# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **SWRK 303 social work Research Methods ii** | | | |  |
| A.2. [Proposal type](#type) | **Course: creation |** | | | |
| A.3. [Originator](#Originator) | **Stefan Battle and Jesse Capece** | [Home department](#home_dept) | **BSW - School of Social Work** | | |
| A.4. [Context and Rationale](#Rationale) | Social workers and others working with individual clients and program participants are often asked to provide clear rationale for intervention decisions they make. To do so, they must understand how to collect evidence of the efficacy of their choices. They also must recognize whether the research they are examining has been appropriately conducted. For many years, the BSW department has offered a one-semester research course that attempted to familiarize students with research concepts and process and to offer opportunities to think critically about the research studies they were reading.  However, we have recently recognized that the course we offered did not sufficiently prepare our undergraduate students for graduate social work education and/for practice in the profession. Since more than one third of our undergraduate students apply to graduate schools, we wanted to offer additional content and add depth to our original course. In addition, our accrediting body (the Council on Social Work Education [CSWE]) strengthened its requirements for achieving competency in research, focusing particularly on the collection of evidence  We modified our single semester course so that it focuses on students’ ability to design and conduct research and on critical consumption of research studies. This new course is focused on collection of data, conducting a single subject design study, and reporting results and implications of the work. This course advances the knowledge of the research process introduced in the first course. The course places particular emphasis on applying general research principles and methods to data collection, analysis, and reporting of results. Increasing knowledge and application of statistical techniques will encourage students to interpret and discuss findings. Students also will become more comfortable with collection and thematic analysis of qualitative data, using NVivo qualitative software.  To further explore qualitative research, students will develop a proposal for a single subject design, conduct the study, and present their results.  This content of the course will enable students to collect, analyze, interpret, and present data.  To further explore quantitative methods, the data collected by the case studies will be aggregated across students and used to demonstrate inferential analyses. | | | | |
| A.5. [Student impact](#student_impact) | Students will have a two-semester research sequence, rather than a single semester class, giving them additional time and experience learning the concepts of research and developing knowledge and skill. Social work students will have one additional course in the major, but if this doubles as an AQSR course, social work students can take their General Education AQSR in the BSW department. As an AQSR, this course also would be open to students in other departments, increasing their choices. | | | | |
| A.6. [Impact on other programs](#impact) | This course will add to the choice of AQSR courses offered at the college. | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | We would need to have another instructor available to manage the additional course. | | | |
| [*Library*:](#library) | No additional impact | | | |
| [*Technology*](#technology) | We are purchasing NVivo for qualitative analysis. | | | |
| [*Facilities*](#facilities): | We will need an additional classroom in the evening when this course is taught | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2018** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **SWRK 303** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Social Work Research Methods II** |
| B4. [Course description](#description) |  | **Students develop data collection and analysis skills.  Students conduct qualitative (single-subject case study) and quantitative (aggregate) data analyses, and learn strategies for using analytic software.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **Completion of any mathematics general education distribution, and SWRK 302 or consent of department chair** |
| B.6. [Offered](#Offered) |  | **Fall |Spring |Summer** |
| B.7. [Contact hours](#contacthours) |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture |Small group | Individual |** |
| B.12.[Categories](#required) |  | **Required for major** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **YES**  **category: AQSR** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance |Class participation| Exams Presentations |Papers |Class Work | Quizzes | Projects** |
| B.16. [Redundancy statement](#competing) |  | This course is similar to SOC 404, PSYC 221 and 320. All of these courses focus on data collection, analysis and discussion of results. The courses differ in the projects assigned to students. In SWRK 303, the project is examination of a personal change effort. The single subject design builds skill in doing research and in understanding the challenges of implementing and sustaining change efforts. |
| B. 17. Other changes, if any |  | |

| B.18**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org. Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Students will:  Understand research designs, including the single-subject design and multiple group design formats. (Critical and Creative Thinking; Quantitative Literacy; Scientific Literacy) | Gen Ed.: AQSR  Social Work: Curricular requirement  CSWE: #4: Engage In Practice-informed Research and Research-informed Practice | Quizzes, final exam; single subject design project |
| Develop skills in in collecting and analyzing qualitative and quantitative data. (Quantitative Literacy; Scientific Literacy) | Gen Ed.: AQSR  Social Work: Curricular requirement  CSWE: #4: Engage In Practice-informed Research and Research-informed Practice | Single subject design project  Final exam |
| Possess skills to analyze data with tools such as SPSS and NVivo. (Quantitative Literacy; Scientific Literacy) | Gen Ed.: AQSR  Social Work: Curricular requirement  CSWE: #4: Engage In Practice-informed Research and Research-informed Practice | Single subject design project; quizzes  Final exam |
| Understand the roles of research and evaluation to address questions that emerge in social work practice. (Critical and Creative Thinking; Quantitative Literacy) | Gen Ed.: AQSR  Social Work: Curricular requirement  CSWE: #4: Engage In Practice-informed Research and Research-informed Practice | Single subject design project; quizzes  Midterm and Final exam; |
| Recognize the importance and value of ethical standards in the research process | Gen Ed.: AQSR  Social Work: Curricular requirement  CSWE: #1: Demonstrate Ethical and Professional Behavior; #4: Engage In Practice-informed Research and Research-informed Practice | Single subject design project; final exam |
| Apply a social justice framework in research with people who are survivors of oppression and discrimination, including those with diverse racial and ethnic minorities, women, people with disabilities, lesbian, gay and transgender individuals, and people who have experienced poverty (Critical and Creative Thinking | Gen Ed.: AQSR  Social Work: Curricular requirement  CSWE: #2: Engage Diversity and Difference in Practice; #4: Engage In Practice-informed Research and Research-informed Practice | Final exam; quizzes |
| Implement a study using single subject design | Gen Ed.: AQSR  Social Work: Curricular requirement  CSWE: #4: Engage In Practice-informed Research and Research-informed Practice | Single subject design project |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Review of qualitative and quantitative methods    1. Positivism and anti-positivism    2. Social constructionism    3. Introduce the Single Subject Design project 2. Ethics    1. Bias and politics in research    2. Anti-positivism    3. Social constructionism 3. Dealing with data    1. Coding variables    2. Inputting data    3. Levels of measurement 4. Analysis    1. Constructing frequency tables; graphical representation of data    2. Measures of central tendency    3. Measures of dispersion 5. Qualitative research    1. Research designs (ethnography, phenomenology, grounded theory, feminist approaches)    2. Data collection    3. Coding and input    4. Analysis (content, narrative, conversation, discourse)    5. Using software for analysis (NVivo) 6. Student presentations and peer review |
|  |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Wendy Becker | Chair of BSW program |  |  |
| Jayashree Nimmagadda | Dean of Social Work |  |  |
| Gerri August | Co-Dean Feinstein School |  |  |
| Julie Horwitz | Co-Dean Feinstein School |  |  |
| Earl Simson | Faculty of Arts and Sciences |  |  |
| Jeff Mello | School of Business |  |  |
| Jane Williams | School of Nursing |  |  |
| Jim Magyar | Committee on General Education |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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|  |  |  | Tab to add rows |