

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008):  Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* HD 230														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Research Methods in Human Development														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Res Methods in Hum Dev														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)  Introduction to research methods and their application in social research. Topics include: research ethics; research design; conceptualization, operationalization and measurement; indexes, scales and typologies; sampling approaches; experimental designs; survey approaches; qualitative field research; unobtrusive research; evaluation research; qualitative data analysis; and reading and writing social research. Prerequisite: HD 220														
9. Why is this course being proposed?  Introduction to Research Methods is a lower-division requirement for Human Development (HD) majors and has been taught by the Psychology Department over the years. The Psychology Department leadership now wants the Human Development Department to offer this course for HD majors so they will no longer be required to do so. Offering the course from within the HD Department will also allow us to specifically orient the course for HD majors, focusing on research topics that are linked to health and human services.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: <a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>														
	<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	3	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

Faculty  Credential Analyst  Dean  Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once?  Yes  No  
 If yes, how many times? (including first offering)

15. Is Course Crosslisted:  Yes  No  
 If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s):  Yes  No HD 220

17. Corequisite(s):  Yes  No

18. Documentation attached:  Syllabus  Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\* n/a

20. How often will this course be offered once established?\* Once a year

**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:**  
*(Mandatory information – all items in this section must be completed.)*

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?  Yes  No  
 If yes, please specify:  
 This course (or alternatively HD231) will be required for all HD majors.

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)*  Yes  No  
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Psychology Discipline	_____	_____	_____ Support	_____ Oppose
	Signature	Date		
Sociology Discipline	<u>see email</u>	<u>2/11/16</u>	<input checked="" type="checkbox"/> Support	_____ Oppose
	Signature	Date		

Rodney Beaulieu Sept. 13, 2016

1. Originator (please print or type name) \_\_\_\_\_ Date \_\_\_\_\_  
Alia M. L. Sanchez 2/22/16

2. Program Director/Chair \_\_\_\_\_ Date \_\_\_\_\_  
Jenn Anderson 2/19/16

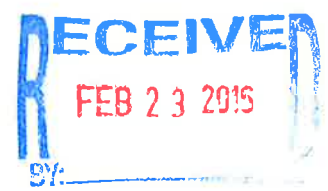
3. College Curriculum Committee \_\_\_\_\_ Date \_\_\_\_\_  
Denise Garcia 2/22/16

4. College Dean (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

5. UCC Committee Chair \_\_\_\_\_ Date \_\_\_\_\_

6. Vice President for Academic Affairs (or Designee) \_\_\_\_\_ Date \_\_\_\_\_

7. President (or Designee) \_\_\_\_\_ Date \_\_\_\_\_



\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

**Heidi Jones**

*SOC approval*

**From:** Sharon Elise  
**Sent:** Thursday, February 11, 2016 7:08 AM  
**To:** Rodney Beaulieu  
**Cc:** Miriam Schustack; Denise Garcia; Alice Quioco; Fernando Soriano; Heidi Jones  
**Subject:** Re: Proposed Courses for Human Development

*HD 220, 230, 231*

Sociology has no objection to these courses.

Best,

Sharon Elise

Sent from my iPhone

On Feb 10, 2016, at 4:18 PM, Rodney Beaulieu <[rbeaulieu@csusm.edu](mailto:rbeaulieu@csusm.edu)> wrote:

Dear Dr. Schustack and Dr. Elise,

The Human Development Department is proposing several new courses on research methods that will affect your Departments:

- HD 220 Statistics in Human Development
- HD 230 Research Methods in Human Development
- HD 231 Action Research in Human Development

As you will see from the attached C-Forms and syllabi, the courses emphasize human services, a central focus for the Human Development Department. We would like to start running these courses in Fall 2017 and need your feedback to move forward. Please let me know your thoughts at your earliest convenience.

I'm aware that signatures will be required from me (the originator), the Human Development Department Chair (Dr. Alice Quioco), the CEHHS College Curriculum Committee, and the CEHHS Dean (Dr. Janet Powell) or Associate Dean (Dr. Denise Garcia), and these are expected to be secured soon. For now, I want to bring these proposed courses to your attention for feedback. I hope we can have your support to move forward. Please let me know if you have questions or concerns.

Thanks for you attention.

Rodney Beaulieu

<C Form HD 220- Statistics Feb 10 2016.docx>

<C Form HD 230- Research Methods in HD Feb 9 2016.docx>

<C Form HD 231- Action Research Feb 10 2016.docx>

**HD 230: Research Methods in Human Development**

TERM: FALL 2016 CRN: XXXXX

CREDIT UNITS: 3

MEETING DAY/TIME: TBD

PROFESSOR: TBD

OFFICE HOURS: (PHONE AND EMAIL)

**COURSE DESCRIPTION:**

Introduction to research methods and their application in social research. Topics include: research ethics; bias; research design; conceptualization, operationalization and measurement; indexes, scales and typologies; sampling approaches; experimental designs; survey approaches; qualitative field research; unobtrusive research; evaluation research; qualitative data analysis; and reading and writing social research.

PREREQUISITE: HD 220

**MODE OF INSTRUCTION, ATTENDANCE AND CREDIT UNITS:**

This course is conducted face-to-face and attendance is required. Weekly lectures that correspond to the textbook chapters are designed to familiarize students with methodological concepts. (See the schedule below for a list of topics.) Please watch for updated instructions on Cougar Courses for assignments and due dates. Students are expected to spend a minimum of six hours outside the classroom to read the textbook chapters, complete end-of-chapter assignments, and write a research proposal.

**STUDENT LEARNING OUTCOMES:**

The Human Development (HD) degree has 5 Programmatic Student Learning Outcomes (PSLOs), identified at: [https://www.csusm.edu/human\\_development/learning/index.html](https://www.csusm.edu/human_development/learning/index.html). This course contributes to PSLO #4: Demonstrate understanding of research methods commonly used in human development scholarship and how to design, conduct, and present an original research project.

There are several Course Student Learning Outcomes (CSLOs) for this course. Upon successful completion of the course, students will be able to:

- CSLO1: Demonstrate knowledge of the various ways that research is conducted in human service settings.
- CSLO2: Explain how to design a study and select a sample.
- CSLO3: Demonstrate understanding of how data are collected through experiments, surveys/interviews, observation, and historical/archival artifacts.
- CSLO4: Describe how data are analyzed along commonly used research traditions.
- CSLO5: Apply dominant theories from relevant literature to study human development topics.
- CSLO6: Summarize findings from relevant studies on a focused topic.
- CSLO7: Demonstrate awareness of research ethics and professional standards.
- CSLO8: Write a basic research proposal following APA formatting guidelines.

**TEXTBOOKS:**

1. *The Practice of Social Research*, 14<sup>th</sup> edition, by Earl Babbie, Wadsworth Publishing.
2. American Psychological Association. (2009). Publication Manual of the American Psychological Association (6<sup>th</sup> ed.). Washington, DC: Author. (optional)

**COURSE REQUIREMENTS: MID-EXAM, END-OF-CHAPTER ASSIGNMENTS, POP QUIZZES AND RESEARCH PROPOSAL**

**MID-EXAM (25 points)**

A mid-exam will be administered and is worth 25% of the final grade; there will be no final exam. The mid-exam will contain 25 multiple-choice questions and will be automated on Cougar Courses on the date that is indicated on the schedule below. The mid-exam will reflect topics from the first half of the semester, focusing on a broad array of methodological traditions about how to design, conduct, and present an original research project, and demonstrating basic understanding of research methods commonly used in human development (PSLO 3). Please bring a calculator for the in-class mid-exam.

**END-OF-CHAPTER ASSIGNMENTS (25 points)**

At the end of each textbook chapter, a series of questions will be posted on Cougar Courses that you are required to answer in written form. Questions will be oriented around topics from the chapter that require essay-style responses that represent 25% of your final grade. Your narrative responses will represent 3 pages in meeting the 10-page writing policy at CSUSM. Watch for the questions on Cougar Courses.

**POP QUIZZES (15 points)**

Several unannounced “pop” quizzes will be administered during the semester. The quizzes will be composed of only one question, requiring a written response, representing 15% of the course grade. Together, these brief essays will represent 1 page toward meeting the CSUSM 10-page writing policy.

**RESEARCH PROPOSAL - Signature Assignment (35 points)**

You will be expected to choose a topic to study, using a qualitative research tradition, and write a 6-page paper that is designed as a research proposal. Your topic should reflect your career interest and help you prepare for employment in a human service field. The paper must have the following sections:

Title of Paper Section	Description of the Section	CSLOs
Research Topic	Identify the issue, topic or problem in human services that interests. What is the main topic and how does it relate to human development?	8
Purpose of Study	Provide a rationale for why the topic is important, and provide a theoretical frame that supports your perspective.	5, 8
Evidence	Summarize findings from relevant research on your chosen topic. What has already been found from research on the topic?	6, 8

Setting and Participants	Describe the setting you hypothetically plan to study, and indicate who the participants might be.	2, 8
Research Methods	Specify how data can potentially be collected to study your chosen topic.	1, 2, 3, 8
Analytic Approach	Describe how the data could be analyzed for your chosen topic.	1, 2, 3, 4, 8
Anticipated Findings and Implications	Summarize the anticipated findings for your proposed study and discuss the implications for practice in health services.	8
Research Ethics	Address how research ethics and professional standards apply to your chosen topic.	7

Note that you are not expected to conduct an empirical study. Instead, you must write a proposal for potentially conducting a study. The paper should focus on a researchable human development topic and specify how it might be studied, plus speculate on what you might find. This kind of project will help you prepare to become a researcher in the human services. Please see the attached rubric that indicates how your proposal will be evaluated.

A series of questions will be provided during the course to guide students in preparing the research proposal. Brief assignments will also be given, though not graded, to help students prepare for producing the proposal. Watch Cougar Courses for further details.

### CREDIT HOUR POLICY

According to the "Study Time Required Outside of Class Per University" policy, you are expected to devote 2 hours of study outside of class for every unit of class. This is a 3 unit course, so you are expected to devote a minimum of 6 hours of study time per week outside the classroom. This class will meet the University Credit Hour Policy.

### WRITING POLICY

In accordance with the University's "All-University Writing Requirement" students will be required to have a writing component for the class, which is to meet or surpass the minimum of 10 pages or 2,500 word requirement. Three pages will be met with the end-of-chapter assignments, 1 page for pop quizzes, and 6 pages for the research proposal.

### GRADING SYSTEM (BASED ON THE ACCUMULATED POINTS)

A	93-100%	A-	90-92%	B+	88-89%	B	83-87%
B-	80-82%	C+	78-79%	C	73-77%	C-	70-72%
D+	68-69%	D	63-67%	D-	60-62%	F	59% or Less

### BEING SUCCESSFUL IN THIS COURSE

Please read the assigned chapters prior to meeting for the lectures, and after each chapter, please complete the end-of-chapter assignments and attend class regularly to complete pop quizzes. Please allow 6 hours of weekly time for reading and completing assignments. Please note the due dates for each academic component on the schedule below and the corresponding points. Missing assignments will result in no points ("0") for each.

## EXPECTED BEHAVIOR

Please feel free to use your laptop or other educational technology in the classroom. Do not take photos or recordings without written informed consent. Respect others, promote a safe environment, and support your colleagues.

## GETTING HELP

For technical assistance with technology, please direct questions to [helpdesk@csusm.edu](mailto:helpdesk@csusm.edu). Or, drop by the convenient Help Desk in the Library.

## COLLABORATION POLICY

Students are encouraged to discuss the questions for end-of-chapter assignments, pop quizzes, and the research proposal; however, they must produce independent work for each course requirement.

## ACADEMIC HONESTY AND INTEGRITY

Please adhere to standards of academic honesty and integrity as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university, including lowering grades and/or assigning a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

## STUDENTS WITH DISABILITIES

Students with disabilities who require reasonable accommodations must be approved for services by the Office of Disabled Student Services (DSS). DSS is located in Craven Hall 4300, phone (760) 750-4905, TTY (760) 750-4909. For additional information, see the CSUSM DSS Student Handbook at <http://www.csusm.edu/dss/handbooks/>. Students authorized by DDS to receive accommodations or who have disability related questions should email me as soon as possible.

## COURSE SCHEDULE

TOPICS AND DUE DATES ARE SUBJECT TO CHANGE. PLEASE SEE COUGAR COURSES FOR UPDATES

<b>Week</b>	<b>Topic: Read the Chapter(s) before class</b>	<b>PSLO and CSLOs</b>
1	Chapter 1: Introduction <ul style="list-style-type: none"><li>- Foundations of Social Science</li><li>- Purposes of Social Research</li><li>- Dialectics of Social Research</li><li>- The Research Proposal</li></ul> <p>End-of-Chapter Assignment is Due</p>	PSLO 4 CSLO 1
2	Chapter 2: Paradigms, Theory, and Social Research <ul style="list-style-type: none"><li>- Social Science Paradigms</li><li>- Elements of Social Theory</li><li>- Deductive Theory</li></ul>	PSLO 4 CSLO 1

	<ul style="list-style-type: none"> <li>- Inductive Theory</li> </ul> <p>End-of-Chapter Assignment is Due</p>	
3	<p>Chapter 3: Ethics and Politics of Social Research</p> <ul style="list-style-type: none"> <li>- Ethical Issues</li> <li>- Controversies</li> <li>- Politics</li> </ul> <p>End-of-Chapter Assignment is Due</p>	<p>PSLO 4 CSLO 7</p>
4	<p>Chapter 4: Research Design</p> <ul style="list-style-type: none"> <li>- Purpose</li> <li>- Necessary and Sufficient Causes</li> <li>- Units of Analysis</li> <li>- The Time Dimensions</li> <li>- Designing a Research Project</li> <li>- The Research Proposal</li> </ul> <p>End-of-Chapter Assignment is Due</p>	<p>PSLO 4 CSLO 2</p>
5	<p>Chapter 5: Conceptualization, Operationalization and Measurement</p> <ul style="list-style-type: none"> <li>- Measuring Anything That Exists</li> <li>- Conceptualization</li> <li>- Definitions in Descriptive and Explanatory Studies</li> <li>- Operationalization Choices</li> <li>- Criteria of Measurement Quality</li> <li>- Ethics of Measurement</li> </ul> <p>End-of-Chapter Assignment is Due</p>	<p>PSLO 4 CSLO 7</p>
6	<p>Chapter 6: Indexes, Scales, and Typologies</p> <ul style="list-style-type: none"> <li>- Index Construction</li> <li>- Scale Construction</li> <li>- Typologies</li> </ul> <p>End-of-Chapter Assignment is Due</p>	<p>PSLO 4 CSLO 2</p>
7	<p>Chapter 7: The Logic of Sampling</p> <ul style="list-style-type: none"> <li>- History of Sampling</li> <li>- Nonprobability Sampling</li> <li>- Theory and Logic of Probability Sampling</li> <li>- Populations and Sampling Frames</li> <li>- Multistage Cluster Sampling</li> <li>- Probability Sampling in Review</li> <li>- The Ethics of Sampling</li> </ul> <p>End-of-Chapter Assignment is Due</p>	<p>PSLO 4 CSLO 2</p>
8	<p>Chapter 8: Experiments</p> <ul style="list-style-type: none"> <li>- The Classical Experiment</li> <li>- Selecting Subjects</li> <li>- Variations on Experimental Design</li> <li>- Illustration of Experimentation</li> <li>- Alternative Experimental Settings</li> <li>- Strengths and Weaknesses of the Experimental Method</li> <li>- Ethics and Experiments</li> </ul> <p>End-of-Chapter Assignment is Due Mid-Exam is Administered In-Class this Week</p>	<p>PSLO 4 CSLO 3 CSLO 7</p>
	<p>Chapter 9: Survey Research</p>	<p>PSLO 4</p>



9	<ul style="list-style-type: none"> <li>- Guidelines for Asking Questions</li> <li>- Questionnaire Construction</li> <li>- Self-Administered Questionnaires</li> <li>- Interview Surveys</li> <li>- Telephone Surveys</li> <li>- Online Surveys</li> <li>- Comparison of Survey Methods</li> <li>- Secondary Analysis</li> <li>- Ethics and Survey Research</li> </ul> <p>End-of-Chapter Assignment is Due</p>	<p>CSLO 3</p> <p>CSLO 7</p>
10	<p>Chapter 10: Qualitative Field Research</p> <ul style="list-style-type: none"> <li>- Special Considerations in Qualitative Field Research</li> <li>- Qualitative Field Research Paradigms</li> <li>- Conducting Qualitative Field Research</li> <li>- Strengths and Weaknesses of Qualitative Field Research</li> <li>- Ethics and Qualitative Field Research</li> </ul> <p>End-of-Chapter Assignment is Due</p>	<p>PSLO 4</p> <p>CSLO 3</p> <p>CSLO 7</p>
11	<p>Chapter 11: Unobtrusive Research</p> <ul style="list-style-type: none"> <li>- Content Analysis</li> <li>- Analyzing Existing Statistics</li> <li>- Comparative and Historical Research</li> <li>- Ethics and Unobtrusive Measures</li> </ul> <p>End-of-Chapter Assignment is Due</p>	<p>PSLO 4</p> <p>CSLO 3</p> <p>CSLO 4</p> <p>CSLO 7</p>
12	<p>Chapter 12: Evaluation Research</p> <ul style="list-style-type: none"> <li>- Formulating the Problem: Issues of Measurement</li> <li>- Types of Evaluation Research Design</li> <li>- The Social Context</li> <li>- Social Indicators Research</li> <li>- Ethics and Evaluation Research</li> </ul> <p>End-of-Chapter Assignment is Due</p>	<p>PSLO 4</p> <p>CSLO 2</p> <p>CSLO 3</p> <p>CSLO 4</p> <p>CSLO 7</p>
13	<p>Chapter 13: Qualitative Data Analysis</p> <ul style="list-style-type: none"> <li>- Linking Theory and Analysis</li> <li>- Qualitative Data Processing</li> <li>- Qualitative Analysis of Quantitative Data</li> <li>- Evaluating the Quality of Qualitative Research</li> <li>- Ethics and Qualitative Data Analysis</li> </ul> <p>End-of-Chapter Assignment is Due</p>	<p>PSLO 4</p> <p>CSLO 4</p> <p>CSLO 5</p>
14	<p>Chapter 17: Reading and Writing Social Research</p> <ul style="list-style-type: none"> <li>- Reading Social Research</li> <li>- Using the Internet Wisely</li> <li>- Writing Social Research</li> </ul> <p>End-of-Chapter Assignment is Due</p>	<p>PSLO 4</p> <p>CSLO 6</p> <p>CSLO 8</p>
15	<p>Preparing a Research Proposal</p> <ul style="list-style-type: none"> <li>- Refining and Framing a Topic</li> <li>- Using Supporting Literature</li> <li>- Describing Your Research Approach</li> <li>- Writing a Proposal</li> </ul>	<p>PSLO 4</p> <p>CSLO 6</p> <p>CSLO 8</p>
	<p>Preparing a Research Proposal</p>	<p>PSLO 4</p>

16	<ul style="list-style-type: none"><li>- Identify a Setting and Participants</li><li>- Ethical Conduct</li><li>- Anticipated Findings and Implications</li><li>- Writing a Proposal</li></ul> Research Proposal is Due This Week	CSLO 6 CSLO 8
----	---	------------------

**UPDATES AND SYLLABUS CHANGES:**

**Please note that the syllabus is subject to change. Please refer to Cougar Courses for actual weekly topics, assignments and due dates.**

## EVALUATION RUBRIC FOR ASSESSING THE RESEARCH PROPOSAL

### Identifying a Topic and Explaining How it Relates to Human Development (CSLO 8):

- Excellent
- Satisfactory
- Unsatisfactory

### Defining the Purpose of the Study and Providing a Rationale (CSLO 5, CSLO 8):

- Excellent
- Satisfactory
- Unsatisfactory

### Summarizing Findings From Published Studies on the Chosen Topic (CSLO 6, CSLO 8):

- Excellent
- Satisfactory
- Unsatisfactory

### Describing the Setting and Participants for the Proposed Study (CSLO 2, CSLO 8):

- Excellent
- Satisfactory
- Unsatisfactory

### Describing the Research Methods to be Used in the Proposed Study (CSLO 1, CSLO 2, CSLO 3, CSLO 8):

- Excellent
- Satisfactory
- Unsatisfactory

### Explaining the Analytic Approach for the Proposed Study (CSLO 1, CSLO 2, CSLO 3, CSLO 4, CSLO 8):

- Excellent
- Satisfactory
- Unsatisfactory

### Speculating on the Anticipated Findings and Implications for the Proposed Study (CSLO 8):

- Excellent
- Satisfactory

Unsatisfactory

**Addressing Research Ethics and Professional Standards (CSLO 7):**

- Excellent
- Satisfactory
- Unsatisfactory

**Writing Quality, including APA Format (CSLO 8):**

- Excellent
- Satisfactory
- Unsatisfactory