Memorandum

To: Daryl Whitford, Registrar
From: Max L. Checketts, Vice President for Academics
Date: February 22, 2010
Subject: Curriculum Proposals

The following proposals were approved by the Academic Council:

- 09-47 SOCW 485 (John Reeves)
- 09-48 SOCW 487 (John Reeves)
- 09-49 SOCW 470 (John Reeves)
- 09-50 SOCW 467 (John Reeves)
- 09-51 SOCW 464 (John Reeves)

MLC:ill
Cc: John Bailey, Dean, College of Human Development
    Chad Compton, Associate Academic Vice President for Instruction
    Jonn Reeves, Department Chair, Social Work
    Doug Bates, Chair, Curriculum Committee
# BYU Hawai‘i Curriculum Proposal

## SECTION 3

### Approvals

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Date</th>
<th>Recommendation/Signature</th>
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<tbody>
<tr>
<td>1. Approved by faculty in the department. (signed by Department Chair)</td>
<td>10/26/09</td>
<td>Signature: John Reeves</td>
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<td>Type name: John Reeves</td>
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<tr>
<td>2. Approved by College or School (signed by all affected Deans)</td>
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<td>Signature: John Bailey</td>
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<td>Type name: John Bailey</td>
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<td>3. Reviewed by LAS when the proposal is for a new course (course outline attached), new program, or when additional resources are requested.</td>
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<td>4. Approved by General Education and Honors Committee (when appropriate) (signed by the GEH Committee Chair)</td>
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<td>5. Approved by CC (signed by CC chair)</td>
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<td>Signature: Douglas Bates</td>
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<td>Type name: Douglas Bates</td>
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<td>6. Approved by APC (signed by Academic Vice President)</td>
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<td>Signature: Max Checketts</td>
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<td>Type name: Max Checketts</td>
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<td>7. For new programs—Approved by the President’s Council (signed by the President)</td>
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<td>Type name: Steven Wheelwright</td>
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</table>
Proposal Number (Office use)

BYU Hawai‘i Curriculum Proposal

SECTION 2

Catalog Updates (ONLY one course per sheet)

Note: New courses should be given course numbers that have not been used for three years. This rule also applies to the renumbering of courses.

Requested Effective Date (mm/dd/yy) or Semester: First Term 2010

NATURE OF THE CHANGE: Put an X before the appropriate selections below.

☑ New Course (attach course outline) ☐ New Course Title
☑ New Course Number (specify old number below) ☐ Credit Hours
☐ Grading to/from P/NP ☐ Class Fees
☐ Prerequisite ☐ Other - specify

DEPARTMENT: Social Work

COURSE NUMBER: Social Work 487

For a new course number only:

1. Old number: 

2. Are the old and new courses equivalent for retakes and graduation requirements? Yes ☐ No ☐

CREDIT HOURS: 3 (Lecture: 3 + Lab: ) 0

FULL COURSE TITLE: Applied Social Statistics

ABBREVIATED TITLE (maximum of 16 characters): Appl Soc Stats

COURSE DESCRIPTION (maximum of 25 words):

Principles of descriptive/inferential statistics, production and interpretation of SPSS printouts that enhance understanding of scientific literature and empirical processes.

SEMESTER(S) OFFERED: ☐ Fall ☒ Winter ☒ Spring

☐ Summer ☐ First

YEARS OFFERED: ☐ Every Year ☐ Even Years

CLASS SIZE: ☒ Optimum 12 ☐ Minimum 12 ☐ Maximum 30

Effects on current and other majors and minors prerequisites and total credit hours:

Splitting SOCW 486, 4 credits into two 3 credit hour courses, one of which is SOCW 485 and the other is SOCW 487.

☐ IMPORTANT!!!

Please attach printouts of affected Online Catalog pages (www.byuh.edu/catalog) clearly indicating where changes described above should be made.
I. Purpose of the Course

This is the second of two social research courses that are required in order to successfully complete a degree in social work at BYU-Hawaii. This course provides students the opportunity to gain a basic foundation in social statistics. Emphasis is placed on the application of statistical principles to practice-oriented research in order to become a more effective social work practitioner. This course will also strengthen the students' ability to make the connection between practice and empirically based research.

Prerequisites: Acceptance in to the Social Work Major

II. Course Goal

This course is designed to acquaint you with statistical knowledge you will need as a Social Work major. Besides the basic principles of descriptive/inferential statistics, you'll learn to produce and interpret computer printouts produced by statistical software (SPSS). It is expected that at the end of this course students will be able to use their newly acquired knowledge and skills to enhance their understanding of scientific literature and empirical processes and to engage in scientific practice.

III. Course Objectives

Upon successful completion of this course students should:

1. Understand basic principles of descriptive and inferential statistics and their application in social work and other social and behavioral sciences.
2. Understand how to interpret scholarly research writing that utilizes descriptive and basic inferential statistics and how to apply research findings to practice.
3. Learn the appropriate application of basic statistical tests such as the t-test, ANOVA, and Chi-square in the evaluation of interventions, policies, and theories.
4. Learn how to construct and test research hypotheses.
5. Demonstrate the ability to apply critical thinking skills within the context of professional social work practice.
6. Develop a basic mastery of SPSS for Windows.

IV. Required Textbooks


Suggested texts:

Writing empirical research reports: A basic guide to students of the social and behavioral sciences, 3rd edition, by Pyrosk & Bruce.

V. Teaching Methods & Strategies

Teaching methods and strategies utilized in this course may include lectures, discussions, lab exercises, and use of technological tools.

VI. Course Requirements

Students tend to regard statistics as scary and difficult, and this reputation is somewhat justified if you are ready to give up before you start. You need not be a math genius to do well in this class—only a basic background in math is required. Attendance, participation, and diligent homework are required. To do well you need only to convince yourself that these concepts are not beyond your intellectual capabilities and the commitment to work hard. Your achievement is always positively associated with your effort.

1. Homework

For most chapters of the textbook, you will need to work on assigned homework problems. Each chapter's homework is usually worth between 10 to 25 points. Homework will be assigned in class, and is due at the beginning of the next class (this gives you at least two days to complete it). Late homework is accepted provided students have a valid reason for why it is late; however, late homework will receive a 10% penalty. Students are encouraged to form study groups for the purpose of working on homework and preparing for exams. Although students may work in groups, each is responsible for turning in their own homework. Homework will be scored on an individual basis; no group scores will be given. DO YOUR HOMEWORK! STUDENTS WHO FAIL THIS CLASS USUALLY DO SO BECAUSE THEY DID NOT DO THEIR HOMEWORK!

2. Attendance, Preparation, & Participation

It should go without saying that attendance is a must if you hope to do well in this class. Unfortunately, however, each semester some students fail to grasp this concept and, alas, end up failing and guessing their teeth when grades are handed out. Attendance is strongly correlated with your grade.

As part of your preparation for class, you are required to read the assigned chapter before class. Because of the nature of the class, you may need to read the chapters more than once to get yourself fully prepared.

You are strongly encouraged to ask questions (there are no "bad" questions) and join in class discussions.
3) Exams

There are four exams plus one take-home final for this class. All exams (except the take-home final) are to be taken on scheduled days in the Testing Center. All exams are open-book and open-notes. Many of the problems in the exams require calculation, and you need to bring a calculator and some scratch paper to the Testing Center. The exams are comprised of short answer and multiple-choice questions. There will be no make-ups for missed exams. If you have an emergency and cannot take a scheduled exam, please contact me for an alternative arrangement. Generally speaking, if you have understood the homework, you should do well on the exam. If, however, you do not understand the homework and hope that the "open book, open notes" rule will save you, you will be disappointed.

4) Lab

I have added a lab to this course to help students get more experience in using SPSS (a statistics software tool). Attendance at the lab sessions is mandatory and missed lab assignments may not be made up. Lab time may also be devoted to helping students with questions about homework and exam preparation. Lab time will also be used for working on your research project (see next section).

5) Research Project

You are required to complete a research project as part of this course. The point of having you complete a research project is to help you understand how statistics are applied in social work practice. You will use the statistical methods we learn about in class to help you organize and write your paper.

VII. Grading

Homework and exams are worth the following percentage points (approximately) of your total grade:

- Homework and lab assignments: 30%
- Exams: 40%
- Research Project: 30%

Letter grades will be converted from your earned percentage points as follows:

- **F** Below 60%
- **D** 60% to 64%
- **C-, C, C+** 65% to 69%, 70% to 74%, 75% to 79%
- **B-, B, B+** 80% to 82%, 83% to 86%, 87% to 89%
- **A-, A** 90% to 92%, 93% or higher

If your earned points are 1%-2% below a letter grade (88%-89%, for example), you could be upgraded to the next higher level, provided that your attendance record is above 90%, and you have turned in all your homework. The same rules apply to a 4% upgrade if you earn less than 65%.

Equipment

You will need a calculator for this class. A basic scientific calculator is sufficient ($12.00). A calculator with "statistic" functions is nice, but not necessary. These calculators usually cost a few more bucks than your standard scientific version. Bring your calculator to each class!

VIII. Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 789-8898 (24 hours).

IX. Students With Disabilities

Brigham Young University-Hawaii is committed to providing a working and learning atmosphere which reasonably accommodates a qualified person with disabilities. If you have a disability that may impair your ability to complete this course successfully, please contact the students with Special Needs Coordinator, Leilani Aina at 392-3099 or 392-3418. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 789-8898.

X. Tentative Class Schedule

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<thead>
<tr>
<th>Week/Date</th>
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<tr>
<td></td>
<td>Introductions</td>
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<td>Course Overview</td>
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<td>Introduction to Statistical Analysis</td>
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<td>Reading Assignment: Chapter 1</td>
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<td>Frequency Distributions and Graphs</td>
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<td>Reading Assignment: Chapter 2</td>
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<td>Central Tendency and Variability</td>
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<td>Reading Assignment: Chapter 3</td>
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<td>Exam 1 in Testing Center (Dates to be announced)</td>
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<td>Normal Distributions</td>
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Reading Assignment: Chapter 4
Introduction to Hypothesis Testing
Reading Assignment: Chapter 5
Sampling Distributions and Hypothesis Testing
Reading Assignment: Chapter 6
Selecting a Statistical Test
Reading Assignment: Chapter 7

Exam 2 in Testing Center (Dates to be Announced)
Correlation
Reading Assignment: Chapter 8
Regression Analysis
Reading Assignment: Chapter 9
Cross-Tabulation (Chi Square)
Reading Assignment: Chapter 10

Exam 3 in Testing Center (Dates to be Announced)
t tests
Reading Assignment: Chapter 11
Analysis of Variance (ANOVA)
Reading Assignment: Chapter 11

Evaluating Practice Effectiveness
Reading Assignment: Appendix
Evaluating Practice Effectiveness (cont.)
Final Research Report Due

Final Exam: See University’s Final Exam schedule.