Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Kyle L. Kreider
   Sociology/Criminology
   570-408-4473/kyle.kreider@wilkes.edu

2. Proposal Title: Sociology 371 and 373, incidental changes

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).
   - [ ] New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - [ ] General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - [ ] Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - [ ] Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - [x] Change in course credit or classroom hours.
   - [x] Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   - [ ] Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

- X- Course Addition Form (plus syllabi)
- X- Course Deletion Form
- - Course Change Form

5. Executive Summary of Proposal.
Currently, Criminology students are required to take SOC371: Methods of Research in Sociology in the spring of their junior year, then take SOC373: Quantitative Reasoning for the Social Sciences in the fall of the senior year. First, the department wants students to take SOC373: Quantitative Reasoning for the Social Sciences before SOC371: Methods of Research in the Social Sciences. Therefore, we would like to change the course number for Quantitative Reasoning from 373 to 370 to reflect the reality of course sequence. Second, because we are requiring students to take SOC370 before SOC371, we need to change the prerequisite for SOC371.

6. Other specific information. (Not applicable for incidental changes.)

7. Program Outline. (Not applicable for incidental changes).
A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.
8. Signatures and Recommendations. (please date)
   • Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   • If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

   Kyle L. Nielson, Chair, Division of Behavioral and Social Sciences 3/15/16
   Print Name/Title Signature Date
   Department chair(s) of all potentially affected programs

   Paul Riggers, Dean, CATSS 3/15/16
   Print Name/Title Signature Date
   Dean(s) of any potentially affected College/School.

   Susan Hritzak 3/17/16
   Print Name Signature Date
   Registrar

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Print Name Signature Date
Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).
   Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

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Print Name Signature Date
Chair, Academic Planning Committee. For new programs, program revisions sent via the provost.
   Signature indicates that the proposal has been reviewed and approved by APC.

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Print Name Signature Date
Chair, General Education Committee. For revisions to General Education program only.
   (Signature indicates that the proposal has been approved by GEC).
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

1. Course Title: Quantitative Reasoning for the Social Sciences

2. Course Number: SOC370
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours ___3___  Lab Hours ___  Other ___

4. Course Prerequisites: SOC101 and junior/senior status or approval of instructor.

5. Course Description (as proposed for the Bulletin): This course is an introduction to
   quantitative analysis for the social sciences using SPSS, one of the most frequently and widely
   used statistical packages in the world. Students will learn how to enter and manipulate data in
   SPSS, apply and interpret statistics from descriptive through multiple regression and test
   hypotheses using statistical methods. (Same as PS265). Prerequisite: SOC101 and
   junior/senior status or approval of instructor.

6. Required Documentation:
   Proposed Syllabus  Attach proposed syllabus immediately after this document. In
   some situations the official syllabus may contain information which is beyond the review needs
   of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an
   abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the
   following information: Course Title, Course Number, Credit hours, Faculty Information
   (name contact information, office hours), Course Description, Course Outcomes or Objectives,
   Assessment (grading) informations, required texts (or other things such as tools, software, etc),
   pertinent policies and a proposed schedule of topics.
Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title: Quantitative Reasoning for the Social Sciences

2. Course Number: SOC373

3. Course Credit Hours: 3

   Classroom Hours 3     Lab Hours     Other

4. Effective date of course deletion (semester/year)

    Fall 2016

Wilkes University Curriculum Committee  
COURSE CHANGE FORM

**Directions:** Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>SOC371</th>
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</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Methods of Research in Sociology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Credit hours.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Indicate classroom, lab or “other” hours.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Prerequisites</strong></td>
<td>SOC101 or approval of instructor</td>
<td>SOC101, SOC370 or PS265, or approval of instructor</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(as proposed for Bulletin)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.
Course Overview
This course has four primary objectives:
1. to learn and apply descriptive and inferential statistics to collected data
2. to interpret the results and write their interpretation in plain English
3. to correctly graph and display data
4. to use correctly a computer statistical package (SPSS)

Course Requirements
This course emphasizes a conceptual, as opposed to a mathematical, approach to statistics. It requires you more to think with numbers than to compute them. After all, that’s what computers are for—computation. Consequently, what you should learn is when to use what statistic and how to interpret the results the statistics give you. You should be able to write about the results in such a way that a person who does not know statistics can understand what the statistical results show. At the same time, you are writing in a style that is similar to professional journals.

If you are required to do a capstone senior project for criminology, political science or sociology, you should have already had a methods course. You may also have already collected your data or found a data source. If so, you should use the data for this class whenever possible. If you do not have a data set, data sets will be made available to you.

There is one book required for the class: Field, Discovering Statistics Using SPSS. This is a wonderful reference book for the use of SPSS. It is quite thorough yet clearly written. Every aspect of SPSS is explored as well as an overview of the statistical theory behind it. You do not have to buy the book. A copy will be available for in-office use in Breiseth 327. It must remain in the office.

Class Attendance
Generally, I have no attendance policies for my courses, except for this one. I have found in the past that students who miss numerous classes do not perform well in the class. For this reason, no more than three (3) unexcused absences will be permitted. An excused absence is one accompanied by a doctor’s note or a note from the dean of students that has gone out to all faculty. For each unexcused absence, 5 points will be deducted from the student’s final average grade.

Assessment and Grading
Your grade is based on two types of evaluations: weekly assignments and the tests.

Assignments will be given once a week. You will have one week (7 days, although breaks do not count) to submit the assignment to me by the end of class on the seventh day. For each day late an assignment, five (5) points will be deducted from the grade. Assignments that are more than one (1) week late will received a zero (0).

Assignments should be turned in hard copy form. This will include relevant SPSS printouts as well as a typed set of answers to the questions asked on the assignments. The assignments are posted on LIVE (Desire2Learn). Make sure you have a back-up copy of all your assignments.

Assignments cannot duplicate examples given in class or duplicate the work of other students. This constitutes collusion (see Intellectual Responsibility and Plagiarism Policy below).
Tests will be given periodically and will cover lecture material. The tests are comprised of multiple choice or short answer questions. You may use your notes, the book, or the internet for help.

In addition to your instructor, a supplemental instructor (SI) is available for help with homework assignments. The SI is available for help, he or she does NOT do your assignments for you.

**Computer Use**

For homework assignments, most computers on campus now have SPSS. You may lease the SPSS standard gradpack at $60 for a six-month license if you want SPSS on your personal computer. For more information on renting SPSS go to http://www.onthehub.com/spss.

There may be time at the end of the class to work on the computers in the lab. However, during lecture, there will be NO computer use. You probably will not understand the concepts unless you pay attention. For this reason, while I lecture, I may ask you to put your keyboards on top of the monitor. You may use the keyboard to go through the practice exercises I provide. I therefore expect no use of the printer during lecture or practice lessons.

**Data**

Many data sets are provided on LIVE for you to download. We will use these data for in-class demonstrations and you can use them for your homework if you do not have your own data or if your data do not fulfill the requirements of the assignment. You are strongly encouraged to use the data set for your capstone.

In addition, you should have server space to save data and other information (H: drive). If you do not know how to access this drive, consider using a flash memory device on which to save data and files.

**Grading**

Your final grade will be calculated on the basis of your weekly statistical assignments and your test grades. Of your total grade, 50% will be based on the tests and the remaining 50% on the assignments.

Grading is done through the 4.0 system. Because averages are not always round numbers, the following scale will be used to calculate grades:

<p>| | |</p>
<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td>90 - 100 = 4.0</td>
<td>85 - 89 = 3.5</td>
</tr>
<tr>
<td>80 - 84 = 3.0</td>
<td>75 - 89 = 2.5</td>
</tr>
<tr>
<td>70 - 74 = 2.0</td>
<td>65 - 69 = 1.5</td>
</tr>
<tr>
<td>60 - 65 = 1.0</td>
<td>less than 60 = 0.0</td>
</tr>
</tbody>
</table>

It is important that students stay current with the work in the class. As mentioned above, for each day late, 5 points will be deducted. Assignments a week or more late will receive a '0'.

**Intellectual Responsibility and Plagiarism Policy**

The Wilkes University Handbook outlines three forms of academic dishonesty: plagiarism, collusion and cheating. In this course collusion is the most likely offense. Collusion is defined in the Handbook (page 55) as “improper collaboration with another in preparing assignments, computer programs, or in taking examinations” I encourage students to help each other; I will not tolerate one student doing the work for another student or one student simply copying the work of someone else and submitting it as your own. More specifically, copying the answers from another student’s textbook assignment is collusion. Collusion should not occur on the weekly statistical assignments since each student will have the opportunity to use many different variables. Therefore, each student should have a unique set of variables with which they are working. Students working with the exact same variables will be asked to resubmit the assignment with different variables. Students who engage in intellectual dishonesty will receive a ‘0.0’ for the course.
Syllabus

Jan 19 - 26  
Variables, Levels of Measurement and Hypotheses  
Field, Chp 1

Jan 21 - 28  
Using Data via SPSS/Writing about Variables  
Field, Chp 3  
Test 1

Feb 2 - 4  
Describing Data/ Graphics  
Field, Chp 3  
Test 2

Feb 9 - 11  
Descriptive Statistics  
Field, Chp 1

Feb 16 - 18  
Z scores, Standard Errors and the Normal Curve/ Sampling  
Field, Chp 2

Feb 23 - 25  
Constructing Variables and Indexes with Reliability Thrown In  
Test 3

Mar 1 – 3  
Crosstabs I (Chi-Squared Statistics) Controlling for a Third Variable  
Field, Chp 18.1 – 18.5

Mar 15 - 17  
t-Test  
Field, Chp 9.1 - 9.3 & 9.5

Mar 22 - 29  
Oneway Analysis of Variance and ANOVA  
Field, Chp 10  
Test 4

Mar 31 – Apr 5  
Crosstabs II (PRE Statistics)/Controlling for a Third Variable

Apr 7 - 12  
Correlation and Simple Regression  
Field, Chp 6  
Test 5

Apr 14 - 19  
Multiple Regression  
Field, Chp 7

Apr 21 - 26  
Logistic Regression  
Field, Chp 8  
Test 6

Apr 28 – May 3  
Advanced Topics: Hierarchical Regression Models  
The final assignment is due on the day of the scheduled final exam.