

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

**I. General Information:**

College:	<u>Agriculture, Food and Environment</u>	Department (Full name):	<u>Community &amp; Leadership Development</u>		
Major Name (full name please):	<u>Community &amp; Leadership Development</u>	Degree Title:	<u>B.S. in Community &amp; Leadership Development</u>		
Formal Option(s), if any:	<u>N/A</u>	Specialty Field w/in Formal Options, if any:	<u>N/A</u>		
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>				
Contact Person:	<u>Kristina Ricketts</u>	Phone:	<u>7-3767</u>	Email:	<u>k.ricketts@uky.edu</u>

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”*

**III. GCCR Information for this Program (by requirement):**

<b>A. List the courses currently used to fulfill the old Graduation Writing Requirement:</b>
<u>CLD 340: Social Interaction, is currently and has been used for the last three years to satisfy the graduation writing requirement. Before this CLD 250: Reading Critically and Writing Well was offered until faculty retirement.</u>
<b>B. GCCR Program Outcomes and brief description:</b>
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Learning Outcome #1 Criteria: Students will demonstrate an understanding of and ability to employ the processes of intellectual inquiry.</u>
<u>Learning Outcome #2 Criteria: Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>CLD 305: Research Methods is a writing intensive course offered for CLD majors to expose them to research basics, while also</u>

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improving basic writing skills. CLD 497: Professional Practicum is the capstone course offered by the department, through which individuals demonstrate their overall learning in a pictorial representation. CLD 305 is offered earlier in the student's career, while CLD 497 is intended only for a senior audience. This was done on purpose to show growth with the communications skill development. Both of these courses together are required to satisfy the GCCR implementation plan.

**C. Delivery and Content:**

**1. Delivery specification:** for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): \_

**2. Basic Course Information:** Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

**Course #1:** Dept. prefix, number, and course title: CLD 305: Research Methods

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? No
- projected enrollment per semester: 35 students

**Course #2 (if applicable):** Dept. prefix, number, and course title: CLD 497: Professional Practicum

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? No
- projected enrollment per semester: 25 students

**Course #3 (if applicable):** Dept. prefix, number, and course title: \_\_\_\_\_

- new or existing course? \_\_\_\_\_ (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? \_\_\_\_\_
- shared or cross-listed course? \_\_\_\_\_
- projected enrollment per semester: \_\_\_\_\_

**3. Shared courses:** If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

• **Contact information of providing program:**

N/A

• **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

N/A

• **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).

**Date of agreement:** N/A

**4. Syllabi:** Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are **highlighted** in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;

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- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
  - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

**5. Instructional plan:** Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

CLD 305 is a writing intense course required for all CLD majors; CLD 497 is the capstone course for the department. It is anticipated that a majority of students will take CLD 305 their junior year. CLD 497 will be taken sometime during the student's senior year. The prerequisites for CLD 305 are CLD 102 or SOC 101; the only prerequisite for CLD 497 is to be in senior standing. CLD 305 is taught as an online, distance course. Due to the nature of CLD 497 (as a professional practicum) students spend 150 hours in the field, and meet face to face with the instructor three times during the semester.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

The assignments have been designed to meet the composition and communication needs and skills of CLD students. As such, the overall written assignment (in CLD 305) is a complete grant proposal, with several individual components making up smaller, individual assignments throughout the semester. The various skills associated with developing and writing a grant proposal are invaluable; these are of particular value within potential CLD career areas. Within CLD 497, the visual assignment is professional poster to be presented at a student symposium. Again, being able to share details, processes and innovative practices through a visual medium is salient for CLD students.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

In CLD 305, students will submit each assignment to the instructor. The instructor will then grade, provide feedback, and turn back each assignment to the student in a timely manner. At the culmination of the course, each assignment will be considered a "piece" of the grant proposal, so all will be combined to make up the complete grant proposal. Students will be required to take feedback into account and make significant changes to each "piece" of the grant proposal before submitting the final product.

In CLD 497, students will turn in a draft of their poster to the instructor two weeks before the student symposium. The instructor will provide feedback, and the student will ultimately be required incorporate changes and then present the poster at the student symposium.

- other information helpful for reviewing the proposal:  
N/A

**D. Assessment:**

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

The SLOs will be assessed biennially.

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

The SLOs will be assessed by the CLD Director of Undergraduate Studies.

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs:

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explain how the assessment standards of the receiving program will be implemented for the provided course(s):

N/A

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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	CLD 305: Research Methods; CLD 497: Professional Practicum; B.S. in Community and Leadership Development
Contact Person Name:	Kristina Ricketts
Phone:	7-3767
Email:	k.ricketts@uky.edu

**Instructions:**

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

**Internal College Reviews and Course Sharing and Cross-listing Reviews:**

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/27/2014	Kristina Ricketts / 7-3767 / k.ricketts@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	3/28/2014	Larry J. Grabau / 7-3469 / Larry.Grabau@uky.edu
		/ /

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>1</sup>
GCCR Advisory Committee	4/2/2014	

**Comments:**

<sup>1</sup> Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

**CLD 305 - Analytical Methods for CLD**  
**Spring 2014 M/W 6:30 - 7:45 Rm B52 Garrigus**

Lori Garkovich            7-7581            lgarkov@uky.edu            706 Garrigus Bldg  
Office Hours: by appointment (but I am here if not out for Extension responsibilities)

**Course overview**

**The essential questions that will guide the knowledge and applications of this course are:**  
**How do we come to know what we know?**  
**How might we evaluate the quality of the evidence that supports what we know?**  
**How can we gather the evidence that we need to determine what to know?**

This course will introduce you to the research process in the social sciences. It is designed to help you become familiar with the research methods often utilized in community, organizational, media and leadership studies. There are several principles of research you will discover during this course:

- The research process begins with a curiosity about an issue or a topic that leads to a specific question to be answered. It does not begin with an assumed answer but a logical and rigorous process of discovery.
- A research topic contains a diversity of potential research questions, each of which, when answered, can provide insight into unique aspects of the research topic.
- Each research question is best answered with a particular research method. In other words, each research method is most appropriately used for answering a specific type of research question.

The prerequisites for this course are: CLD 102 or SOC 101.

You need to be prepared and willing to ask and answer questions, and contribute to the overall learning of the entire class, whether on line or in class.

**Student Learning Outcomes**

After completing this course, students will be able to:

- Define and explain the meaning of core concepts associated with the scientific method as used in the social sciences.
- Describe and apply core ethical principles of research using human subjects.
- Create a complete grant proposal.
- Develop research questions that will inform the grant process, that are best answered using different types of methods.
- State a research question appropriate for answering with secondary data; gather appropriate secondary data from multiple sources; and, analyze the data to provide background information for the grant.
- State a research question appropriate for answering using a survey and design a short survey using different types of questions and different response formats. Then, explain how the data generated by the survey will enable the student to provide information pertinent to the grant.
- Design either a key informant interview or a focus group process, and then explain how the data generated by that method will contribute to the grant process.
- Conduct a content analysis using written or other types of data.

**Required text:**

Flick, Uwe. 2011. *Introducing Research Methodology: A beginner's guide to doing a research project.* Sage Publications

**Graduate Composition and Communication Requirement (GCCR):**

This course provides partial credit for the written component (4500 words) of the GCCR for the CLD program in conjunction with CLD 497: Professional Practicum.

An average of "C" or better is required on all GCCR assignments within the course to receive GCCR credit.

The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced during class and on Blackboard.

**Description of Course Assignments and Activities**

There will be multiple methods of assessment used during the semester. Each will illustrate your knowledge of and ability to apply social science research methods. A statement of each of the methods of assessment as well as due dates is presented in the table below.

Assessment method	Point value toward final grade	Due date
<b>PART ONE OVERVIEW AND FUNDAMENTALS</b>		
Assignment A – Grant rfp. and review of the literature	10 pts	Feb 5
Work sheets Clarifying the purpose of your grant Developing the foundation of your grant Concept mapping	5 pts	
<b>PART TWO SECONDARY DATA ANALYSIS</b>		
Work sheets Operationalizing your grant Identifying independent and dependent variables Levels of measurement and unit of analysis	5 pts	
Assignment B - Sociodemographic and marketing analysis	10 pts	Feb 26
<b>PARTTHREE SURVEY RESEARCH</b>		
Work sheets Identifying appropriate/inappropriate survey questions Approaches to sampling	5 pts	
Assignment C - Survey design assignment	15 pts	Mar 26
<b>PART FOUR QUALITATIVE RESEARCH</b>		
Work sheets	5 pts	

Designing a content analysis coding sheet Designing a focus group Designing a key informant interview		
Assignment D - Content analysis assignment	10 pts	April 9
Assignment E - Key informant interviews	10 pts	April 28
<b>PART FIVE    OVERALL GRANT PROPOSAL</b>		
Final Assignment – Complete Grant Proposal  The complete grant proposal.	25 pts	May 2
Grading scale 90-100=A    80-89=B    70-79=C    60-69=D    59 or less=E		

### Explanation of Course Assignments

#### Assignment A – Grant rfp and review of the literature - Due Feb 5

This assignment requires you to accomplish the first steps in a grant research process:

1. Clarify the topic of your grant.

Why is this topic of importance from your perspective?

Explain why this topic might be of importance to others

2. Present a concept map for your grant.

3. Conduct a review of the literature. The purpose of this is to answer the larger question, “What do we already know about this topic from prior research?” by finding and summarizing **two (2) peer-reviewed journal articles** that report on the results of an original research study. The article must report research results. In other words, it must utilize data gathered through a research process. You will find such research articles by going to Academic Search Premier through the UK Libraries and click on “peer review (scholarly) article” and “full article” prior to typing in your search phrases. For each article in no more than 2 pages state the following:

Provide a full and complete citation for the article or report (author(s), title, where published, when published, number of pages)

What research question does this article address?

How did they do the study? (e.g., What did they study? How did they collect their data?)

What was the source of their data?)

Provide a summary of the key findings of the study

Explain how the article relates to your general topic. What do you know now about this topic as a result of reading this article?

#### Assignment B - Socioeconomic and market analysis - Due Feb 26

There are three outcomes from this assignment:

To gain skills in identifying the information you need to answer a research question;



To learn how to find this information from secondary data sources; and  
To demonstrate your ability to interpret secondary data and present this interpretation in the format of a recommendation as to where to locate the business.

More details to be provided through Blackboard.

### **Assignment C - Survey design assignment - Due March 12**

1. Consult the grant rfp.
2. State the research question that is most appropriate to be answered using a survey. Then state a hypothesis that you can test that is based on this research question.
3. Explain how this research question is related to your research issue or topic and why being able to accept or reject your hypothesis would contribute to a better understanding of your topic.
4. Explain why a survey method is the most appropriate choice for answering this question.
5. Develop your 10-12 questions and for each question that you develop for your survey:  
State the question  
  
State the response options  
  
State the type of question it represents (attitude, belief, behavior, characteristic)  
  
Explain how this question you have designed will lead to the information you need to learn from the survey in order to assess your research hypothesis  
**REMEMBER QUESTIONS AND RESPONSE OPTIONS MUST BE STATED IN APPROPRIATE LANGUAGE - AS THEY WOULD IN A SURVEY - TO GAIN COMPLETE VALUE FOR THIS PORTION OF THE ASSIGNMENT**

### **Assignment D - Content analysis assignment - Due April 9**

The objective of the assignment is to conduct a content analysis. You may do this as individually or with another person. This assignment will require you to:

- State your research question
- Identify a source of data
- Select a sample
- Analyze your data (codes)
- Present your analysis in a power point

You will begin by developing a research question related to your grant. The research question should specify the time period and type of media you will be gathering data from to test your hypothesis.

Identify your data and select a sample. You need to explain how you will select a sample. At random? Using a stratified sampling technique?

Code your data. You will have to code the text, images, or objects using terms that represent the concepts that you are interested in and that enable you to investigate your theoretical ideas. In short, you are seeking to identify patterns and similarities. This assignment will require you to develop a set of adjectives (or codes) that you assign to each of the cases.

Analyze your data. Summarize the codes – a table might be helpful – in relation to your research question.

Put together a powerpoint-like presentation to illustrate what you have learned through the project. For your presentation:

- Begin with a title slide, in which you title your project and include the names of all the students involved in your group if you did this as a group
- Include another slide in which you introduce your topic.
- Make sure you clearly state the thesis or central argument of your project and how you set about examining your research question. It may be useful to have a slide in which you outline the theory that you are testing in your analysis. By theory, I mean what patterns do you expect to observe regarding your question of interest? Be sure to state your theoretical ideas clearly. Also, think carefully about making sure your coding strategy allows you to examine your theoretical propositions.
- In your presentation describe your data and methods. That is, describe the data you used and how you coded the data.
- End your presentation with a conclusion in which you summarize how your results support or refute your theory and can be understood in relation to what we think we already know.
- Although there is no expectation that you cite additional source material, if you do so, please include full citation of all the sources you consulted.

### **Assignment E - Key informant interviews - Due April 28**

You will design a key informant interview process. The components of the assignment are:

1. State the research question that is most appropriate to be answered using key informant interviews. Explain how this research question connects to your issue and how getting it answered will help you understand the larger research issue.
2. Explain why a key informant method will provide the information you will need to answer your research question.
3. State the 3-5 questions you will use to guide either the key informant interviews or the focus group. Explain how each question, when answered, will help you draw conclusions on your research question.

**REMEMBER QUESTIONS MUST BE PRESENTED APPROPRIATELY AS THEY WOULD IN A KEY INFORMANT INTERVIEW TO GAIN COMPLETE VALUE FOR THIS PORTION OF THE REPORT**

4. Identify three (3) individuals who would be appropriate as key informants to provide information on your research question? Why do they represent appropriate key informants
5. Describe how you would contact the key informants and present the 3-5 sentences you would use to introduce yourself and the project to your key informants.

### **Final Assignment – Complete Grant Proposal – Due May 2**

All of the course assignments will be united to make up a complete grant proposal. This proposal will have a minimum word count of 4500 words, and will address the requirements of the rfp presented at the beginning of the course. More specifically:

The complete grant proposal will include all of the assignments listed above. As students progress through the semester, each assignment will be a piece of the overall grant proposal. All assignments will be turned in by their respective dues dates; the instructor will then grade and provide feedback for each assignment. In regard to the final product – students are expected to take the feedback into consideration, and to turn in markedly different components integrated into the final grant proposal.

## COURSE OUTLINE

### **PART ONE Overview and fundamentals - JAN 15, 22, 27, 29, FEB 3, 5, 10, 12**

#### **Key concepts**

Causation	Correlation
Hypothesis	Review of literature
Concept map	Types of research (basic, applied, evaluation)
Purposes of research (description, explanation)	

**Read** Part One - Orientation in Flick

#### **Work Sheets**

Clarifying the purpose of your grant  
Developing the foundation of your grant  
Concept mapping

### **Assignment A Research question and review of the literature - FEB 5**

### **PART TWO Secondary data analysis for marketing - FEB 17, 19, 24, 26**

#### **Key concepts:**

Quantitative research	Secondary data
American Community Survey	Margin of error
Operationalization	Independent variable
Dependent variable	Intervening variable
Unit of analysis	Levels of measurement

**Read** Part Two Planning and Design in Flick

#### **Work sheets**

Operationalizing your grant  
Identifying independent and dependent variables  
Levels of measurement and unit of analysis

### **Assignment B Socioeconomic and market analysis - FEB 26**

### **PART THREE Survey research - MAR 3, 5, 10, 12, 24**

#### **Key Concepts**

Research ethics (respect for persons, beneficence, justice)	Population/universe
Sample - probability, nonprobability	Sampling frame
Sampling unit	Reliability
Validity	Bias
Random error	

**Read** In Flick Part Three E Research - Doing research online and  
In Flick Part Four Ethical issues in social research

#### **Work sheets**

Identifying appropriate/inappropriate survey questions  
Approaches to sampling

### **Assignment C Survey design - MARCH 26**

## **PART FOUR Qualitative research - MAR 31, APR 2, 7, 9, 14, 16, 21, 23, 28, 30**

### **Key Concepts**

Qualitative research Primary research  
Content analysis Key informant interviews  
Focus groups

**Read** In Flick Part Three Gathering Data and Analyzing Data  
Part Four What is good research and Writing Research and using results

### **Work sheets**

Designing a content analysis coding sheet  
Designing a focus group  
Designing a key informant interview

**Assignment D Content analysis APRIL 9**

**Assignment E Key informant interviews APRIL 28**

**Final Assignment Complete grant proposal MAY 2**

## **Other Course Information**

### *Technical information for this course*

At a minimum, you must have access to an e-mail account to participate in this class. Information will be announced in class and will also be available on Blackboard. To access Blackboard for this course, you must create an active directory account and utilize this web site. Directions for activating your active directory account are available on the Blackboard web site (<http://www.elearning.uky.edu>). On Blackboard you will find the course syllabus and supporting materials will be posted there. You should also plan on checking the course web site by noon of each class day to see if there are any announcements regarding the class. This is especially important on severe weather days.

If you have questions or problems accessing Blackboard you should contact one of the following:

Teaching and Academic Support Center  
<http://www.uky.edu/TASC/index.php> 859-257-8272  
Information Technology Customer Service Center  
<http://www.uky.edu/UKIT> 859-257-1300

### *Attendance*

Attendance is not mandatory. However, since 15% of your final grade is based on in-class activities, it is probably a good idea to attend class.

### *Quality of writing as a component of your grade*

If you cannot clearly and concisely communicate your ideas, there is no way for me to be sure that you understand the course material and have the ability to apply the course material. Therefore, a portion of your grade for all your assignments and quizzes will be based on the clarity and quality of your written presentation. I draw your attention to Part II Rules of the University Senate found at the site listed here for the official University policy which supports this position. "Section 5.2.4.3 Acceptable Standards in English Teachers in all courses are expected to call attention to and penalize for errors in English usage and to require the rewriting of papers which do not meet acceptable standards in English." (<http://www.uky.edu/StudentAffairs/Code/part2.htm>).

### *Classroom behavior, decorum, and civility*

We (myself, this department and the University) have a commitment to respect the dignity of all and to value differences among members of our academic community. During this course, we will have many discussions and debates about issues. We may disagree with the ideas of others but we cannot attack the other person. You clearly have the right to take reasoned exception to the opinions of others and to voice opinions contrary to those offered by myself and/or other students (S.R. 6.1.2). Equally, as a faculty member, I have the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

### *Academic Integrity*

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1). Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### *Note to students with disabilities*

The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

### *Statement of Nondiscrimination*

The University of Kentucky is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The University of Kentucky does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

### *Electronic communication devices*

All electronic communications devices (cell phones, pagers, Blackberries, etc.) should be turned off during class. Visible presence of electronic communication devices during exams will be considered evidence of cheating. I may confiscate electronic devices for the duration of the class if they are distracting you from full participation.

### *Excused absences*

See the following website (<http://www.uky.edu/StudentAffairs/Code/part2.htm>) and specifically Section 5.2.4.2 Excused Absences for the University's policy on excused absences. This section notes: "Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred."

### *Late papers*

I expect all assignments to be completed on time. For the purposes of this class, this means you must turn in a physical copy of the paper or E-mail me a copy dated by 8PM of the day the assignment is due. If you e-mail the paper to me, you must receive a response back saying "I got it and printed it" to confirm that the paper has been received. For each 24 hour period that the assignment is late, I will deduct 5 points from your grade for that assignment. If you have an excused absence you will, of course, be able to submit an assignment late without this penalty.

### *End of the semester incomplete*

An incomplete will be granted only upon the submission of a formal request, in writing, for an incomplete for the semester's work and an explanation that fits within University guidelines for why you are seeking an incomplete. If granted, you will sign a contract specifying the remaining course work to be completed and a time line for submitting this work.



UNIVERSITY  
OF KENTUCKY

College of Agriculture  
Department of Community  
and Leadership Development

## CLD 497 – Professional Practicum (Community Fellows)

### **Course Instructor**

Kristina G. Ricketts, Associate Professor  
Community & Leadership Development  
713 Garrigus Building  
University of Kentucky  
Phone: 859-257-3767  
Email: [k.ricketts@uky.edu](mailto:k.ricketts@uky.edu)

### **Class Location**

As this is a professional practicum meeting times will be arranged by the student(s) in consultation with the community organization.

There are **three (3) required** meetings over the semester:

#### **\*Community Partners “Meet & Greet”:**

- January 14<sup>th</sup>, 2014, 5-8 pm at Jefferson Davis Inn

**\*Mid-term individual meeting:** Arranged with instructor

**\*Final presentation meeting:** TBA

### **Course Description<sup>1</sup>:**

This is a cooperative educational program between Community and Leadership Development majors at the University of Kentucky and approved community organizations that collaborate with senior level students within a chosen professional field. Students will work with their organizational placements to develop a “focused” professional project to be completed throughout the semester. Ultimately the course is meant to establish mutually beneficial relationships by which stakeholder relations are improved while students have an opportunity to build relationships and networks that could encourage future career development.

### **Course Objectives:**

Fundamentally, this course is designed to *provide students a professional learning experience relevant to their specific interests and professional aspirations*. More specifically, interaction within this course will allow students to:

1. Establish career goals related to their professional aspirations.
2. Develop and polish professional work habits.
3. Improve interpersonal relationship skills.
4. Become acquainted and develop networks with individuals employed in professional occupations.
5. Prepare for a smooth transition into full-time employment.
6. Gain an understanding of the relationship between classroom theory and practical application.

### **Graduate Composition and Communication Requirement (GCCR):**

This course provides partial credit for the oral/visual component of the GCCR for the CLD program in conjunction with CLD 305: Research Methods.

An average of “C” or better is required on GCCR assignments within the course to receive GCCR credit.

### **Meeting Times:**

This course is built around individual practicum experiences. As a result, the time that students work at their community organization will be different for each individual/group. However, there are a few meetings required for all community fellows, and they are outlined below:

- One “meet and greet” class meeting one to two weeks before the semester begins

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<sup>1</sup>The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced via e-mail.

- One individual meeting (consultation with instructor) around the mid-point of the semester to check on progress
- One class meeting “student symposium” presentation at the end (within the final two weeks of the semester)

The initial meeting date/time will be communicated to students via email; the individual consultation meeting and the final group meeting will be determined during the initial group meeting.

NOTE: In order to receive credit for this course, students must complete **AT LEAST 150 HOURS** working for their cooperating organization throughout the semester.

**Eligibility:**

CLD 497 is limited to senior status students. Students are encouraged to take this course their last semester before graduating.

**Enrollment Procedures:**

1. When registering for the practicum students should complete a course application form (Appendix A) stating the type of practicum experience desired and their preference for geographic location within the greater Lexington area. This should be sent to the course instructor.
2. Prior to starting the practicum semester students should complete the following:
  - a. The student(s) must be granted a placement by the course instructor.
  - b. Meet with a representative of the cooperating agency.
  - c. The student, in conjunction with the instructor/academic coordinator and the agency representative, must determine whether an available position will provide an experience that supports the student’s academic and career objectives. Everyone should confirm that the student’s interests and academic preparation will satisfy the demands of the cooperating agency.

**(NOTE: b & c will happen at the Community Partners “Meet & Greet” – the first meeting of the semester.)**
3. Once the course starts and all stakeholders approve the placement, the student will submit the “Practicum Plan” (Appendix B) to the practicum course instructor. In addition, the student will review and sign the “Student Disposition Agreement”. When all required signatures have been collected, the practicum agreement will be considered complete.

NOTE: Under unique circumstances, students may request an unapproved community organization to work with for their practicum experience. In these cases, students will be asked to provide background information, contacts and a rationale for their placement that aligns with the course. Final approval of placement still lies with the instructor.

**Required Course Materials:**

- Journal
- 1” Binder

**Course Policies:**

My expectations for you are:

- 1) **Academic integrity:** Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. The University’s Code of Conduct states that all students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a



commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. Academic dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

***Cheating and Plagiarism:*** Such behavior is intolerable. Students found guilty of these offenses will be punished to the fullest extent, given the penalties outlined in *Student Rights and Responsibilities* §6.4.0. The MINIMUM punishment for either of these offenses is an "E" in the course.

***Additional Information*** related to policies for excused absences, cheating, plagiarism, withdrawal, incompletes, exams, and grading can be found in *Student Rights and Responsibilities* [www.uky.edu/StudentAffairs/Code/](http://www.uky.edu/StudentAffairs/Code/) and *University of Kentucky Bulletin 2013-14* [www.uky.edu/Registrar/Bulletin.htm](http://www.uky.edu/Registrar/Bulletin.htm).

- 2) Submit assignments as indicated by instructor. Failure to turn in required assignments may lead to failure of the course.
- 3) NOTE: The student may be removed from your placement at any time at the discretion of the instructor.

#### *Note to students with disabilities*

The University of Kentucky welcomes students with disabilities into the University's educational programs. Early in the semester, students with disabilities should provide the instructor with a letter from the UK Disability Resource Center that certifies the need for exam or classroom accommodations. It is the student's responsibility to register with the DRC who will verify the disability and need for accommodations. For additional information, contact the DRC at <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

#### *Statement of Nondiscrimination*

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#### *Attendance Policy*

There are three (3) required course meetings. In addition, consistent attendance will be expected with the cooperating agency and will be addressed if below standards. Failure to attend any of these meetings may culminate with termination from the course.

**Grade:**

The final grade is calculated by using the following criteria:

- 25% Practicum plan
- 15% Mid-semester report
- 30% Final project**
- 30% Employer evaluation

The final project will include a poster presentation to the department and collaborating agencies, illustrating the practicum project developed as part of the experience. A draft of the “poster” will be due to the instructor two weeks before the final week of the semester. Students will be expected to incorporate suggested changes into their final poster. The poster session will be held as part of a “student symposium” sometime during the final week of classes (May 5<sup>th</sup> – 9<sup>th</sup>). Attendance is required. More information will be shared via Blackboard.

These grades will be added and reported as a letter grade, based on the following scale: A = 100% - 94%; B = 93% - 85%; C = 84% - 75%; D = 74% - 65%; F = Below 65%.

NOTE: All products developed as part of the student’s project must be turned into collaborating organization by the “student symposium” date. Final projects developed during this practicum will be included in the student’s e-portfolio.

**Course Calendar:**

<b>Date</b>	<b>Activities/Due Dates</b>	<b>Location</b>
Jan 14 <sup>th</sup>	“Meet and Greet” orientation	JDI
Jan 21 <sup>st</sup>	<b>Practicum Plan DUE</b>	Via email to: <a href="mailto:k.ricketts@uky.edu">k.ricketts@uky.edu</a>
March 17 <sup>th</sup> – 21 <sup>st</sup>	Meetings with instructor <b>Midterm Report DUE</b>	Dr. Ricketts’ office
<b>April 21<sup>st</sup></b>	<b>(1<sup>st</sup> draft ) Professional Poster DUE</b>	<b>Dr. Ricketts’ office</b>
<b>May 5<sup>th</sup></b>	Student Symposium <b>Final Professional Poster DUE</b>	<b>Good Barn</b>

**List of Cooperating Agencies:**

A list of cooperating agencies can be found on the CLD department website. It is possible for the student to choose an agency/location not included upon the list, through consultation with the instructor.

**Student Disposition Agreement:**

Students interacting within a Professional Practicum experience are expected to keep a high standard of professional conduct throughout the experience. Following are examples of behaviors that maintain these standards. Students NOT demonstrating professional conduct, including but not limited to the following behaviors, risk disciplinary measures and the potential of placement removal. (NOTE: This list is meant to be illustrative of possible dispositions – it is not meant to be exhaustive nor prescriptive.)

**Legal/Ethical Conduct**

- Engages in legal and ethical conduct.
- Maintains privacy and confidentiality of sensitive information.
- Respects and demonstrates the UK Code of Student Conduct.

**Attendance/Punctuality**

- Is punctual and is only absent when excused in advance.

**Professional Appearance & Demeanor**

- Acts and dresses according to workplace standards.
- Maintains composure in the workplace (especially in stressful or conflict situations).

**Reliability/Dependability**

- Completes assignments, duties, or tasks on time.

**Interactions with Others**

- Interacts in a positive and professional manner with customers, co-workers, administration, and others.

**Fairness/Lack of Bias**

- Does not show overt bias, prejudice, or lack of fairness towards any individual or group of people.

**Flexibility/Adaptability/Openness to Feedback**

- Is able to adapt to changing workplace circumstances.
- Reacts positively and constructively to feedback about performance.

**Communicative Effectiveness**

- Makes no or few errors in oral and/or written communications with customers, co-workers, administration and others.

**Commitment to Improvement**

- Makes effort to improve workplace projects and activities.

**I agree to observe and demonstrate the disposition standards:**

\_\_\_\_\_  
**(Student)**

\_\_\_\_\_  
**(Date)**

# **Appendix A**

## **Application for CLD 497 Professional Practicum**

**College of Agriculture, Food & Environment  
Department of Community & Leadership Development  
Professional Practicum – CLD 497**

**Course Application**

Name \_\_\_\_\_ Student ID Number \_\_\_\_\_

Local Address \_\_\_\_\_  
\_\_\_\_\_

Local Phone Number \_\_\_\_\_ Home Phone Number \_\_\_\_\_

Advisor \_\_\_\_\_ Semester Standing \_\_\_\_\_

When will you be available for practicum? \_\_\_\_\_ to \_\_\_\_\_

Will you have access to a motor vehicle? \_\_\_\_\_ Yes \_\_\_\_\_ No

Please list any specific skills that you will bring to the practicum experience (i.e. web design, communications writing, brochure design, etc.):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What kind of professional experience are you seeking? (List in order of preference)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Please list a practicum site location (within the greater Lexington area) in order of preference.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**This information may be made available to prospective practicum supervisors.**

\_\_\_\_\_  
Signature of Advisor                      Date

\_\_\_\_\_  
Signature of Student                      Date

Please complete and return this form by email to Dr. Kristina Ricketts at [k.ricketts@uky.edu](mailto:k.ricketts@uky.edu).

# **Appendix B**

## **Practicum Plan Outline & Forms**

**College of Agriculture, Food & Environment  
Department of Community & Leadership Development  
Professional Practicum**

## CLD 497

### The Eight Components of a Practicum Plan

1. Cover Page
2. Your Résumé
  - a. List of relevant education and educational experiences
  - b. Work experience, including job title and a description of your responsibilities
3. Learning Objectives (measurable)
4. Responsibilities
  - a. Provide a detailed outline of tasks to be performed at the practicum site (determine by consulting with your cooperating agency representative).
5. Means of Evaluation
6. Means of keeping in contact with your course instructor (i.e. email, telephone, face-2-face).
7. Form #1\* - Name, title, address, telephone number and email address of the practicum supervisor.
8. Signatory Page\* – Obtain signatures as noted.

**\*Form #1 & Signatory Page should be included in the final Practicum Plan. Other pages are considered planning pages.**

**College of Agriculture, Food & Environment  
Department of Community & Leadership Development**

**Professional Practicum  
CLD 497**

**Form #1 - Practicum Contact Information**

Name \_\_\_\_\_ Student ID Number \_\_\_\_\_

Local Address \_\_\_\_\_  
\_\_\_\_\_

E-mail address \_\_\_\_\_ Cell Phone Number \_\_\_\_\_

Course 497 Credits \_\_\_\_\_

Practicum Location (Cooperating Agency) \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Type of Enterprise \_\_\_\_\_

Practicum Supervisor \_\_\_\_\_ Title \_\_\_\_\_

Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Dates and Duration of Practicum \_\_\_\_\_

Semester \_\_\_\_\_ Year \_\_\_\_\_

\_\_\_\_\_  
Student (signature) Date

\_\_\_\_\_  
Cooperating Agency (signature) Date CLD 497 Faculty Instructor (signature) Date

(This form is to be typed and completed by the student, signed by the student,  
a cooperating agency representative, and the CLD 497 faculty instructor.)

**Planning Pages**

Learning Objectives (3-5 objectives):



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Responsibilities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Means of Evaluation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Note:** A completed Practicum Plan (approved by instructor) needs to be on file before beginning the actual practicum.

**Professional Practicum**  
**Signatory Page**

I agree to develop a practicum plan, and prepare the mid-semester report to the best of my abilities. In addition, I recognize I will be developing and turning in a final project to my course instructor as well as my practicum supervisor, and will be doing a short presentation on my practicum experience to the entire department. The final presentation is to include suggestions for improvement of the practicum experiences (if necessary). Practicum plan and report are to be submitted to the course instructor. I will submit my practicum plan by \_\_\_\_\_ and a mid-term report by \_\_\_\_\_.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

---

The cooperating agency agrees to provide the student an opportunity to obtain actual experience in the areas outlined above. The student's supervisor will be \_\_\_\_\_ who agrees to evaluate the efforts of the student and forward an evaluation to the faculty supervisor upon completion of the experience.

\_\_\_\_\_  
Cooperating Agency Representative

\_\_\_\_\_  
Date

---

I have reviewed this *Practicum Plan* and find it to be consistent with the student's educational objectives and the educational objectives of the department's program. I agree to maintain regular contact with the student and his/her agency supervisor in determining the nature of the work and in evaluating the student's progress. The University of Kentucky, through the College of Agriculture, Food & Environment, agrees to grant 3 credits for CLD 497 to the student upon satisfactory completion of this practicum collaboration.

\_\_\_\_\_  
CLD 497 Faculty Instructor

\_\_\_\_\_  
Date

**Note:** Practicum plan must be approved and submitted to the instructor before beginning the course.

# Appendix C

## Guidelines for Mid-Semester & Final Reports

### Guidelines for the Mid-Semester Report

A professional practicum experience is much more than a job. It is a valuable portion of your educational program and preparation for a professional career. In order to better evaluate your progress and the outcome of your practicum program, a mid-term report is required to describe what you have achieved and experienced during the collaboration.

### **Mid-Semester Report**

Midway through the semester, the student must submit (during the consultation with the faculty supervisor) a report (5 – 7 pages, double-spaced) describing the practicum experience to that date. This report should include:

1. A record of the significant day-to-day activities (see the daily log).
2. A written discussion of how your preplanned objectives were implemented and the outcome of each.
3. A detailed description of the activities associated with your area of responsibility. Evaluate them in relation to your interests and educational background.
4. An appraisal of this practicum experience relative to your interests and career goals.
5. A description of the problems encountered and how you resolved them.

## **Daily Log for Recording Practicum Experiences**



# Appendix D

## Agency Supervisor Evaluation Form

### Agency Supervisor Evaluation

Student's Name: \_\_\_\_\_

We would appreciate your cooperation in providing a performance rating for \_\_\_\_\_ while partnering with your agency. Your responses will be used both to assign a letter grade for the experience and to help identify potential areas requiring attention in the student's continuing professional development. Thank you for participating in this worthwhile endeavor.

**Personal Characteristics**

Criteria	Excellent	Good	Fair	Unacceptable	Unable to Judge
1. Cooperates with management					
2. Cooperates with other workers					
3. Willingness to work					
4. Dependable					
5. Honest					
6. Ethical behavior					
7. Shows initiative					
8. Accepts supervision					
9. Personality					
10. Motivation					
11. Accepts supervision					
12. Accepts constructive evaluation					
13. Punctuality					
14. Attendance					
15. Professional attitude					

**Skills**

Criteria	Excellent	Good	Fair	Unacceptable	Unable to Judge
1. Shows leadership ability					
2. Working in teams or groups					
3. Communication skills-speaking					
4. Communication skills-writing					
5. Learns new assignments easily					
6. Self directed learner					
7. Problem solving skills					
8. Adaptable to a variety of jobs					
9. Organizational skills					
10. Use of electronic technology					
11. Overall skills					

Please mark the letter grade that you believe the student should receive for his/her performance.

A	B	C	D	F

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

**Agency Supervisor Evaluation, Part Two**

1. Was the student adequately prepared to work in your program?  
 \_\_\_\_\_ Yes      \_\_\_\_\_ No      \_\_\_\_\_ Somewhat

2. What kind of training or orientation did you provide before the student began assuming responsibility?
3. List ways the student showed evidence of possessing skills for working with diverse groups of people.
4. How did the student demonstrate his/her acceptance of responsibility for planning tasks and implementing them?
5. In your opinion, what are the student's areas of greatest strength?
6. In your opinion, what areas do you believe the student needs to improve?
7. Would you employ this student or another student with a similar background? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe
8. What recommendations do you have for use to include in our academic program to more adequately prepare students for future professional roles?
9. Are you interested in having a similar person for professional practicum in the future? <input type="checkbox"/> Yes <input type="checkbox"/> No
If you answered no, please indicate why.
10. Other comments: