

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		03-38f	Appr 4/13/04	Appr 4/27/04

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person	Dr Kathryn Bonach	Email Address	kbonach@iup.edu
Proposing Department/Unit	Sociology	Phone	7-1290

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion

Course Revision                       Course Number and/or Title Change                       Catalog Description Change

<i>Current Course prefix, number and full title</i>	SOC 461 Social Research Methods II
	<i>Proposed course prefix, number and full title, if changing</i>

**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)

This course is also proposed as an Honors College Course.


**3. Program Proposals**

New Degree Program                       Program Title Change                       Other

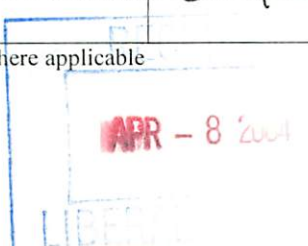
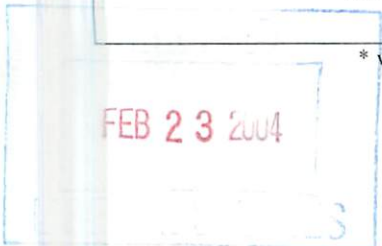
New Minor Program                       New Track

Catalog Description Change                       Program Revision

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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4. Approvals		Date
Department Curriculum Committee Chair(s)		2-12-04
Department Chair(s)	Alex Verdant	2-12-04
College Curriculum Committee Chair	Charles R. Chen	2-18-04
College Dean	Aron	2-18-04
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechrist	4-13-04

\* where applicable



## Description of the Curriculum Change

### Syllabus of Record:

#### I. Catalog Description

SOC 461 Social Research Methods II

3 class hours

0 lab hours

3 credits

Prerequisites: SOC 320, Soc 460, Junior standing

(3c-0l-3cr)

Second course in a two course methods sequence. Students will implement the research project that develop during the first course in this sequence. This course is primarily applied research and students will use the semester to collect and analyze their data and to prepare a final research report on their findings.

#### II. Course Objectives

Students will be able to:

1. Demonstrate ability to collect data and do field research
2. Demonstrate sufficient knowledge of reviewing quantitative research literature.
3. Demonstrate sufficient knowledge of reviewing qualitative research literature.
4. Understand the guidelines that govern social science research
5. Demonstrate the ability to analyze and interpret all types of social science data
6. Demonstrate the ability to develop a coherent, quality research paper at the end of the semester.

#### III. Course Outline:

A. Qualitative Data collection methods (16 hours)

1. Review of Ethics in Research
2. Accruing Research Participants
3. Determining sample sizes
4. Trouble shooting data collection progress
5. Coding and analyzing qualitative data

**(Preliminary analysis of qualitative methods due)**

**(Exam One – One hour)**

B. Quantitative Data Collection methods (16 hours)

1. Accruing Research Participants
2. Reliability and Validity
3. Database management

**(Database Framework Due)**

4. Descriptive analysis
5. Bivariate Analysis
6. Multivariate analysis

**(Preliminary Analysis of Quantitative data due)  
(Exam Two – One hour)**

- C. Developing a research Report (8)
  - 1. Trouble shooting data collection and missing data
  - 2. Evaluating Qualitative Research Reports
  - 3. Evaluating Quantitative Research Reports

**Final Exam and Final Papers due during Finals Week.**

**IV. Evaluation Methods**

The final grade will be determined as follows:

30% - Three exams are given per semester, and they are worth 30% of the final grade.

10% - Preliminary Qualitative analysis report – The draft of the student's qualitative analysis will be worth 10% of the final grade. The draft will be 10 pages long and will demonstrate an understanding of the qualitative research process. This report will discuss the results of the qualitative data collection and an understanding of how to interpret these data. This draft will also provide policy implications based on the research findings and identify gaps in research and future directions of research. It will be assessed on a scale of 1-100. Grades will be assessed as follows: Literature review: 30%, Theoretical framework: 30%, Methodology: 30% ; Clarity 10%. Students will receive feedback on how to strengthen this section for inclusion in the final research report.

10% - Preliminary Quantitative analysis report – The draft of the student's quantitative analysis will be worth 10% of the final grade. The draft will be 10 pages long and will demonstrate an understanding of the quantitative research process. This report will discuss the results of the quantitative data collection and show an understanding of how to interpret these data. This draft will also provide policy implications based on the research findings and identify gaps in research and future directions of research. It will be graded on a scale of 1-100. Grades will be assessed as follows: Literature review: 30%, Theoretical framework: 30%, Methodology: 30% ; Clarity 10%. Students will receive feedback on how to strengthen this section for inclusion in the final research report.

5% - Database Design – Students will demonstrate an understanding of how to create a database and how to enter data. Each student will provide, on disc, a preliminary database, a data dictionary and a detailed summary of data content, and a copy of their research instruments. Grades will be assessed on correctness and completeness of database. Students will receive feedback on how to strengthen their databases in order to facilitate the final analysis of their data.

35% - Final Research report – The final research report will be a publication quality paper that summarizes all of the students research findings. This paper will be reviewed as it would be reviewed for a peer evaluated journal submission. Students will

be encouraged to submit quality papers for consideration to journals and student sessions of regional and national conferences for further feedback.

10% - Participation – Research methods is a course that requires participation and strong attendance practices in order to perform well. Participation points are primarily earned through attendance. Each student begins the semester with 100 points and loses 10 points for every unexcused absence that occurs after the first 3 unexcused absences allowed by university policy.

**V. Sample Grading Scale**

Final Grade

90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; <60 = F.

**VI. Attendance Policy**

Each faculty member will develop an attendance policy that is consistent with university policy.

**VII. Required Textbook**

Neuman, W.L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches* (5<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Pryczak, R. (2003). *Evaluating Research in Academic Journals: A Practical Guide to Realistic Education*. Los Angeles, CA: Pryczak Publications

Sweet, S., & Martin, K. G. (2003). *An Introduction to Data Analysis with SPSS: A First Course in Applied Statistics* (2<sup>nd</sup> ed.). Needham Heights, MA: Allyn and Bacon

**VIII: Special Resource Requirements:**

No special requirements.

**IX: Bibliography**

Alreck, P.L., & Settle, R.B. (1994). *The Survey research handbook*. Boston: McGraw-Hill.

Babbie, E. (2001). *The Practice of social research* (9<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing.

Berg, B. (2001). *Qualitative research methods* (4<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.

Bradburn, N., & Sudman, S. (1988). *Polls and surveys*. San Francisco: Jossey Bass.

Converse, J., & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire*. Thousand Oaks, CA: Sage.

- Dillman, D. (1978). *Mail and telephone surveys: The total design method*. NY: Wiley.
- Fink, A. (1998). *Conducting research literature reviews: From paper to the internet*.  
Thousand Oaks, CA: Sage.
- Fowler, F. (1993). *Survey research methods*. Thousand Oaks, CA: Sage.
- Frankfort-Nachmias, C., & Nachmias, D. (2000). *Research methods in the social sciences*. NY: Worth Publishing.
- Galvan, J.L. (1999). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Los Angeles, CA: Pyczak Publishing.
- Green, S.B., & Salkind, N.M. (2003). *Using SPSS for Windows: Analyzing and understanding data* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- King, G., Keohane, R., & Verba, S. (1994). *Designing social inquiry*. NJ: Princeton University Press.
- Lewis-Beck, M. (1980). *Applied regression: An introduction*. Thousand Oaks, CA: Sage.
- Lieberson, S. (1985). *Making it count: The improvement of social research and theory*.  
CA: University of California Press.
- Maxim, P. S. (1999). *Quantitative research methods in the social sciences*. London: Oxford University Press.
- Maxwell, J.A. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.
- Menard, S. (2002). *Applied logistic regression analysis* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Miller, D.C., & Salkind, N.J. (2002). *Handbook of research design and social measurement*. Thousand Oaks, CA: Sage.

- Monette, D., Sullivan, T., and DeJong, C. (2002). *Applied social research: Tool for the human services* (5<sup>th</sup> ed.). NY: Harcourt Brace.
- Norusis, M. (1986). *SPSS guide to data analysis*. Chicago: SPSS.
- Ragin, C. (1987). *The comparative method: Moving beyond qualitative and quantitative strategies*. CA: University of California Press.
- Schutt, R.K. (1999). *Investigating the social world: The process and practice of research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Pine Forge Press.
- Seymour, S., & Bradburn, N. (1982). *Asking questions: A practical guide to questionnaire design*. San Francisco: Jossey-Bass).
- Szafran, R.F. (1994). *Social science research: A cross section of journal articles for discussion and evaluation*. Los Angeles, CA: Pyczak Publishing.
- Tabachnick, B., & Fidel, L.S. (2001). *Using multivariate statistics* (4<sup>th</sup> ed.). Needham Heights, MA: Allyn and Bacon.
- True, J. (1992). *Conducting and evaluation social research*. CA: Wadsworth Publishing.

**Course Analysis Questionnaire:**

**Section A: Details of the Course**

A1 This course will be required of all Sociology majors. It should also attract students from other behavioral science fields, such as criminology and psychology. An external review of Sociology, performed in 1998, recommended the addition of a second methods course for majors. This course has been designed to comply with that recommendation. It has been designed to provide students with a stronger background in sociological methods that will strengthen their knowledge of the discipline and that will translate directly into increased marketability.

A2 This course will result in changes in programmatic requirements and catalog changes. Appropriate materials will be submitted under separate cover.

A3 This course will be offered every Spring semester at IUP. Enrollments should average 25 students per section with one to two sections being offered based upon student need and faculty resources.

A4 This course will be undergraduate only, although it will be open to graduate students. Graduate students who opt to take this course will do so either as a pre-requisite to graduate methods if they have transferred from a school without this requirement or as a refresher course in preparation for advanced methods. This course will not provide graduate credit.

A5 This course is not offered for variable credit.

A6 Most sociology departments require a data analysis course, and many require more than one methods course at the undergraduate level.

A7: An external review of Sociology, performed in 1998, recommended the addition of a second methods course for majors. This course has been designed to comply with that recommendation. It has been designed to provide students with a stronger background in sociological methods that will strengthen their knowledge of the discipline and that will translate directly into increased marketability.

**Section B: Interdisciplinary Implications:**

B1 This course is not interdisciplinary, although it has interdisciplinary appeal. All materials are prepared and taught by Sociology Faculty.

B2 There are no conflicts with other departments. The content of this course is discipline specific and does not replicate materials taught in other classes.

B3 This course will not be cross listed.

### **Summary of Proposed Revisions**

This course is proposed as a second course in a two course methods sequence. Currently one course is required which includes a broad overview of quantitative and qualitative research methods, as well as an introduction to statistical software programming and statistical analysis. The course culminates with a final research paper that draws on secondary data sources.

This proposed change limits the focus of Sociology 460 to a broad overview of research designs, both quantitative and qualitative. The statistical applications currently included will be moved to this proposed second course in the sequence. The new course will culminate in the development of a research paper that will be based on the implementation and analysis of the research projects that students design in the revised Sociology 460.

### **Justification/rationale for the revision**

To date, Sociology 380 has been the only research methods course required of sociology majors. In 1998, Sociology underwent an external review which indicated that the program should have a minimum two course sequence in research methods and that one of these courses should focus on providing social science students with a background in analytical applications that are specific to the discipline. Based on this recommendation, the department is proposing Sociology 461 as the second required methods course, (with SOC 380 being changed to SOC 460). Sociology 461 will focus on data collection and analytical methods that are specific to the discipline and will bring the department into compliance with the external review recommendations

The research projects for Research Methods are for educational purposes only; therefore, IRB approval is not required and the professor of the course will act as overseer of all aspects of the students' research projects. (See supporting document attached.)

The transition plan for our proposals is for SOC 380 to remain in the AY 2004-2005 catalog with the course deletion passed for and reflected in the AY 2005-2006 catalog. We would like to add SOC 460 and SOC 461 to the catalog beginning AY 2004-2005 which will be required for newly declared majors, but taken in their senior year. Those students currently in the program who need SOC 380 will be able to take SOC 380 while it is still offered AY 2004-2005. Then as new students declare sociology as their major with SOC 460 and SOC 461 in the AY 2004 – 2005 catalog, we can transition them into the sequenced courses for AY 05-06. Simultaneously, we can transition our existing majors out of the program towards graduation that only need SOC 380 AY 05-06, which will by then, be deleted from the AY 2005 – 2006 catalog and changed to SOC 460. This plan with a timed phase in will provide a transition with ease and opportunity for notification through advising and catalog information for students and advising faculty. Since both SOC 460 and SOC 461 are to be taken in the senior year, this transition plan seems to be the least confusing to current and prospective students and is the most efficient plan in terms of implementing fall/spring sequenced courses without disrupting current students scheduled to take Soc 380 next term and without confusing existing and new students.



## Classroom Research/Student Research Projects

Guidelines from IRB regarding classroom research/student research projects  
(Approved November 21, 1996; Revised September 15, 2003).

The Institutional Review Board for the Protection of Human Subjects (IRB) does not require that **classroom research/student research** projects be reviewed by the Board when the following conditions are met. Projects that do not meet these conditions must be submitted to the IRB for review.

- (1) The project must meet the definition of **classroom research/student research**. This is defined as a project which:
  - is a normal part of the students coursework;
  - is supervised by a faculty member;
  - has as its primary purpose the development of the student's research skills;
  - does not present more than minimal risk to participants or to the student investigator;
  - does not include any persons classified as protected populations or sensitive subjects according to Federal regulations; and
  - is not genuine research that is expected to result in publication or some other form of public dissemination.
  
- (2) It is expected that student research projects will meet all the criteria for an *Expedited Review* as defined in the IRB guidelines even though a formal review is not required (see [www.iup.edu/graduate/irb](http://www.iup.edu/graduate/irb)). If the responsible faculty member has concerns or doubts, he/she should consult with the Chair of the IRB. The faculty member may request a formal review by the IRB of any student research project if he/she chooses to do so.
  
- (3) Faculty teaching research methods to students and overseeing student research projects are expected to understand the philosophy, ethics and practice of protecting human subjects in research, and to adhere to these principles during the conduct and supervision of research projects.
  - Faculty will convey this knowledge to student researchers as part of the instruction about research design.
  - Students will carry out the study in accordance with principles regarding protection of human subjects.
  - Faculty teaching students research methods will be responsible for ensuring that all student research projects are conducted in accordance with federal regulations and principles regarding protection of human subjects in research.

Educational programs and training sessions about the protection of human subjects in research will be offered to faculty, staff and students. Instruction will be available through scheduled seminars and through distance education or web-based modules. Members of the IRB are also available to provide advice and consultation to university researchers as questions arise.