New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): PSCI 553

Example: PHL 361 RH

Course Title: Research Methods II: Data Analysis
Abbreviated Course Title (≤ 30 chars): Research Methods II: Analysis
First Semester to be Offered: Fall 2014
Submitted by: Elizabeth Shanahan
Submitter's Contact Info: Phone, Email: 406-599-5665 shanahan@montana.edu
Instructor: Elizabeth Shanahan
Department: Political Science
College: Letters & Science

New Graduate Course Review Process

Instructor completes the New Course Packet.

New Course Packet

Department Head's signature indicates that course has been approved by the process used within the Department.

Department Review

The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean's Statement) is typically required.

College Review

The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.

Graduate Dean Review

Provost's Office reviews the new course request.

Provost Review

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Registrar's Office [for Catalog]

APPROVALS

Liz Shanahan 2-3-14
Date

Shanahan

Debra M. Zeppl 2-3-14
Date

Chair, College Curriculum Comm.

Kathleene A. Moore 2-11-14
Date

Graduate School Dean

Assoc. Provost 2-11-14
Date

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (≥91) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:
1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   www.mus.edu/Qtools/CCN/ccn_default.asp
   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

Course Title:
Abbrev. Course Title (≤ 30 char):

Department Offering Course:

College:

Is this course “equivalent” to a course in the MUS System?:

Learning Outcomes for the Course:
1. Students will learn how to collect qualitative data with one of the following methods: interviews, focus groups, archival research.
2. Students will learn how to manage qualitative data using a qualitative data management system (e.g., NVivo).
3. Students will learn how to analyze qualitative data through conceptual maps, matrices, and networks.
4. Students will learn how to collect quantitative data with one of the following methods: survey, observation.
5. Students will learn how to manage quantitative data using a quantitative data management system (e.g., SPSS).
6. Students will learn how to analyze quantitative data through descriptive and non-parametric statistics.
7. Students will learn how to communicate these results in both oral and written form.
### INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

**Assigned Rubric, Course Number, Core Designation (if needed):**

- Course Title (for Catalog):
- Course Title (for Schedule of Classes, **30 characters, max.**):
- First Semester to be Offered:
- Restricted Entry/Consent of Instructor Required:
- Instructor’s GID (last 4 digits only):
- Department Offering Course:
- College:

**Is the requested course number available? (x4155 to check):**

- Frequency of course offering:
- Semester(s) offered (check all that apply):
- Summer Options (check all that apply):

**Credits by mode of instruction:**

- Lecture:
- Seminar:
- Independent Study:
- Lab/Studio:
- Recitation/Discussion:

**TOTAL CREDITS:**

**Primary Mode(s) of Delivery:**

- Face-to-face
- Web-Enhanced (small on-line comp.)
- On-Line Only
- Blended (significant on-line portion)

**Assigned Day(s):**

**Assigned Time(s):**

**Assigned Building:**

**Assigned Room:**

**Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required:**

- Prerequisite(s):
- Co-Requisite(s):

**Course Description — Provide a course description of 40 words or less for the MSU Catalog.**

Students will get an introduction to qualitative and quantitative data collection, management, and analysis techniques. This fast-paced course will prepare graduate students for their research theses and professional papers.

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**PSCI 553**

Research Methods II: Data Analysis

**Fall 2014**

**Political Science**

**Letters & Science**

**Department Offering Course:** Political Science

**College:**

**Credits by mode of instruction:**

- Lecture: 3
- Seminar: 3
- Independent Study: 3
- Lab/Studio: 3
- Recitation/Discussion: 3

**Primary Mode(s) of Delivery:**

- Face-to-face
- Web-Enhanced (small on-line comp.)
- On-Line Only
- Blended (significant on-line portion)

**Assigned Day(s):**

- M
- Tu
- W
- Th
- F
- Sa
- Su

**Assigned Time(s):**

- First 6 weeks
- Second 6 weeks
- 12 weeks

**Assigned Building:**

- **Assigned Room:**

**Co- and Pre-Requisites:**

- PSCI 554; PSCI 551

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**RECEIVED**

**FEB 04 2014**

**Grad School**

**MSU**
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean's Statement is the place to document how the costs of the proposed new course will be covered.

This course will be offered with the existing faculty resources allocated to teaching for the Masters Program in Public Administration. The faculty have determined that this course has priority over other elective courses and have adjusted the course sequence for the MPA program to accommodate it without requesting additional resources.
NEW GRADUATE COURSE NARRATIVE
Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description:
   a. What are the special goals or purposes of the course that support a “graduate” level of the course?
      In the Master of Public Administration Program, we have historically had one Research Methods course (PSCI 551) and one Professional Paper course (PSCI 574). While PSCI 551 prepares students to design research studies and develop appropriate methodologies, the MPA students have not had sufficient training in quantitative and qualitative data collection and analysis. As such, we are requesting the addition of this data analysis course to the Methods sequence in the MPA program. In most accredited MPA programs, students have 6 credits of such training. We have decreased the elective credits from 9 to 6 credits so as to not increase the overall credit requirement for our students.
   b. Is this course intended to be a required part of a new degree curriculum option, major, or minor?
      Required for MPA students; the MPA Program is not a new degree or option etc.
   c. Provide a course syllabus containing all major topics to be covered.
      See attached.
   d. List required texts or other required references.
      See attached syllabus.

2. Level of Offering:
   a. Has the course been offered previously as a 591? No.
      i. If so, when?
      ii. What was the enrollment?
      iii. What level of students took the course?
      iv. What were the evaluations?
   b. Does the course represent an upgraded version of an undergraduate level course? No.
      i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
   c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent)
      PSCI 551
   d. What performance requirements are placed on students which make this a graduate course?
      i. Specifically state the written requirements or products of this course.
      The graduate students will get hands-on practice in qualitative and quantitative data collection, analysis, and communication of results. This course will serve as a model for their thesis or professional paper research projects. The written requirements will be the same for a qualitative and a quantitative analysis:
methods, results, discussion, conclusion (linking back to literature and theory). The students will also be required to give oral presentations of their work.

ii. How will the student=s learning be assessed and graded?
In-class assignments and the two major analysis writing assignments. I like to have students conduct peer-reviews iteratively throughout the course; however, these are not graded.

3. Relationship to other courses, curricula, and Departments:
   a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)?
      Yes. Importantly, the pre-requisite for this course is Research Methods I; the students will have learned how to write a literature review, design a research question, identify research designs and appropriate research methods. PSCI 553 Research Methods II would be the next important and logical step in training students in conducting research: data collection, management, and analysis.
   b. Does this course replace one or more courses that will not be offered? If so, which one(s)? No.
   c. Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? No.
   d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? No.
   e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. What liaison has been conducted with other departments? State reactions, both favorable and unfavorable. N/A.

4. Students Served:
   a. Does the proposed course serve:
      i. Majors only?
         No. I am open to other graduate students from other departments; I would just need to talk with them, because they will need an understanding of design and methods.
      ii. Non-majors only? State area(s) or discipline(s) to be served.
      iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. What is the anticipated course enrollment? 9-12 graduate students.

6. Resources (including instructor):
   a. Are department financial resources sufficient for offering this course? Yes.
   b. Does the instructor have the requisite academic training to offer this course? Yes.
i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). I am published using both qualitative and quantitative research strategies. I currently teach undergraduate applied statistics course.

c. Are the library holdings adequate to support this course? Yes.

7. Course Evaluation:
   a. How will the students evaluate the course and instructor? KNAPP
   b. How will the department evaluate the course and instructor? The Department Head will observe the course and talk with enrolled students.

8. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
PSCI 553 Research Methods II: Data Analysis

Course Description:
Students will get an introduction to qualitative and quantitative data collection, management, and analysis techniques. This fast-paced course will prepare graduate students for their research theses and professional papers. Classroom sessions take place in a computer lab for hands-on instruction.

Learning Outcomes:
1. Students will learn how to collect qualitative data with one of the following methods: interviews, focus groups, archival research.
2. Students will learn how to manage qualitative data using a qualitative data management system (e.g., NVivo).
3. Students will learn how to analyze qualitative data through conceptual maps, matrices, and networks.
4. Students will learn how to collect quantitative data with one of the following methods: survey, observation.
5. Students will learn how to manage quantitative data using a quantitative data management system (e.g., SPSS).
6. Students will learn how to analyze quantitative data through descriptive and non-parametric statistics.
7. Students will learn how to communicate these results in both oral and written form.

TEXTS (peer-reviewed articles will be assigned to show examples of discussions of data analysis techniques, data presentation, and interpretations)
Pat Bazeley. Qualitative Data Analysis. (Sage 2012)
Herbert Weisberg, Jon. A. Krosnick, and Bruce Bowen. An Introduction to Survey Research, Polling, and Data Analysis. (Sage 1996).

COURSE REQUIREMENTS
1. six interim class assignments (same assignments for both qualitative and quantitative) (30%).
   Interim class assignments include (a) data collection; (b) data management files; (c) draft data analysis and interpretation;
2. two oral presentations (qualitative and quantitative) (20%)
3. two final write-up of data analysis (qualitative and quantitative) (50%)

COURSE OUTLINE
Qualitative Data Collection, Management, and Analysis
Week One: Review of Qualitative Research Strategy, Designs, and Methods; Sampling; Discussion of Qualitative Data for this course: Interviews and textual materials
Week Two: Qualitative Data Collection; discussion of two analytic techniques (grounded theory, codebook)
Week Three: transcribing qualitative data; introduction to qualitative data management system (NVivo)
Week Four: Data management; beginning of introduction of data analysis
Week Five: Data Management; analysis; validity
Week Six: Data analysis; writing process
Week Seven: Writing process; discussion oral presentation
Week Eight: Oral presentations

**Quantitative Data Collection, Management, and Analysis**
Week Nine: Review of Quantitative Research Strategy, Designs, and Methods; Sampling; Discussion of Quantitative Data for this course: survey
Week Ten: Quantitative Data Collection; discussion of relationship between survey questions and variables; reliability and validity
Week Eleven: Inputting survey data into quantitative data management system (SPSS)
Week Twelve: Data management; introduction to descriptive statistics
Week Thirteen: Data analysis; introduction to non-parametric statistics
Week Fourteen: Data analysis; writing process
Week Fifteen: writing process; discussion of oral presentation
Week Sixteen: Oral presentations