Assessment and PhD Program coordinators for the Department of Physical Therapy will compile assessment data.
		<b>Timeline:</b> Data will be compiled at the end of Spring semester annually.
	<b>Data Analysis</b>	<b>Who:</b> The PhD Curriculum Committee Chairperson is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.
		<b>Timeline:</b> Data will be analyzed by May of each year.
	<b>Data Dissemination</b>	<b>Who &amp; How:</b> The PhD Curriculum Committee Chairperson will share the results with department faculty focus groups to discuss the results and possible curricular and/or pedagogical changes.
		<b>Timeline:</b> The PhD Curriculum Committee Chairperson will present the results at the annual faculty retreat each summer.
	<b>Resulting Actions</b>	<b>How:</b> The PhD Curriculum Committee Chairperson collates responses gathered from faculty focus groups at annual retreat and presents them to the entire faculty group for consensus.
		<b>Timeline:</b> Annual faculty retreat
	<b>Re-assessment/ Evaluation</b>	<b>How:</b> The impact of these changes will be assessed the following year. The data related to these changes will then be disseminated and analyzed according to the procedure outlined above.
		<b>Timeline:</b> The year after data collection and analysis.

Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). 1. Students will demonstrate skill in original research, providing evidence of an understanding of research design and the ability to implement the scientific method for qualitative and quantitative research.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	<b>Assessment Activity/Artifact/ Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Analytical Project Grade
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. See rubric
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least 90% of students will achieve a score of B or above
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students completing KPED 6316
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at the end of the Spring semester
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. This SLO has not been assessed. Data will be collected Spring 2014.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. PhD Curriculum Committee Chairperson <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Will occur at annual faculty retreat, Summer 2014 <b>Comments:</b> Provide comments about data from Responsible Authority
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. PhD Curriculum Committee Chairperson <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. Will occur at annual faculty retreat, Summer 2014  <b>Comments:</b> Provide comments about the data from the relevant faculty
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO.
	<b>Acknowledgement</b>	Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date</div>
	<b>Acknowledgement</b>	Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date</div>

Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

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<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). 1. Students will demonstrate skill in original research, providing evidence of an understanding of research design and the ability to implement the scientific method for qualitative and quantitative research.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	<b>Assessment Activity/Artifact/Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Completion of a research proposal assignment
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. See rubric
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least 90% of students will achieve a score of B or above
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students completing Research Design, PSYC 6331
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at the end of the Spring semester
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. This SLO has not been assessed. To be collected Spring 2014
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. PhD Curriculum Committee Chairperson <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Will occur at annual faculty retreat, Summer 2014 <b>Comments:</b> Provide comments about data from Responsible Authority
<b>Analysis</b>	<b>Department/Area/Program Faculty</b>	<b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. PhD Curriculum Committee Chairperson <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. Will occur at annual faculty retreat, Summer 2014  <b>Comments:</b> Provide comments about the data from the relevant faculty
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO.
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Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

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	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	<b>Assessment Activity/Artifact/ Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Grant Writing Internship project
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. See rubric
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least 90% of students will achieve a score of B or above
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students completing Grant Writing Internship, CSD 7110
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at the end of the Spring semester
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. This SLO has not been assessed. To be collected Spring 2014
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. PhD Curriculum Committee Chairperson <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Will occur at annual faculty retreat, Summer 2014 <b>Comments:</b> Provide comments about data from Responsible Authority
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	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). 2. Students will engage in scholarship through dissemination of knowledge to advance understanding of the theoretical principles underlying the framework of the discipline.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	<b>Assessment Activity/Artifact/Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Regional, state or national poster/presentation or peer reviewed publication
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. Accepted submission of original material by the student
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least 1 original work accepted by 100% of students before graduation. To be assessed in annual performance reviews.
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. All PhD candidates at the completion of all program requirements.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at the end of the Spring semester
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. This SLO has not been assessed as no candidates have completed all program requirements. Data will be collected Spring 2014.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. PhD Curriculum Committee Chairperson <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Will occur at annual faculty retreat, Summer 2014 <b>Comments:</b> Provide comments about data from Responsible Authority
<b>Analysis</b>	<b>Department/Area/Program Faculty</b>	<b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. PhD Curriculum Committee Chairperson <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. Will occur at annual faculty retreat, Summer 2014  <b>Comments:</b> Provide comments about the data from the relevant faculty
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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Semester and/or academic year for which the data applies: \_\_\_\_\_

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	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	<b>Assessment Activity/Artifact/Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Dissertation (published in ProQuest and copy available in Torreyson Library)
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. Faculty committee assessment at dissertation defense.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. All graduates will complete a successful defense of their dissertation
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. All PhD candidates at the completion of all program requirements.
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at the end of the Spring semester
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. This SLO has not been assessed as no candidates have completed all program requirements. Data will be collected Spring 2014.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
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	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO.
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Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). 3. Students will exhibit a breadth of knowledge of the discipline and the skill to critically evaluate the published literature with respect to evidence-based models.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goals 1&2
	<b>Assessment Activity/Artifact/ Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Literature review projects in PTHY 7324
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. See rubric
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least 90% of students will achieve a score of B or above
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students completing course PTHY 7324
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at the end of the Spring semester
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. This SLO has not been assessed. Data will be collected Spring 2014.
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. PhD Curriculum Committee Chairperson <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Will occur at annual faculty retreat, Summer 2014 <b>Comments:</b> Provide comments about data from Responsible Authority
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. PhD Curriculum Committee Chairperson <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. Will occur at annual faculty retreat, Summer 2014  <b>Comments:</b> Provide comments about the data from the relevant faculty
	<b>Conclusion</b>	<input type="checkbox"/> Continuc to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO.
	<b>Acknowledgement</b>	Provide signature of Department Chair acknowledging above results. _____ Date
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Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

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	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goals 1&2
	<b>Assessment Activity/Artifact/ Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Qualifying examination (includes evaluation of literature component).
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. Evaluation by a faculty committee. See sample questions.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least 90% of students will achieve a minimum of passing designation on written and oral components as necessary.
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students completing the qualifying exam
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at the end of the Spring semester
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. 2012: 100% of students had a passing grade on the exam
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. PhD Curriculum Committee Chairperson <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Will occur at annual faculty retreat, Summer 2014 <b>Comments:</b> Provide comments about data from Responsible Authority
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	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO.
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Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

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<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). 4. Students will organize and integrate current evidence and best practice in teaching clinical and didactic physical therapy courses.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2
	<b>Assessment Activity/Artifact/Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Didactic lecture experience in College Teaching, PTHY7315
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. See rubric.
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least 90% of students with B or above
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students participating in the course College Teaching, PTHY7315
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at the end of the Spring semester
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. This SLO has not been assessed. Data will be collected at next course offering (date to be determined).
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. PhD Curriculum Committee Chairperson <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Will occur at annual faculty retreat, Summer 2014 <b>Comments:</b> Provide comments about data from Responsible Authority
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	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
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Semester and/or academic year for which the data applies: \_\_\_\_\_

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	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2
	<b>Assessment Activity/Artifact/Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Laboratory teaching activity
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. See rubric
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least 90% of students will achieve a score of B or above
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students participating in the course Advanced Biomechanics, PTHY 7316
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at the end of the Spring semester.
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. This SLO has not been assessed. Data will be collected at next course offering (date to be determined).
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... <b>The benchmark for this activity (stated above).</b>
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. PhD Curriculum Committee Chairperson <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Will occur at annual faculty retreat, Summer 2014 <b>Comments:</b> Provide comments about data from Responsible Authority
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. PhD Curriculum Committee Chairperson <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. Will occur at annual faculty retreat, Summer 2014  <b>Comments:</b> Provide comments about the data from the relevant faculty
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO.
	<b>Acknowledgement</b>	Provide signature of Department Chair acknowledging above results. _____ Date _____
	<b>Acknowledgement</b>	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date _____

Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). 5. Students will display leadership traits that guide the profession in identifying and resolving important questions, issues, and problems.
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2
	<b>Assessment Activity/Artifact/Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Discussion Board on Leadership Topics
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. See rubric
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least 90% of students will achieve a score of B or above
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students participating in the course Professional Leadership in PT, PTHY 7310
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at the end of the Spring semester.
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. This SLO has not been assessed. Data will be collected at next course offering (date to be determined).
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis: Provide the position of the person responsible for the program.</b> PhD Curriculum Committee Chairperson <b>Date of Analysis: Provide the date on which Responsible Authority reviewed data</b> Will occur at annual faculty retreat, Summer 2014 <b>Comments: Provide comments about data from Responsible Authority</b>
<b>Analysis</b>	<b>Department/ Area/ Program Faculty</b>	<b>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty.</b> PhD Curriculum Committee Chairperson <b>Date of Presentation: Provide the date on which presentation to faculty was conducted.</b> Will occur at annual faculty retreat, Summer 2014  <b>Comments: Provide comments about the data from the relevant faculty</b>
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____ ) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</b>
	<b>Acknowledgement</b>	<b>Provide signature of Department Chair acknowledging above results.</b>  <div style="text-align: right;">Date</div>
	<b>Acknowledgement</b>	<b>Provide signature of College committee chairperson or College Dean acknowledging above results.</b>  <div style="text-align: right;">Date</div>

Semester and/or academic year for which the data applies: \_\_\_\_\_

## CI-Process Student Learning Outcome Information Sheet

*Repeat table as needed for each Student Learning Outcome*

<b>Student Learning Outcome</b>	<b>Student Learning Outcome</b>	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). 5. Students will display leadership traits that guide the profession in identifying and resolving important questions, issues, and problems
	<b>Related Program Goal(s)</b>	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2
	<b>Assessment Activity/Artifact/Output</b>	State the activity that will be directly assessed for the above Student Learning Outcome. Literature review projects in PTHY 7324 including discussions and reflection components.
	<b>Assessment Method</b>	Explain how the quality of the above activity will be assessed. A grade of B or above, see rubric
	<b>Benchmark</b>	State the performance expectation for the above activity, and some justification for that expectation. At least 90% of students will achieve a score of B or above
	<b>Academic Course of Assessment</b>	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students participating in the course PTHY 7324
	<b>Frequency</b>	State when AND how frequently the above activity will be assessed. Annually at the end of the Spring semester.
<b>Observations</b>	<b>Data Summary</b>	Provide a short summary of the results of the above activity AND the date these results were compiled. This SLO has not been assessed. Data will be collected at next course offering (date to be determined).
	<b>Result</b>	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet .... The benchmark for this activity (stated above).
	<b>Responsible Authority Analysis</b>	<b>Authority Responsible for Analysis:</b> Provide the position of the person responsible for the program. PhD Curriculum Committee Chairperson <b>Date of Analysis:</b> Provide the date on which Responsible Authority reviewed data Will occur at annual faculty retreat, Summer 2014 <b>Comments:</b> Provide comments about data from Responsible Authority
<b>Analysis</b>	<b>Department/Area/Program Faculty</b>	<b>Presented to Program Faculty by:</b> Provide position of person responsible for sharing results with relevant faculty. PhD Curriculum Committee Chairperson <b>Date of Presentation:</b> Provide the date on which presentation to faculty was conducted. Will occur at annual faculty retreat, Summer 2014  <b>Comments:</b> Provide comments about the data from the relevant faculty
	<b>Conclusion</b>	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
<b>Closing the Loop</b>	<b>Assessment Data-Driven Change</b>	<b>Planned Implementation Date:</b> Provide date on which change(s) will be made based on data for this SLO.
	<b>Acknowledgement</b>	Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date</div>
	<b>Acknowledgement</b>	Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date</div>

# CSD 7110

## Grant Writing Internship Rubric

### Course Objectives:

To provide doctoral students in the College of Health and Behavioral Sciences with a comprehensive understanding of the fundamentals of grant writing for scientific research and educational development.

### Specific Course Outcomes:

- 1) Successfully search for and identify a research funding opportunity.
- 2) Develop and write a complete grant application.

### Evaluation of Student Performance

The completion of the above outcomes will be met by successful performance on the following requirements. Students will complete an entire grant application, including important and answerable questions, hypotheses, methods, and budget.

### Grant Evaluation

Based on NIH criteria, with modifications for academic grading scale, for a successful grant application.

## Scored Review Criteria

Reviewer will consider each of the five review criteria below in the determination of scientific and technical merit, and give a separate score for each.

1. <u>Significance</u> ___/20
<b>Strengths</b> <ul style="list-style-type: none"><li>•</li></ul> <b>Weaknesses</b> <ul style="list-style-type: none"><li>•</li></ul>
2. <u>Investigator(s)</u> ___/10
<b>Strengths</b> <ul style="list-style-type: none"><li>•</li></ul> <b>Weaknesses</b> <ul style="list-style-type: none"><li>•</li></ul>
3. <u>Innovation</u> ___/30
<b>Strengths</b> <ul style="list-style-type: none"><li>•</li></ul> <b>Weaknesses</b> <ul style="list-style-type: none"><li>•</li></ul>

4. Approach \_\_\_/30

**Strengths**

- 

**Weaknesses**

- 

5. Environment \_\_\_/10

**Strengths**

- 

**Weaknesses**

- 

Impact \_\_\_/100

**Course Grading Scale**

A = 92 – 100

B = 84 – 91

C = 77 – 83

D = 70 – 76

F = Below 70

## KPED 6316 Analytical Project Scoring Rubric

/50 points

1. Title Page with names \_\_\_\_\_

### 2. Introduction (6 points for this section)

a. Purpose and very brief introduction to topic, Why are you doing this study? 2 pts.

b. Statistical Hypothesis use symbols and words stated in the null 2 pts.

c. Research Hypothesis what do you really expect to find? 2 pts.

### 3. Methods (20 points for this section)

a. Participants: How many subjects, what age, race, gender, location, how recruited, any inclusion criteria? (Create a variable for age, race and gender and run the appropriate statistics) 5 pts

b. Procedures and Materials/instruments: Describe variables operationally (range of scores on DV) and how IDV variable is defined, data collection methods and materials. 5 pt

c. Data Analysis: Discuss the statistical technique you will use, alpha, effect size you expect and the number of subjects you need for a given power level? 10 pts  
(Cite the table and include in your appendix)



4. **Results and Discussion:** Follow the examples in your book as well as research articles. Use a table and/or graph to display the results of your analysis. Report tests of assumptions before you talk about your statistical test then do, descriptive stats, statistical tests, and practical significance. 15 pts

5. **Conclusions:** Did you reject or fail to reject your hypothesis? What does this mean in terms of your null hypothesis 2 pts

6. **References** Use APA format (cite power table) 2 pts

7. **Appendix** 5 pts

*Include the data print out and data analysis output*

Create/print variable code book      output for descriptive stats

Data printout                              output for statistical tests

output for test of assumptions      power table used

**PSYC 6331 GRADING CRITERIA AND TENTATIVE SCHEDULE FOR RESEARCH PROPOSAL DEVELOPMENT:**

DESCRIPTION	DATE DUE	POINTS POSSIBLE	POINTS EARNED
<p>Topic Selection            Submit as title page using APA format.            Is this possible to implement at UCA?            Is topic maintained throughout the semester?            Creativity--will the proposal provide new information?</p>		3	
<p>Bibliography            Formatted according to APA style for a Reference section.            Includes original research articles (i.e., articles containing a "Method" and "Results" section.)            Internet resources must be online versions of peer-reviewed journal articles.            Articles have obvious relevance to topic.            A sufficient number of articles used in final paper.</p>		6	
<p>Introduction            Use APA format for "Introduction."            Organize so that it leads to objectives of the proposal.            Check grammar and spelling.            Appropriate citation of sufficient sources from research journals.            Minimal use of direct quotes.</p>	Outline due on _____  Complete by _____	7	
<p>Method            Use APA format.            Write in future tense.            Address any ethical considerations (attach necessary consent/assent forms).</p>		7	
<p>Data Analysis            Use APA format            State how information from subjects will be quantified.            Choose statistics that are relevant to objectives.</p>		7	
<p>Final Proposal            Use feedback from previous components.            Add abstract in APA format.</p>		10	
TOTAL		40	

**All sections should be turned in through Blackboard as Microsoft Word attachments.**

Discussion Board Participation Rubric  
 PTHY 7310 Professional Leadership

Student: \_\_\_\_\_  
 Assignment: \_\_\_\_\_

	4	3	2	1	Score
<b>Critical Thinking</b>	Conveys significant depth of thought through reflection and new ideas supported by outside readings/resources <i>(optional: incorporates relevant multimedia)</i>	Demonstrates some depth of thought and may include new ideas and/or supporting references	Very little original thought; mostly summarizes or restates information from assigned reading	No evidence of critical thinking, synthesis, or reflection	
<b>Collaboration/Contribution</b>	Participates actively by responding to other posts and contributing meaningful questions and/or comments that prompt further discussion	Responds to other posts but may not serve to promote further discussion	Mostly superficial posts with little engagement in overall discussion	Does not respond to other posts or interact within the discussion thread	
<b>Promptness/Deadlines</b>	Post(s) submitted on time and early enough to engage further discussion	Post(s) submitted 1-2 days late	Post(s) submitted 3-4 days late	Post(s) submitted 5+ days late	
<b>Organization</b>	Well-organized; logical sequence of ideas	Mostly organized and logical	Little evidence of structure	Poorly written; disorganized	
<b>Grammar &amp; Mechanics</b>	No significant errors (two or less minor instances)	1-3 significant errors	4-6 significant errors	Widespread grammar and mechanics errors	
	<b>TOTAL SCORE</b>				

DATE(S) \_\_\_\_\_ DEPT. \_\_\_\_\_ INSTRUCTOR \_\_\_\_\_ COURSE \_\_\_\_\_

**PEER REVIEW OF TEACHING EFFECTIVENESS**

Purpose: Formative Summative Peer Reviewer: \_\_\_\_\_

Rating Scale:	5 = Strongly Agree	4 = Agree	3 = Neutral (neither agree/disagree)	2 = Disagree	1 = Strongly Disagree	X = N/A or unable to judge	Rating
<p><b>COURSE MANAGEMENT:</b> BASED ON REVIEW OF SYLLABUS, ONLINE COMPONENTS, COURSE MATERIALS, AND IN-CLASS OBSERVATION                      Provides organized, clear, and accessible information regarding:</p>							
1.	Learning objectives/expected outcomes <i>Comments- The course has 18 objectives with appropriate graduate level taxonomy.</i>						
2.	Dates of upcoming exams, assignments, or relevant events (eg. course outline/schedule) <i>Comments- A "tentative" schedule is provided to students. This is understandable given the nature of the dependence on patient volunteers for labs.</i>						
3.	Requirements for students to demonstrate mastery of objectives through projects, assignments, performance and test scores <i>Comments- The grading scale is provided in the syllabus. Elevated scale is used. Exams, writing assignments, and practical exams all used to test mastery of material. "B" policy in place for lab practicals.</i>						
4.	Course policies (attendance, make-up work, academic misconduct) <i>Comments- The syllabus clearly articulates policies in attendance, make-up work, and academic misconduct. This is consistent with departmental policy.</i>						
5.	Required reading or other materials/resources that students should access independently <i>Comments- All required and optional texts are noted on the syllabus.</i>						

**TEACHING METHODS:**

1.	Effective Pacing <i>Comments- Dr. Lairmore has a relaxed style in lecture and is able to complete his objectives for the class.</i>
2.	Relates subject matter to students' experiences, or to real-life scenarios, or to other courses/content <i>Comments- Dr. Lairmore utilized patient scenarios and had videos to reinforce the material and make students assessments as part of a team based learning assignment.</i>
3.	Models critical thinking or problem-solving <i>Comments- Following the groups sharing of their opinions on treatment options, Dr. Lairmore discussed what he actually did with the patients and his rationale for doing so.</i>
4.	Makes an effort to clear up points of confusion <i>Comments- Discussed different approaches and why some treatments may or may not be warranted.</i>
5.	Summarizes concepts <i>Comments- Time was taken to make sure concepts were clarified on each case.</i>
6.	Uses a variety of teaching methods <i>Comments- During the session I observed, team based learning was the primary teaching method. Lecture had been used in previous classes to lay a foundation for the current group work. These PPT lecture slides were provided and they are well organized and clear.</i>
7.	Uses technology to enhance teaching / learning <i>Comments- Video tape of patients was used to allow students the opportunity to use evaluation skills.</i>
8.	Teaching is well-planned and organized <i>Comments- Group assignments and a feedback system was in place. At first, students got a little loud during group activities but Dr. Lairmore was able to regain control so that everyone could hear what other groups were sharing.</i>

**CONTENT AND COURSE MATERIALS:**

1.	Subject matter seems current, challenging, and appropriate to the course <i>Comments- Students were challenged to take knowledge of patient staging and apply it to real world cases.</i>
2.	Demonstrates mastery of the subject matter <i>Comments- Dr. Lairmore demonstrates mastery over his teaching area. He offers a variety of options and is comfortable with dealing with different opinions.</i>
3.	Subject matter is consistent with course learning objectives <i>Comments- Covered content in objectives 5, 6, 9</i>
4.	Exams assess the learning objectives / expected outcomes <i>Comments- Sample exam questions include basic fact type as well as case scenarios. Practical exams also occur in the course which would test synthesis and analysis skills of students.</i>

**LEARNING ENVIRONMENT / RAPPORT:**

1.	Creates a positive environment that encourages active involvement by students <i>Comments- Dr. Lairmore moved around the room encouraging participation by all members.</i>
2.	Checks/gauges student understanding <i>Comments -</i>
3.	Students DO get involved <i>Comments- Students actively participated in the small group assignments.</i>
4.	Maintains an atmosphere of trust and respect in class <i>Comments- diverse opinions expressed by students were discussed and given credence.</i>

**PERSONAL ATTRIBUTES AND PROFESSIONALISM:**

	Comments-	Comments-
1. Speaks clearly, coherently, and is grammatically correct		
2. Demonstrates poise/self-control, patience, and tact		<i>When the class got loud, Dr. Lairamore was patient and got the groups back on task and respectful of other groups.</i>
3. Enthusiastic / Positive / Motivating		
4. Punctual and makes effective use of class time		<i>Good use of time for team based activities.</i>
<b>Additional comments, including student feedback-</b>		

**PTHY 7315 College Teaching Grading criteria**

Using the Peer Review of Teaching Effectiveness form from student and faculty feedback on the day of the assigned lecture after practice sessions have occurred,

- Students will earn an A for ratings of 4-5 on all of the following items: Course Management Item 1, Teaching Methods 3, 6, 8, Content 1, 2, Learning Environment 1, Professionalism 1.
- Students will earn a B for ratings of 3 on any of the following items: Course Management Item 1, Teaching Methods 3, 6, 8, Content 1, 2, Learning Environment 1, Professionalism 1.
- Students will earn a C for ratings of below a 3 on the following items: Course Management Item 1, Teaching Methods 3, 6, 8, Content 1, 2, Learning Environment 1, Professionalism 1.

Rubric for Laboratory Teaching Experience  
 PTHY 7316 Advanced Biomechanics  
 50 point Assignment

<b>Requirement</b>	<b>Proficient</b>	<b>Satisfactory</b>	<b>&lt; satisfactory</b>
Preparation	10 All equipment in place and tested prior to student arrival.	8 Minor setup needed or supplies not on hand.	
Introduction / overview of lab	5 Gives clear objectives to students and asks questions to determine their understanding	4 Provides a general overview of the lab.	
Set-up of EMG equipment	10 Accurate set-up including: Site selection Skin prep Securing leads Confirmation of signal	8 Needs some assistance: Site selection Skin prep Securing leads Confirmation of signal	
Teaching concepts	20 Clear and complete demonstrations for each task. Task 1 Task 2 Task 3 Task 4	16 Clear and complete demonstrations for 3 of 4 tasks Task 1 Task 2 Task 3 Task 4	
Summary	5 Summarized key points and supports with findings from the lab in addition to making clinical correlations.	4 Summarizes key points.	
<b>TOTAL Points</b>			

## PTHY 7324

### Annotated Bibliography/Literature Review Assignment (X4)

#### GRADING RUBRIC (200 points each)

**Learning Objectives relevant to this assignment (from the course syllabus)**

- *Develop focused and answerable physical therapy questions within each element of the patient/client management model and in each of the four practice pattern categories.*
- *Find and describe the best available evidence by conducting a systematic, thorough, yet efficient search for evidence, critically appraise and synthesize those sources of evidence, and identify their type/level on the hierarchy of evidence.*
- *Critically appraise evidence concerning tests and measures, prognostic factors, interventions, and outcomes in physical therapy.*
- *Recommend areas for further research related to examination, evaluation, diagnosis, prognosis, plan of care, interventions, and outcomes assessment for selected types of conditions and patients/clients.*
- *Function as a clinical scholar by persistently collecting and analyzing published evidence on focused clinical questions and formulate evidence based clinical decisions regarding patient/client management.*
- *Demonstrate leadership by role modeling evidence-based practice and serving as a mentor for other practitioners in the areas of examination, evaluation, diagnosis, prognosis, plan of care, interventions, and outcomes assessment.*

**Overview of Assignment Instructions:** Complete, detailed instructions exist as a supplementary document.

Each student will complete the following for each AB:

1. Formulate at least two focused clinical questions; discuss the questions with the course instructor and select & refine one question for the AB.
2. Produce the annotated bibliography re: your focused clinical question.
3. Summary Reflection Discussion (online): Based on your evaluation of the research evidence (eg. the AB) and your clinical experience/judgment, state the following: a) your answer to the clinical question, b) your pre-existing opinion or hypothesis regarding the question & the answer, c) which aspect of your clinical question needs to be further explored, even if by replication studies.
4. Goals/Objectives Discussion (online): In the context of answering your future clinical questions via the process of evidence-based PT practice - - Formulate and state two goals/objectives for yourself for the next 6-12 months. Make sure the goals are action-oriented, somewhat measureable, and realistic/attainable. You should incorporate a colleague(s) or your facility as having a role in the goals. After stating the goals, list what you perceive to be the chief barrier(s) to attaining the goals AND the chief benefits/reasons for attaining the goals. Finally, list at least 2 specific strategies (subgoals/tasks) you will need to work toward in order to progressively accomplish each goal.

#### GRADING RUBRIC

	<b>Excellent</b>	<b>Fair</b>	<b>Marginal/Poor</b>
<b>Clinical Questions</b>	10	8	5
Categorization	Clinical questions each clearly address one specific area of patient management (exam, diagnosis, prognosis, intervention, or outcome); area is correctly identified by the student for each question.	One of the clinical questions lacks some clarity in addressing one specific area of patient management (exam, diagnosis, prognosis, intervention, or outcome); area is correctly identified for each question.	Both clinical questions do not each clearly address one specific area of patient management (exam, diagnosis, prognosis, intervention, or outcome); OR category is incorrectly identified on both questions.
Content	Questions are sufficiently clear, focused, and narrow in scope, to facilitate a focused search for research literature.	One of the clinical questions is lacking in being sufficiently clear, focused, and narrow in scope, to facilitate a focused search for research	Neither of the clinical questions is sufficiently clear, focused, and narrow in scope, to facilitate a focused search for research

		literature.	literature.
Refinement	Student is receptive & responsive to feedback and performs correct refinement of one question.	Student is partly receptive & responsive to feedback and performs some correct refinement of one question.	Student is minimally receptive & responsive to feedback and performs incorrect refinement of one question.
<b>Annotated Bibliography</b>	<b>25</b>	<b>20</b>	<b>15</b>
Sources of Information	No Case Series, no Case Reports, no Case-Controlled Series or Reports, no Expert Commentaries, no Cochrane Reviews. Uses only Systematic Reviews & Meta-analyses, Randomized Controlled Clinical Trials, Prospective or Retrospective Cohort Studies.	Uses 1 non-allowed source, without permission.	Uses more than 1 non-allowed source, without permission.
AB Content	Thoroughly addresses each of the required subsections: Findings, Strengths, Cautions, Implications, Comparisons.	Inadequately addresses one of the required subsections: Findings, Strengths, Cautions, Implications, Comparisons.	Inadequately addresses more than one of the required subsections: Findings, Strengths, Cautions, Implications, Comparisons.
Critical Analysis	Critical analysis is injected throughout the annotation and the analysis is correct. Connects research evidence to focused clinical question.	Critical analysis is injected into most of the annotation and the analysis correct most of the time. Adequately connects research evidence to focused clinical question.	Critical analysis is only occasionally injected into the annotation. Connection made between research evidence and focused clinical question is loose at best.
Citation & Level of Evidence	Correct citation format and correct identification of level of evidence for each source used in the AB.	A few minor errors in format and/or no more than 1 error in identification of level of evidence for each source used in the AB.	Numerous errors in format and 1 or more errors in identification of level of evidence for each source used in the AB.
Grammar & Mechanics (types of errors explained in the detailed assignment instructions)	No significant errors (3 or less minor errors)	1-3 significant errors or 4+ minor errors.	4-6 significant errors or 8+ minor errors
<b>Summary Reflection Discussion</b>	<b>7</b>	<b>5.5</b>	<b>4</b>
Content	Includes: a) answer to the clinical question, b) pre-existing opinion or hypothesis regarding the question & the answer, c) which aspect(s) of the clinical question needs to be further explored.	Lacks information in one area	Lacks information in more than one area.
Critical Thinking, Problem Solving, Analysis	Summarizes and shows insightful and correct synthesis of the literature information, including analysis of gaps in and/or limitations of the research. Conveys significant depth of thought through reflection and innovative ideas.	Reasonably good summary of the overall picture obtained from the AB and synthesizes the knowledge gained. Demonstrates some depth of thought and may include new ideas and/or supporting references.	Lacks summary or any synthesis of the information, and/or misinterprets the information and makes statements unsupported by the literature.
Collaboration/	Participates actively by	Responds to other posts but	Mostly superficial posts



Contribution/Leadership	responding to other posts and contributing meaningful questions and/or comments that prompt further discussion	may not serve to promote further discussion; contribution is generally superficial	with little engagement in overall discussion
Organization	Well-organized; logical sequence of ideas; thoughts flow well.	Mostly organized and logical	Little evidence of structure/organization
Grammar & Mechanics (types of errors explained in the detailed assignment instructions)	No significant errors (3 or less minor errors)	1-3 significant errors or 4+ minor errors.	4-6 significant errors or 8+ minor errors
<b>Goals/Objectives Discussion</b>	7	5.5	4
Content	States two goals/objectives that are action-oriented, somewhat measureable, and realistic/attainable, incorporate colleague(s) or facility. Lists chief barrier(s) to attaining the goals AND chief benefits/reasons for attaining the goals. List at least 2 specific strategies (subgoals/tasks) to work toward to progressively accomplish each goal.	Lacks information in one area	Lacks information in more than one area.
Leadership	Goals convey a clear sense of leadership or duty to role model/mentor evidence-based practice for other practitioners	Goals hint at or touch briefly upon a sense of leadership or duty to role model/mentor evidence-based practice for other practitioners	Goals do not convey a clear sense of leadership or duty to role model/mentor evidence-based practice for other practitioners
Collaboration/Contribution/Leadership	Participates actively by responding to other posts and contributing meaningful questions and/or comments that prompt further discussion	Responds to other posts but may not serve to promote further discussion; contribution is generally superficial	Mostly superficial posts with little engagement in overall discussion
Organization	Well-organized; logical sequence of ideas; thoughts flow well.	Mostly organized and logical	Little evidence of structure/organization
Grammar & Mechanics (types of errors explained in the detailed assignment instructions)	No significant errors (3 or less minor errors)	1-3 significant errors or 4+ minor errors.	4-6 significant errors or 8+ minor errors
Promptness/ Deadlines	Submissions < 12 hours late receive a 5% penalty; another 5% after 12 hrs late and so on		