Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/- for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

<table>
<thead>
<tr>
<th>Department</th>
<th>NRM</th>
<th>College/School</th>
<th>SNRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared by</td>
<td>Peter Fix</td>
<td>Phone</td>
<td>X6929</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:pjfix@alaska.edu">pjfix@alaska.edu</a></td>
<td>Faculty Contact</td>
<td></td>
</tr>
</tbody>
</table>

1. COURSE IDENTIFICATION: As the course now exists.

| Dept | NRM | Course # | 665 | No. of Credits | 3 |

COURSE TITLE
Advanced Outdoor Recreation

2. ACTION DESIRED: ✓ Check the changes to be made to the existing course.

<table>
<thead>
<tr>
<th>Change Course</th>
<th>X</th>
<th>If Change, indicate below what is changing.</th>
<th>Drop Course</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>TITLE</th>
<th>X</th>
<th>DESCRIPTION</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREREQUISITES*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)

| ADD A STACKED LEVEL (400/600) | Dept. | Course # |

Include syllabi.

How will the two course levels differ from each other? How will each be taught at the appropriate level?

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

| ADD NEW CROSS-LISTING | Dept. & No. |

Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

| STOP EXISTING CROSS-LISTING | Dept. & No. |

Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (specify)

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

| COURSE FORMAT: (check all that apply) | 1 | 2 | 3 | 4 | 5 | X | 6 weeks to full semester |

Mode of delivery (specify lecture, field trips, labs, etc.) Lecture.
4. **COURSE CLASSIFICATIONS**: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

- H = Humanities
- S = Social Sciences

<table>
<thead>
<tr>
<th>Will this course be used to fulfill a requirement for the baccalaureate core?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

IF YES*, check which core requirements it could be used to fulfill:

- O = Oral Intensive,
- W = Writing Intensive,
- X = Baccalaureate Core

*Format 6 also submitted

4.A Is course content related to northern, arctic or circumpolar studies? If yes, a “snowflake” symbol will be added in the printed Catalog, and flagged in Banner.

- YES
- NO

5. **COURSE REPEATABILITY**:

<table>
<thead>
<tr>
<th>Is this course repeatable for credit?</th>
<th>YES</th>
<th>NO</th>
<th>X</th>
</tr>
</thead>
</table>

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

5. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike-through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

- **PS F450 Comparative Aboriginal Indigenous Rights and Policies** (s)
  - 3 Credits
  - Offered As Demand Warrants
  - Case-study Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aboriginal situations Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

- **NRM F665 Advanced Outdoor Recreation** Survey Research in Human Dimensions of Natural Resources
  - 3 Credits
  - Offered Fall Even-numbered Years
  - Evaluation of contemporary outdoor recreation management models and the linkage between management programming and visitor response. Development of a synthesized model and testing with contemporary problems. Social science concepts applied to survey-based human dimensions research. Survey research methods including operationalizing research questions into measurable variables, designing survey instruments, assessing reliability and validity, sampling, and data analysis. Prerequisites: Graduate standing. (3+0) Prerequisites: Graduate standing. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE**:

- **NRM 665 Survey Research in Human Dimensions of Natural Resources**
  - 3 Credits
  - Offered Fall Even-numbered Years
Social science concepts applied to survey-based human dimensions research. Survey research methods including operationalizing research questions into measurable variables, designing survey instruments, assessing reliability and validity, sampling, and data analysis.

Prerequisites: Graduate standing. (3+0)

8. **GRADING SYSTEM:** Specify only one.
   - LETTER: X
   - PASS/FAIL: 

9. **ESTIMATED IMPACT**
   WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

   This course will be part of Peter Fix’s typical workload. No additional space will be required.

10. **LIBRARY COLLECTIONS**
   Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.
   - No X
   - Yes 

11. **IMPACTS ON PROGRAMS/DEPTS:**
   What programs/departments will be affected by this proposed action?
   Include information on the Programs/Departments contacted (e.g., email, memo)

   This course will be relevant to students in several departments in the natural resource disciplines, e.g., Wildlife and Biology, Fisheries, and especially the Resilience and Adaptation Program (RAP). While those departments have research methods courses and courses that discuss human dimensions issues, they do not focus solely on survey research. Thus, this course does not overlap with existing courses and will fill a niche for graduate students conducting survey research for their thesis.

   I have spoken with Todd Brinkman, associate director of RAP and he feels this course would be beneficial to students in the RAP program. See attached email.

12. **POSITIVE AND NEGATIVE IMPACTS**
   Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

   As this course is relevant to several departments and does not directly duplicate existing courses, it should not have negative impacts. For the reasons outlined in #11 and #13, the change should have positive impacts.

13. **JUSTIFICATION FOR ACTION REQUESTED**
   The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.
Many graduate students in natural resource related disciplines at UAF utilize a survey as part of their research. To successfully do so requires an in-depth understanding of survey research. I frequently consult with students regarding social science concepts that might be applicable to their research interests and issues regarding methodology. Students often ask if there is a graduate course on the topic. Because of the perceived demand, I offered this course as a trial course in fall 2012. That course attracted eight students from a variety of departments including economics, political science, RAP, and NRM. The course receive positive feedback from the students. It appears demand for such a course will exist into the foreseeable future.

The content of the existing NRM 665 Advanced Outdoor Recreation course is not relevant to a large number of students and, therefore, does not fill a need within the NRM MS.

In addition, the proposed changes would not directly duplicate an existing natural resource focused course. Courses in other departments include a few class periods devoted to survey based research methods, but do not provide students with in-depth knowledge of the details of survey research.

Changing the existing NRM 665 course to the survey-based research methods course will fill a current need among graduate students. I have incorporated student feedback of the trial course into the revised syllabus.

SEEN ATTACHED SIGNATURES

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Signature, Chair,  
Program/Department of:  
Date

Signature, Chair, College/School  
Curriculum Council for:  
Date

Signature, Dean, College/School  
of:  
Date

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable)  
Date

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair  
Faculty Senate Review Committee:  __Curriculum Review  __GAAC  
__Core Review  __SADAC

Date
Many graduate students in natural resource related disciplines at UAF utilize a survey as part of their research. To successfully do so requires an in-depth understanding of survey research. I frequently consult with students regarding social science concepts that might be applicable to their research interests and issues regarding methodology. Students often ask if there is a graduate course on the topic. Because of the perceived demand, I offered this course as a trial course in fall 2012. That course attracted eight students from a variety of departments including economics, political science, RAP, and NRM. The course receive positive feedback from the students. It appears demand for such a course will exist into the foreseeable future.

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[Signatures and dates]

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 000-level course):

[Signature and date]

Signature of Provost (if applicable)

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

[Signatures and dates]

Signature, Chair
Faculty Senate Review Committee: _Curriculum Review _GAAC
_ Core Review _SADAC
### ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature, Chair, College/School Curriculum Council for:</td>
<td>Date</td>
</tr>
<tr>
<td>Signature, Dean, College/School of:</td>
<td>Date</td>
</tr>
</tbody>
</table>

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.
ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at: http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/-uaf-syllabus-requirements/

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time (make sure that contact hours are in line with credits).
2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.
3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and any supplies required.
4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and description in syllabus must be consistent with catalog course description.
5. Course Goals (general), and (see #6)
6. Student Learning Outcomes (more specific)
7. Instructional methods:
   - Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).
8. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say “lab”. Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.
9. Course policies:
   - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.
10. Evaluation:
   - Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.)
   - Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C": http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf
11. Support Services:
   - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.
12. Disabilities Services:
   - Note that the phone# and location have been updated.
   - The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.
   - State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013
Overview
Social science surveys are a valuable tool to advance our understanding of the interaction between humans and the environment. As such they are extensively applied to academic research and to pressing management issues. However, obtaining valid results requires careful attention to defining research constructs, design of the questionnaire, sampling, and analysis. This course will provide an advanced exploration of the principles of survey design and analysis, with an emphasis on natural resource-related applications. The course will present an overview of social science research programs that are commonly applied in human dimensions of natural resources survey research, provide insight into the their associated measurement concerns, and detail how to appropriately construct a survey and analyze results with respect to study objectives.

Course Goals
The course will provide students with knowledge of the following topics:

• Social psychology topics most often applied in natural resource management
• Defining study objectives and identifying and integrating social science concepts most applicable
• Developing a quantitative survey to measure research questions/hypotheses
• Assessing reliability and validity of results
• Strengths and weaknesses of different survey methods
• Coding data
• Statistical analysis in SPSS; students will become familiar with a wide range of analysis in SPSS

Learning Objectives
Upon successful completion of this course, the students will have the skills to:

• Evaluate the survey-based methods presented in academic journals, technical reports, scientific presentations, etc.
• Complete all phases of a survey-based research project, including:
  o developing study objectives,
  o selecting the most appropriate survey method,
  o developing a questionnaire,
  o coding data and conducting statistical analysis, and
  o reporting results
**Class structure / Instructional Methods**
The class will consist of classroom lecture/discussion. SPSS will be used throughout the class. Students will be expected to purchase the student versions of SPSS [http://www.onthehub.com/spss/, $50 for 6 months]. Case studies will be incorporated throughout the semester.

**Course Readings**

Additional readings from the following texts will be used. These readings will be posted to Blackboard.


**Grading**
Students will be evaluated on four exams and several assignments. The second exam will have an in-class component and take-home section, all other exams will be take-home. The final exam will be a comprehensive take home exam. Homework and exams will be designed to assist in your thesis/dissertation research.

Each question on the homework and exams will be assigned a point values. The points you receive on each question will be based on the following rubric.

- **Full credit to 90%**: The answer demonstrates a mastery of concepts presented in class; the answer provides novel insights into the question’s topic and/or compares and contrasts to other concepts.
- **89 to 80%**: The answer reveals an understanding of the relevant concept, but is not sufficiently developed to convey mastery of the topic.
- **79 to 70%**: The answer demonstrates a weak understanding of the topic. This may be due to insufficient detail, lack of clarity in the response, and/or inclusion of an incorrect component.
- **69% to 60%**: The answer includes a few relevant items, but contains many incorrect components.
- **< +59%**: The answer contains no correct aspects.

In addition, when noted (i.e., writing assignments, certain parts of the take home exams) grammar will be incorporated into the grade as follows: occasional errors (i.e., one or two per page) points deducted = .25% of total points (e.g., a 40 point question = -1 pt); moderate errors (three or four per page) points deducted = 5% of total points; consistent errors (more than 4 per page) points deducted = 15% of total points.

**Expectations**
- Points, equivalent to one letter grade/day late, will be deducted for late assignments.
- Students are expected to come to class having read the assigned material.
- Students are expected to be at class and participate in discussion.
Plus and minus grades will be used.

<table>
<thead>
<tr>
<th>Weight for final grade</th>
<th>Requirements for letter grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td></td>
</tr>
</tbody>
</table>

|                      |                              |
| A + > 96%            | C+ 77 to 79                  |
| A  93% to 96         | C   73 to 76                 |
| A-  90% to 92        | C-  70 to 72                 |
| B+ 87 to 89          | D+ 67 to 69                  |
| B  83 to 86          | D   63 to 66                 |
| B- 80 to 82          | D-  60 to 62                 |
|                      | F < 60%                      |

**Plagiarism & Cheating**

According to the UAF code of conduct "Students will not collaborate on any quizzes, in-class exams, or take-home exams that will contribute to their grade in a course, unless the instructor of the course grants permission. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors." Students are expected to abide by the UAF Student Code of Conduct. You are encouraged to review the UAF Student Code of Conduct at: http://www.uaf.edu/register/services/#conduct /

Plagiarism will not be tolerated. Please read the following document that explains what constitutes plagiarism: http://library.uaf.edu/lis101-plagiarism

Also, please read following document that explains how to properly cite sources: http://library.uaf.edu/lis101-citing. Plagiarism is a major ethical violation and is grounds for course failure.

**Disability Services**

If you have a disability that you believe will affect your performance in this course, please speak with me directly AND contact Disability Services http://www.uaf.edu/disability/. Every effort will be made to accommodate you in accordance with the Americans with Disabilities Act.

**Writing Center**

The writing center in the eight floor of the Gruening Building can assist with your writing skills.

**Tentative Class Schedule**

The following topics will be covered. However, given the graduate level of the course, I intend to be flexible in how much time we spend on each topic. More or less time will be spent on topics depending on students’ knowledge of the topic area or need related to research projects.

*Note to Curriculum review committee: I have based the course dates on what I expect to be the semester schedule. I will adjust the dates as needed. There are few class periods for which I will add a current journal article or description of a timely natural resource topic.*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/2</td>
<td>Class introduction, in-class assignment</td>
</tr>
<tr>
<td></td>
<td>• Assignment: How can the attitude concept apply to (current issue)?</td>
</tr>
<tr>
<td>9/8</td>
<td>Attitudes continued Current peer-reviewed journal article (i.e., spring or summer 2016)</td>
</tr>
<tr>
<td>9/13</td>
<td>Norms: Manfredo Ch 5. Norms: social influences on human thoughts about wildlife</td>
</tr>
<tr>
<td>9/15</td>
<td>Values: Manfredo Ch. 6. Values, ideology, and value orientations</td>
</tr>
<tr>
<td></td>
<td>• Assignment: How can the value orientation concept apply to (current issue)?</td>
</tr>
<tr>
<td>9/20</td>
<td>Values continued Current peer-reviewed journal article (i.e., spring or summer 2016)</td>
</tr>
<tr>
<td></td>
<td>• Assignment: Distinctions among attitudes, norms, and values</td>
</tr>
<tr>
<td>9/22</td>
<td>Developing constructs: Vaske (2008) ch. 4</td>
</tr>
<tr>
<td></td>
<td>• Assignment: define the construct(s) being measured in your thesis</td>
</tr>
<tr>
<td></td>
<td>Exam 1 passed out; due 9/29</td>
</tr>
<tr>
<td></td>
<td>• Assignment: understanding reliability/validity and exercises</td>
</tr>
<tr>
<td>10/6</td>
<td>Linking the survey to analysis and coding data: Vaske ch. 5</td>
</tr>
<tr>
<td></td>
<td>• Assignment: level of measurement and coding</td>
</tr>
<tr>
<td>10/11</td>
<td>Writing and conducting surveys: Vaske ch. 7</td>
</tr>
<tr>
<td>10/13</td>
<td>Writing and conducting surveys: Vaske ch. 7</td>
</tr>
<tr>
<td></td>
<td>• Assignment: evaluation surveys</td>
</tr>
<tr>
<td>10/18</td>
<td>Implementation: Vaske ch. 8 - possible errors, survey administration</td>
</tr>
<tr>
<td></td>
<td>• Assignment: sampling</td>
</tr>
<tr>
<td>10/20</td>
<td>Implementation: Vaske ch. 8 - sampling</td>
</tr>
<tr>
<td></td>
<td>• Case study Denali National Park and Preserve</td>
</tr>
<tr>
<td></td>
<td>• Case study ARSP sampling issues</td>
</tr>
<tr>
<td>10/25</td>
<td>Implementation: Vaske ch. 8 - Response rate</td>
</tr>
<tr>
<td></td>
<td>Exam 2 in class portion; take home passed out, due 11/3</td>
</tr>
<tr>
<td>10/27</td>
<td>Weighting data: Vaske ch. 8</td>
</tr>
<tr>
<td></td>
<td>Case study ARSP analysis issues</td>
</tr>
<tr>
<td>11/1</td>
<td>Introduction to SPSS &amp; Data files: Vaske chs. 9, 10, 11</td>
</tr>
<tr>
<td></td>
<td>Bring laptop to class, have SPSS downloaded</td>
</tr>
<tr>
<td>11/3</td>
<td>Data manipulation: Vaske ch. 12</td>
</tr>
</tbody>
</table>
11/8 Revisit topics of sampling and weighting using SPSS
   • Assignment: weighting

11/10 Crosstabs: Vaske ch. 13
   • Assignment: analysis

11/15 Hypothesis testing and effect size: Vaske ch. 6; Morgan, Gilner, & Harmon (2006) ch. 20
   Introduction to inferential statistics and hypothesis testing; ch. 21 Problems with null hypothesis
   significance testing, ch. 22 Using effect sizes and confidence intervals to interpret the results of a
   statistical test

11/17 Means and t-test: Vaske ch 14
   • Assignment: analysis
   Exam 3 passed out; due 12/1

11/22 ANOVA: Vaske ch. 15
   • Assignment: analysis

11/29 Correlation and regression: Vaske ch. 16
   • Assignment: analysis

12/1 Reliability analysis: Vaske ch. 18

11/24 Thanksgiving – No class

12/6 Factor analysis: Morgan, Gilner, & Harmon (2006) ch. 33 Interpretation of alpha, factor analysis,
   and principle components analysis; additional handouts on factor analysis
   • Assignment: understanding reliability and validity analysis

12/8 Cluster analysis: handouts on cluster analysis

12/13 Moderation & mediation: Vaske ch. 20

12/18 Final Exam due at 9 a.m.