

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Laura Wilson-Gentry	<b>Phone:</b> X 6102
<b>DEPARTMENT / DIVISION:</b> School of Public Affairs		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):		
Change to Description of PUAD 813/DPA Program <i>AND TITLE CHANGE</i>		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input type="checkbox"/>	DEACTIVATE <input checked="" type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input type="checkbox"/>
<b>Box 2: LEVEL OF ACTION</b>	Non-Credit <input type="checkbox"/>	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	OTHER <input type="checkbox"/>

Box 3: ACTION ITEM (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
	1. Experimental Course <sup>1</sup>	NOP	a, c, e	AC
X	2. Course Title	NO		ABCD
	3. Course Credits	NO		ABCD
	4. Course Number	NO		ABCD
	5. Course Level	NO		ABCD
	6. Pre & Co-Requisite	NO		ABCD
X	7. Course Description	NOP		ABCD
	8. New Course	NOP		ABCDEF
	9. Deactivate a Course	NO		ABCDEF
	10. Program Requirements	NO	b, c, d, e	ABCDEF
	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
	12. Closed Site Program	NOT	e	ABCDHIK
	13. Program Suspension <sup>9</sup>	NO,5	a, e	ABCDEGIK
	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDEFHIL
	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
	18. Program Termination	NO, 10	d, e	ABCDEFHIK
	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
	20. Other	Varies	Varies	Varies

Box 4: DOCUMENTATION (check boxes of documents included)				
X	N. This Cover Sheet		Q. Full 5-page MHEC Proposal	T. Other
X	O. Summary Proposal		R. Financial Tables (MHEC)	
X	P. Course Definition Document		S. Contract	

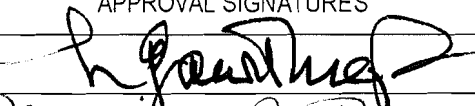
- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)**

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):
Change Description of PUAD 813

10. Provide:
- evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
  - proposed date after which no new students will be admitted into the program;
  - accommodation of currently enrolled students in the realization of their degree objectives;
  - treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - reallocation of funds from the budget of the affected program; and
  - existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

<b>Box 5: IMPACT REVIEW</b>	<b>SIGNATURES</b> (see procedures for authorized signers)	<b>DATE</b>
a. Library <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

<b>Box 6: APPROVAL SEQUENCE</b>	<b>APPROVAL SIGNATURES</b>	<b>DATE</b>
A. Department / Division	Chair: 	10/26/06
B. Final faculty review body within each School	Chair: Margaret J. Potthast	11/14/06
C. College Dean	Dean: Kay W. Thru	11/20/06
D. Provost and Senior Vice President for Academic Affairs	Provost: Linda Randall   sl	11/27/06
E. Curriculum Review Committee (UFS subcommittee)	Chair:	
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

UNIVERSITY OF BALTIMORE

**DOCUMENT O: SUMMARY PROPOSAL**

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<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Laura Wilson-Gentry	<b>Phone:</b> 6102
<b>DEPARTMENT / DIVISION:</b> School of Public Affairs		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state action item 1-23 and course name & number or program affected):		
Change in Course Description/Course Title of PUAD 813		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2007		

O-1: Briefly describe what is being requested:

Change the title and description of PUAD 813 (Advanced Quantitative Methods) to PUAD 813 (Seminar in Doctoral Research)

For new courses or changes in existing courses (needed by Registrar)		
<b>OLD Title:</b> Advanced Quantitative Methods	<b>Course # / HEGIS Code:</b> PUAD 813	<b>Credits:</b> 3
<b>NEW Title:</b> Seminar in Doctoral Research	<b>Course # / HEGIS Code:</b> PUAD 813	<b>Credits:</b> 3

O-2: Set forth the rationale for the proposal:

This change would reflect the way the course is currently taught. As originally configured, PUAD 813 was purely an advanced statistics course. However, it quickly became apparent that the original DPA curriculum had no course in advanced research methods that could support the PUAD 899 (Final Project). PUAD 813 then evolved from that original advanced statistics course to an overview course concerning research design, data collection methods (both quantitative and qualitative) and some exposure to both quantitative and qualitative analysis techniques. Students would be advised to take this course relatively early in their careers to begin determining their Final Project ideas and to begin determining the appropriate research method to be used to investigate those questions. Students would then be encouraged to take the appropriate advanced methods course to develop those skills further.

## **Document P: Required Format for Course Definition Document**

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1. Date Prepared: September 20, 2006
2. Prepared by: Laura Wilson-Gentry
3. Department: School of Public Affairs
4. Course Number(s), including HEGIS code(s): PUAD 813
5. Course Title: Seminar in Doctoral Research
6. Credit Hours : 3 credits
7. Catalog Description (Paragraph should reflect general aims and nature of the course)
  - a. Overview of both quantitative and qualitative research methods that are applicable to the field of public administration. Emphasis is placed on development of research questions, measurement and sampling, data collection and analysis techniques in both paradigms.
8. Prerequisites: none
9. Faculty qualified to teach course: Wilson-Gentry, Darling, Cotten, Kittredge, Hussey
10. Course Type / Component ( clinical, continuance, discussion, field studies, independent study, laboratory, lecture, seminar, supervision, thesis research, workshop): Seminar
11. Suggested approximate class size: 15
12. Content Outline:

Weekend 1            **DEVELOPING THE RESEARCH QUESTION  
THE RESEARCH DESIGN: BASIS OF THE STUDY**

Weekend 2    **MEASUREMENT AND SAMPLING**

**ROUNDTABLE DISCUSSION: RESEARCH QUESTIONS AND RESEARCH  
DESIGNS**

Be prepared to discuss the theory behind your research question, why it is important and the type of research design that you intend to use in your research.

Weekend 3    **DATA COLLECTION: QUANTITATIVE AND QUALITATIVE**

**ROUNDTABLE DISCUSSION: DATA COLLECTION, MEASUREMENT AND  
SAMPLING ISSUES**

Be prepared to outline preferred data collection schemes for your research including measurement and sampling issues.

Weekend Four    **QUANTITATIVE DATA ANALYSIS**

Weekend Five    **QUALITATIVE DATA ANALYSIS**

13. Learning Goals: At the end of the course, students should be able to:
  - a. Develop a research question from a literature review;
  - b. Understand the strengths and weaknesses of different methodologies;
  - c. Be able to apply a methodology to research question in sufficient detail;
  - d. Be able to defend methodological choices;
14. Assessment Strategies:

Instructor review of the final paper for the course.

Learning Goal A: Degree to which the research question presented by the student is linked to literature in field. Top papers show a comprehensive literature review from which research questions flow. Students can also demonstrate that this is a question of significance to the field.

Learning Goal B: Student selects methodologies that are clearly linked to the research questions that are developed. Top papers show that students recognize the strengths of the methodology chosen and attempt to compensate for weaknesses as far as possible.

Learning Goal C: Student has realistic understanding of the methodology chosen and can apply to a given situation. Top papers can answer questions of how the data is to be collected; what source(s) are to be used and a basic understanding of issues in collecting the data at hand.

Learning Goal D: Student has to understand that research is a series of choices made. Top papers can defend the choices of methodology made.

14. Suggested Text(s) and Materials (example: textbooks, equipment, software, etc.)

**Textbooks:**

John Creswell. *Research Design: Quantitative, Qualitative and Mixed Methods*, 2<sup>nd</sup> edition. 2003.

Leo Kahane. *Regression Basics*. Sage Publications, 2001.

David Gray. *Doing Research in the Real World*. Sage Publications, 2004.

B. Gilliam. *Developing a Questionnaire*. Continuum Press, 2000.

**Software:**

Statistical Package for the Social Sciences (SPSS)

**Readings:**

US Bureau of Labor Statistics, "How the Federal Government Defines Unemployment"  
[http://www.bls.gov/cps/cps\\_htgm.htm](http://www.bls.gov/cps/cps_htgm.htm)

US Bureaus of the Census and Labor Statistics, "Sampling Design, Basic Monthly Survey, Current Population Survey" <http://www.bls.census.gov/cps/bsampdes>

Child-watch. "Children and Prostitution—Towards a Universal Framework Using the Convention on the Rights of the Child", Parts 1 and 2

[www.child-abuse.com/childhouse/childwatch/cwi/projects/indicators/prostitution/part1.html](http://www.child-abuse.com/childhouse/childwatch/cwi/projects/indicators/prostitution/part1.html)

[www.child-abuse.com/childhouse/childwatch/cwi/projects/indicators/prostitution/part2.html](http://www.child-abuse.com/childhouse/childwatch/cwi/projects/indicators/prostitution/part2.html)

Patton, Chapter 5 "Designing Qualitative Research" from *Qualitative Evaluation and Research Methods*. Available on Electronic Reserves, Langsdale Library.

Agranoff and Radin, "The Case Study in Public Administration Research". Available on Electronic Reserves, Langsdale Library.

Patton, Chapter 7 "Qualitative Interviewing" from *Qualitative Evaluation and Research Methods*. Available on Electronic Reserves, Langsdale Library

Miles and Huberman, Chapter 4, "Early Steps in Analysis" from *Qualitative Data Analysis: An Expanded Sourcebook*. Available on Electronic Reserves, Langsdale Library.

Miles and Huberman, Chapter 10, "Making Good Sense: Drawing and Verifying Conclusions" from *Qualitative Data Analysis: An Expanded Sourcebook*. Available on Electronic Reserves, Langsdale Library