Dear Academic Affairs Committee:

This memo is provided to help clarify the curriculum changes that have been proposed in the attached documents by the faculty of the Rehabilitation Sciences Doctoral Program. The Rehabilitation Sciences Curriculum Committee met in the spring of 2007 and recommended several changes for the Rehabilitation Science Doctoral Program (RHB) based on faculty and student feedback. The recommendations were approved by the Rehabilitation Sciences Doctoral Program Faculty in August of 2007.

A summary of the changes is presented below.

The original organization of the Rehabilitation Science Doctoral Program required students to pursue one of three available tracks. The three specialization tracks were *Pediatrics, Aging & Adult Neurological Disorders, and Movement Dysfunction.* The faculty voted to eliminate tracks from the core description and replace tracks with "areas of concentration" based on faculty research expertise. For example students would focus their area of concentration in speech and voice physiology or neuro-musculoskeletal movement dysfunction. Rationale for this change is that the tracks concept has become restrictive and unresponsive to the expanding research and scholarly/teaching expertise of the faculty. By redefining tracks, the strengths of faculty and their respective research interests can be highlighted, thereby providing the best possible experience to potential students.

As a faculty we decided to reduce the RHB Core Course requirement from 12 credit hours to 9 credit hours. Based on student evaluations and faculty feedback, we determined that the course *Rehabilitation Services in Health Care Systems and Delivery* did not meet the needs of the students, most of whom are preparing for careers in higher education. Rather than replace the course, faculty decided faculty decided it would be more critical to the development of each student to allow more program flexibility. This decision was also motivated by the fact that the total credit hour requirement of the RHB PhD program at UK is comparable to and/or exceeds that of other doctoral programs on campus and of other rehabilitation science doctoral programs around the nation.

Specifically, the faculty voted to delete, add, and revise the following core courses

Courses to be deleted (See Table 1)
RHB 740 Pediatric Assessment: Neonates to Adolescents (3cr)
RHB 750 Aging and Adult Neurologic Disorders Assessment (3cr)
RHB 760 Assessment of Movement Dysfunction (3cr)

RHB 742 Intervention Strategies: Neonates to Adolescents (Pediatrics Track) (3cr)
RHB 752 Aging and Adult Neurological Disorders: Intervention (3cr)
RHB 762 Treatment of Movement Dysfunction (Movement Dysfunction Track) (3cr)

RHB 702 Rehabilitation Services in Health Care Systems and Delivery (3cr)

Note: this change represents a reduction of 9 credit hours or three classes per student. (e.g., students in the Pediatrics track take RHB 740, 742, 702; students in the aging and adult track take RHB 750, 752 and 702).

Courses to be Added (See Table 1)

RHB 712 Critical Appraisal of Research in Rehabilitation Sciences (3 cr)
RHB 720 Research in the Rehabilitation Sciences (3 cr)

Critical Appraisal of Research in Rehabilitation Sciences (RHB 712) This course will introduce the student to critical appraisal of all forms of research in the Rehabilitation Sciences. The purpose of this course is to further develop the student's competence in carrying out and evaluating research. In this course, the student will develop the skills necessary to find, critically evaluate, and synthesize the available research in order to answer an individual research question, a translational approach including bench top to community based research.

Research in Rehabilitation Sciences (RHB 720) The purpose of this course is to provide a critical review of current practices in research methodologies in rehabilitation and investigate the consequences of selecting various research methodologies and analytic strategies. Topics will include a review of qualitative and quantitative methodologies ranging from phenomenological interviews to single-subject and quasi-experimental designs to descriptive studies to single and multi-site randomized clinical trials. The advantages and disadvantages of the various approaches will be examined in relationship to the various aspects of the bio-psycho-social-environmental model of human functioning, disability, and health across the life span.

Courses to be Revised

RHB 770 Professional Seminar VI *Research Seminar (change from 1-3 credit hour to variable credit hours (0 – 3 credit hours). May be repeated for a maximum of 9 credit hours.

RHB 789 Research Apprenticeship (change from 1-4 variable credit hours to 1-9 variable credit hours. May be repeated for a maximum of 21 credit hours.

Through faculty and student evaluations, it was determined that *RHB 770 Research Seminar* should be consistent throughout a student's program of study. Therefore, require that students enroll in RHB 770 Professional Seminar VI Research Seminar twice for a total of 2 credits. The change we are requesting is after a student meets the 2 credit hour /-requirement he/she will be required to continue to enroll for zero credit hours. The additional participation in this course for zero credits is important to allow our more senior students to attend without undue financial burden and provide them the opportunity to mentor younger students by sharing their knowledge. This is necessary as the RHB PHD program utilizes distance learning, and students must be

enrolled in a course to secure a distance site. Creating a zero credit option ensures that students at distant sites still have access to RHB 770 Professional Seminar VI Research Seminar
Through faculty development and revision of this course, it was determined that the material and requirements for Issues in *Teaching and Learning in Higher Education* exceed that of a 1 credit hour class. To better align the amount of the content with course expectations, the course will now be taught as a 2 credit seminar.

We wish to change the maximum number of hours of enrollment for *RHB 789 Research Apprenticeship* from 1-3 credits per semester to 1- 9 credits per semester. There are instances where a student might spend a semester intensely engaged in research and wish to complete all research apprenticeship requirements in one semester. This course change would allow greater flexibility when enrolling in RHB 789 Research Apprenticeship.

Transition

During the transition period, we propose that students who have enrolled prior to official approval of the revised curriculum (See Table 1) be required to have a minimum of 9 credit hours of the Rehabilitation Sciences Core Courses. This may be met by any of the following courses, and must be approved by the student's doctoral committee. Students admitted after the official approval of the revised curriculum must adhere to the new course of study.

RHB 701	Rehabilitation Theories and Applications Through the Life Span 3cr
RHB 702	Rehabilitation Services in Health Care Systems and Delivery 3 cr
RHB 712	Critical Appraisal of Research in Rehabilitation Sciences 3cr
RHB 720	Research in the Rehabilitation Sciences 3cr
RHB 740, 750, 760	Pediatric Assessment: Neonates to Adolescents, or Aging and Adult Neurologic Disorders Assessment, or Assessment of Movement Dysfunction (3cr)
RHB 742,752, 762	Intervention Strategies: Neonates to Adolescents, or Aging and Adult Neurological Disorders: Intervention, or Treatment of Movement Dysfunction (3cr)

Prior to the transition period courses will be offered as needed to meet the current students requirements.