

RECEIVED

MAY 6 2013

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: AGRICULTURE

Date Submitted: 5/6/2013

1b. Department/Division: Community & Leadership Development

1c. Contact Person

Name: Dr. Rosalind Harris

Email: rharris@uky.edu

Phone: 257-7584

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CLD 686

2c. Full Title: Research Design

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3.0

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is an introduction to research design/methodology in social science research. The course emphasizes conceptualizing and working with the various components of a research inquiry and in particular how these components work together and strengthen the overall research design.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Masters in Community and Leadership Development

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE_NEW CLD 682a|20130221

SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE_NEW CLD 686|20130228

SIGNATURE|LGRABAU|Larry J Grabau|College approval for ZCOURSE_NEW CLD 686|20130301

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW CLD 686|20130413

e

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/fc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

	ID	Attachment
Delete	1636	CLD686sylesdesign.docx

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: AGRICULTURE Today's Date: 5/6/2013
- b. * Department/Division: Community & Leadership Development
- c.
 - * Contact Person Name: Dr. Rosalind Harris Email: rhharris@uky.edu Phone: 257-7584
 - * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes⁴ No
- b. * Prefix and Number: CLD 686
- c. * Full Title: Research Design
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

Lecture	Laboratory ¹	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	3 Seminar	Studio
Other	If Other, Please explain:		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3.0
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is an introduction to research design/methodology in social science research. The course emphasizes conceptualizing and working with the various components of a research inquiry and in particular how these components work together and strengthen the overall research design.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement [§] for ANY program? Yes No

If YES [§], list affected programs:

Masters in Community and Leadership Development

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- The chair of the cross-listing department must sign off on the Signature Routing Log.
- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5 2 1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#) [Save Current Changes](#) [Delete Form Data and Attachments](#)

CLD 686-001 Research Design
Wednesday 5:00 – 7:30 p.m.
701 Garrigus Bldg.
Fall 2012

Facilitator: Rosalind Harris Office Hours: By appointment
Office: 705 Garrigus
Phone: 257-7584
E-Mail: rharris@uky.edu or rosalind.harris@gmail.com

Course Description

This course is an introduction to research design/methodology in social science research. The course emphasizes conceptualizing and working with the various components of a research inquiry and in particular how these components work together and strengthen the overall research design. Research methods will be discussed as one aspect of research design primarily through reading research reports and through presentations by faculty and students who will discuss this aspect of their research within the context of their overall research project. The course is structured to combine readings, in-class and out of class exercises with written and oral accounts of actual projects. Each person will have the opportunity to conceptualize and design a research proposal through a series of stages and steps with input and feedback provided by the faculty and students that she or he comes to consider a member of their learning community.

Course Objectives

During this course, students will:

- ✓ Learn to understand and appreciate the various components of a research design including research questions or research hypotheses, relevant literatures, theoretical frameworks, ethical and political concerns, research methods and so forth
- ✓ Learn principles and processes in addressing research questions and research hypotheses through the skillful integration of various research design components
- ✓ Learn important research terms, concepts, and contexts
- ✓ Develop core competencies in writing a research proposal.

Required Textbooks

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd edition). Thousand Oaks, CA: SAGE Publications, Inc.

Maxwell, J. (2004). *Qualitative Research Design: An Interactive Approach*. Newbury Park, California: Thousand Oaks: Sage Publications.

Babbie, E. (2007). *The Practice of Social Research*. 11th edition. Belmont, CA: Thomson Wadsworth.

Optional

Goldberg, N. (2005). *Writing Down the Bones: Freeing the Writer Within* Shambhala Publications.

Publication Manual of the American Psychological Association. (2009). Washington, DC: 6th edition.

Additional readings will either be handed out in class or sent to you via email

Course Requirements

Grades will be based on the following:

1. Exams

100 pts.

There will be two examinations for this class: a midterm (worth 50 points toward the final grade) and a final take-home exam (worth 50 points). The exams will include both multiple choice and short answer questions that will be based on the readings and/or material presented in class.

2. Weekly Assignments - 10-points each

100 pts.

There will be a total of 12 weekly assignments that will be based on a combination of reflections on readings, in/out of-class activities and field exercises. The two lowest scores will be dropped. These assignments are due on the days indicated. There will not be opportunities to make up assignments. Assignments not turned in on time will be counted as one of the two lowest scores and dropped.

You may use the following questions as general guidelines for the reflection assignments (2-3 pages), but also feel free to follow your own unique flow and process. I am particularly interested in your discussing personal experiences, burning questions and ideas in relationship to something that particularly resonates or does not.

- ✓ What are the overall themes, arguments presented by the author(s)?
- ✓ (1 paragraph)
- ✓ What are the most striking strengths and weaknesses of the perspectives and arguments? (1 or 2 paragraphs)
- ✓ How does the reading build upon, re-shape or critique topics and ideas explored earlier in the seminar? (1 paragraph)

- ✓ How do the ideas, arguments, perspectives presented fit in with the development of your research proposal? (1 or 2 paragraphs)
- ✓ Prepare at least two questions that the readings brought up for you

3. Research Proposal **250 pts.**
 Preliminary Prospectus – 25 pts.
 Expanded Prospectus – 25 pts.
 Preliminary Proposal – 50 pts.
 Class Presentation – 50 pts.
 Final Proposal – 100 pts.
 (Proposal Guidelines will be distributed at the Sept. 5 class.)

4. Institutional Review Board (IRB) Certification **25 pts.**
 (Passing the training for Social/Behavioral Investigators and Key Personnel is a requirement for passing this course. Therefore, anyone who does not provide documentation that he/she has passed the training will receive an Incomplete (I) in the course.)

5. Class Attendance and Discussion Participation **25 pts.**
 The 25 points of the class grade will be based on participation in class discussion. It is not enough that the student just comes to class. He/she must actively discuss the readings and engage in exchanges with other students. Each student must contribute to the development of a classroom environment where ideas are debated.

*** All will be graded on the basis of 500 points

The following breakdowns provide a guideline for the assignment of final grades.

A (High Achievement: 90-100%)	450 – 500 pts.
B (Satisfactory Achievement: 80-89%)	400 – 449 pts.
C (Minimum Passing Grade:70-79%)	350 – 399 pts.
E (Failure)	0 – 349 pts.

Course Outline and Schedule

<u>Date</u>	<u>Class Topics</u>	<u>Reading Assignments</u>
8/22	Introduction and Course Overview	
8/29	Philosophy of Science and Strategies of Inquiry	Creswell 1
9/5	Literature Review	Creswell 2
9/12	Working with Theory	Creswell 3
<i>IRB Certification Completed</i>		
9/19	Writing the Proposal and Ethics and Politics	Creswell 4
9/26	Designing Research: Intro and Overview	Creswell 5, 6, 7
<i>Preliminary Prospectus Due (25 pts.)</i>		
10/3	Quantitative Methods I. Overview and Concept Explication	Handout
10/10	Quantitative Methods II. Measurement and Observation/ Reliability and Validity	Babbie 5
<i>Expanded Prospectus Due (25 pts.)</i>		
10/17	Quantitative Methods III. Survey and Experimental Research	Babbie 8, 9
10/24	Qualitative Methods I. Overview & Midterm Exam	
10/31	Qualitative Methods II. Field Research	Babbie 10
11/7	Qualitative Methods III. Qualitative Procedures	Creswell 9
<i>Preliminary Proposal Due (50 pts.)</i>		
11/14	Mixed Methods I. The Nature of Mixed Methods Research	Creswell 10
11/21	Thanksgiving Holiday – Enjoy!	
11/28	Mixed Methods II. Mixed Methods Procedures	Creswell 10
12/5	Presentations I (50 pts.)	
12/12	Presentations II (50 pts.)	
12/14	<i>Final Proposal due (100 pts.)</i>	

Note: Course schedule is subject to change due to availability of instructors and students' learning needs.

IRB Training

As noted above, you must participate in and pass the training for Social/Behavioral Investigators and Key Personnel at <http://www.citiprogram.org/> and present your certificate in class on September 20. If you have already done this, you only need to present your certificate or proof of completion.

Academic Honesty

It is important to understand that the work you do for this course will be done by you and will be done for this course. For the fine print, read the University of Kentucky Student Code. You can find the Student Rights and Responsibilities handbook on line at www.uky.edu/StudentAffairs/Code/. Pay particular attention to Part II, Selected Rules Governing Academic Relationships (see especially sections 6.3.1, 6.3.2, and 6.4). You will also find an extremely helpful discussion of what plagiarism is, why it matters, and how to avoid it at www.uky.edu/Ombud (click on Plagiarism Information in the right column).

Professionalism

Professionalism is expected in this course. Professionals are guided by certain values and characteristics which include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact the instructor of record prior to the scheduled class time.

Completing assignments on time also demonstrates professionalism. Therefore, **any assignment handed in late (they are due at the start of class at 6:00 p.m.) will have 10% deducted from the grade for the assignment for each day it is late.** While exceptions can be made on a case-by-case basis, they will be rare.

Writing Expectations

This course assumes graduate level competency in written expression. The course requires students to demonstrate proficiency in writing content and mechanics. Peer review and proofing among students is encouraged. If you require assistance in any area of writing, please contact The Writing Center at the University of Kentucky (5th Floor, W. T. Young Library; <http://www.uky.edu/AS/English/wc/>) at 859-257-1356 to obtain information on student services available. **All assignments are expected to be word processed and submitted in hard copy unless approval to do otherwise is obtained.**

Accessibility Statement

If you have a documented disability which requires academic accommodations, please see the instructor of record. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center (Room 2, Alumni Gym, 859-257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

Equal Opportunity

The University of Kentucky is committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability.