Catalog Description
This course is a capstone research course designed for students involved in the university honors program. Students will explore the research process with a faculty mentor including design, review by the institutional review board, review of the pertinent literature, design of a research proposal, statistical analysis, and the preparation of either a manuscript or presentation.

Context
Pre-requisite(s) for this course includes successful completion with a “C” or better in a statistics and research methods course. Enrollment in this course and assignment of the faculty mentor is determined by the Honors Program and the program faculty. This course is appropriate for athletic training and rehabilitative science majors that have been admitted have been major and are in good standing with the honors program. This course is intended for upper level students that have met the academic and administrative requirements. The course may not be repeated for credit.

Course Overview
The purpose of this course is to prepare honors students for research within their discipline. This three credit hour course allows the students to explore the research process with a faculty mentor and experiences ranging from research proposal development, IRB review and certification of completion of IRB required course related to protection of human subjects, data collection, data analysis, preparation of manuscripts and/or presentations, and review of funding and budgets. Students will be assessed through their preparation of a research paper and/or presentation along with a reflection journal about the project. Successful completion of the course provides the student with basic research skills necessary for proposal design, presentation preparation, and manuscript creation.

Course Outcomes

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<th>Course outcomes:</th>
<th>Assessment:</th>
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<td>Upon completion of the course, students will be able to</td>
<td>The objectives will be assessed</td>
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<td>1. Apply research methodologies to pertinent clinical research questions within their discipline.</td>
<td>By preparation of an evidence table and research proposal on a selected topic.</td>
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<td>2. Conduct a review of the research literature on a selected topic.</td>
<td>By preparation of an evidence table and research proposal on a selected topic.</td>
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<td>3. Develop a research based paper suitable for submission for publication.</td>
<td>By project paper on a selected aspect of the research proposal or evidence review.</td>
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4. Prepare a presentation of a selected research topic. By formal presentation in either poster or oral presentation format to be presented as decided with faculty mentor.

5. Apply ethical considerations to research with populations of interest to the discipline. By participating and completing an online certification regarding the protection of human subjects in research studies.

6. Demonstrates a reflective perspective regarding personal and professional growth over the duration of the course. By reflective journal of research related activities; preparation of a personal statement of research interests.

7. Develop critical thinking and dialogue skills related to the content of the course. By preparation of an evidence table and research proposal on a selected topic; presentation of selected aspect of research proposal/evidence review.

Disability Statement
The University is committed to providing a supportive, challenging, diverse, and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act—Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services and activities for qualified students with documented disabilities. For more information contact the Student Disability Services Office: Director, Moises Torrescano; Academic Counselor, Cynthia Pino (Administration Building Room 105; Phone: 210-829-3997; Fax: 210-829-6078).

Policy on Academic Integrity
The highest standards of academic honesty are expected in the course. Forms of academic dishonesty include, but are not limited to cheating, plagiarism, counterfeit work, falsification of academic record, unauthorized reuse of work, theft, and collusion. See the Student Handbook for definitions and procedures for investigation of claims of academic dishonesty.

Approvals
Program Approval Date: 11/2012
School/College Approval 04/2009, 01/2013
UGCC and Senate Approval Date: 02/2013