

Research Methods (CJUS-3101)

Lab, Exercise and Discussion packet

By

Dr. Charisse T.M. Coston

5081 Colvard building

704.687.2008

Research Methods 3101 (W)

Laboratory Schedule: Dates of quizzes in the lab will be announced.

- Week 1 Introduction to the lab section.
- Week 2 Library tutorial (meet in Room 124 of the Atkins Library).
- Week 3 Review of course material for Section 1; introduction to the General Social Survey its variables, variable's attributes, levels of measurement and sampling strategy
- Week 4 .GSS data set; continue to review
- Week 5 Fretwell 420; introduction to The Statistical Package for the Social Sciences (SPSS); input of data from your practice data set.
- Week 6 Meet in Fretwell 420; using the GSS practice data set you will learn how to obtain percentages, measures of central tendency, measures of dispersion, and how to construct pie charts and graphs.
- Week 7 Meet in Fretwell 420; Quiz1, Part 1.
- Week 8 Meet in Fretwell 420; Quiz 1, Part 2.
- Week 9 Meet in Fretwell 420; Review Quiz 1.
- Week 10 Meet in Fretwell 420; we will use your GSS data set; introduction to crosstabs and recodes.
- Week 11 Meet in Fretwell 420; we will use your GSS practice data set; introduction the nominal measures of association (Chi-square), and the Phi statistic.
- Week 12 Meet in Fretwell 420; bring practice data set; tutorial using the GSS data set to do crosstabs obtaining measures of association and assessing strengths of those associations.
- Week 13 Meet in Fretwell 420; Quiz 2, Part 1.
- Week 14 Meet in Fretwell 420; Quiz 2, Part 2.
- Week 15 Review Test 2; course summary; course evaluations

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Research Methods in Criminal
Justice
CJUS3101
Dr Coston

The URL for this class is:
<http://libweb.uncc.edu/ref-socsci/cjus/coston.htm>

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- Jasmine - books, periodicals, and non-print materials owned by UNC Charlotte. **Books and non print materials** can be searched by *author, title, keyword, subject heading, and call number*. Location, call number, and availability are given. **Journal and newspaper titles** owned by UNC Charlotte can be located by clicking on the "Journal Title" selection. Call number, location, and format are provided
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UNC Charlotte Proxy Server/Passwords

Proxy Server Instructions

**Complete Instructions on how to change your browser
for use with the University's proxy server:**

<http://www.uncc.edu/cs/proxy.htm>

Why might you need the proxy server?

<http://libweb.uncc.edu/electronic/proxy.htm>

**Check out the "Proxy Server Frequently
Asked Questions":**

<http://libweb.uncc.edu/electronic/proxyfaq.htm>

1. To access the University's proxy server, you must make changes to your browser. Note: The proxy server works with Netscape and Internet Explorer. If you do not use one of these, you can download a free copy from the Netscape or Microsoft websites.
2. Change your browser following the instructions provided at the site listed above. If you do not configure the browser properly, you will not be able to access the Library's subscription-based electronic services. **NOTICE:** You may have difficulty configuring your proxy settings and accessing the databases for several reasons, including firewalls at your workplace, restrictions of your Internet Service Provider, or the version of the browser you are using. **REMEMBER:** You can always access these databases by coming to campus and using a networked computer here!
3. Go to one of the following:
 - A. The Electronic Search Service's subject webpage: <http://libweb.uncc.edu/electronic/index.htm>
 - B. The Electronic Search Service's title webpage: <http://libweb.uncc.edu/electronic/subjA.htm>
 - C. The Electronic Search Services full-text electronic journal webpage:
<http://libnt4.uncc.edu/ejournalst/search.htm>
4. Click on one of the services from the websites listed above (or enter the URL).
5. You will be prompted through a number of screens relating to the University's proxy server.
6. You will be asked for your Novell User Name and Password:

Novell User Name and Password Information

- **Faculty/Staff:** This is the User Name and Password you use to logon to your office workstation.
- **Faculty/Staff** who do not have a Novell login should contact the Help Center
- **Students** (undergraduates and graduate students): Your User Name and Password for the proxy server are the same as the User Name and Password of your UNC Charlotte email and disk space accounts. Instructions on how to set up these accounts (if you have not already done so) are given in the document "Establish Your UNCC Email and Novell Accounts." This document is available at the library, at Barnard Commons, and from <http://www.uncc.edu/labs> (select "How To"). Additional information on this page includes finding your user name and password from on- and off-campus and changing your password. **If you have difficulty with your student account go to Barnard Commons Technical Support Center and ask a Technical Assistant for help. Distance Education students should contact their Technical Help Desk.**

7. Click the "Login" button. You may be asked to respond to New Site Certificate dialogue boxes. Click Next or OK to move through these boxes. This should only appear the first time you access via proxy.
8. You will then directly access the database you selected.
9. You may turn off the proxy server by reversing the steps you took earlier (instructions are given at <http://www.uncc.edu/lis/cs/proxy.htm>).

NC Live Passwords (Alternative Methods of Access)

1. Databases identified as NC Live may be accessed by using the:
 - Go to the library's Electronic Search Services website <<http://libweb.uncc.edu/electronic/index.htm>>, and select any file noted as "NC Live", or
 - Go directly to or the NC Live website <<http://www.nclive.org/>>.

NOTE: depending how you access NC Live, #1 and #2 may be in reverse order.

1. The "NC LIVE REMOTE ACCESS: User Validation" screen displays
 2. Select "Your NC Lives institution"
 - A. Use pull-down menu
 - B. Highlight: **UNC-Charlotte**
 3. Password: (lower-case) *beatcash* (NOTE: the NC Live Password also is available from electronic reserves. Go to <http://jasmine.uncc.edu/screens/reserves.html>. Enter: passwords (as either the "Course Name" or "Instructor"). Click on "View or Print: Passwords".)
 4. Select "Submit"
 5. "Alphabetic" (allows you to search only one file)
 6. "Other" -- *Preferred* -- (allows you to search multiple files, if available...as in *Ebscohost*). Vendors include:
 - Chadwyck-Healey
 - EBSCO NoveList
 - EBSCO*host*: includes files such as Academic Search Elite, Business Source Elite, ERIC, MasterFILE Premier, Newspaper Source, CINAHL, Health Source: Nursing/Academic Edition
 - Gale InfoTrac
 - GaleNet
 - Grolier
 - netLibrary
 - OCLC FirstSearch
 - ProQuest Company: includes ABI/Inform Global, New York Times, North Carolina Newstand, Wall Street Journal
 - SilverPlatter PsycINFO
2. Some databases have passwords that allow you to by-pass the proxy server, e.g. Dissertation Abstracts through FirstSearch (<http://firstsearch.oclc.org>). These passwords are available via E-Reserve. Go to <http://jasmine.uncc.edu/screens/reserves.html>. Enter: passwords (as either the "Course Name" or "Instructor"). Click on "View or Print: Passwords".
 3. If the database you are using does not provide the full text of a journal, do a "Journal Title" search in Jasmine (<http://jasmine.uncc.edu/search/s>). Tips for locating your specific article(s) via the various vendors are located at <http://libweb.uncc.edu/electronic/ScreenPrints/ej2.htm>.

*All authorizations, usernames, and passwords
are restricted to UNC Charlotte students, faculty, and staff.*

Appendix F

APPROVAL SHEET FOR RESEARCH PROPOSAL

Name : _____

TITLE OF THE PROJECT:

ALL VARIABLES:

DEPENDENT VARIABLE:

INDEPENDENT VARIABLES (YOU MUST HAVE AT LEAST 5):

MAIN RESEARCH HYPOTHESIS (MRH):

MAIN NULL OR ALTERNATIVE HYPOTHESIS (MNH):

SUBSET OF HYPOTHESES:

H1

H0

H2

H0

H3

H0

H4

H0

H5

H0

INCLUDE ANY ADDITIONAL HYPOTHESIS ASSOCIATED WITH YOUR PROJECT ON THE BACK PAGE.

Appendix F

APPROVAL SHEET FOR RESEARCH PROPOSAL

Name: _____

TITLE OF THE PROJECT:

ALL VARIABLES:

DEPENDENT VARIABLE:

INDEPENDENT VARIABLES (YOU MUST HAVE AT LEAST 5):

MAIN RESEARCH HYPOTHESIS (MRH):

MAIN NULL OR ALTERNATIVE HYPOTHESIS (MNH):

SUBSET OF HYPOTHESES:

H1

H0

H2

H0

H3

H0

H4

H0

H5

H0

INCLUDE ANY ADDITIONAL HYPOTHESIS ASSOCIATED WITH YOUR PROJECT ON THE BACK PAGE.

Appendix F

PLAGIARISM

Plagiarism is defined in the American Heritage Dictionary as follows: "To steal and use the ideas of writings of another as one's own...; to take and use as one's own the writings of another."

Plagiarism is theft. It leads the reader to believe that what he is reading is the original thought of the writer when this is not true. Plagiarism is a serious offense in the academic world and carries appropriate punishment.

We wish to remind you of the common forms of plagiarism often used in term papers and provide examples of both acceptable and unacceptable research practices.

Direct Quotations: "This is an exact copy of a portion of the original; it may be a single word, phrase, sentence fragment, complete sentence or one or more paragraphs. If you quote directly, place the portion in quotation marks and cite the source in your footnotes." To do otherwise is plagiarism.

Paraphrase: Paraphrasing means expressing the author's idea in your own words and style. Merely changing or re-arranging the original by a word or two or reversing the order or phrases is still plagiarism. To avoid unintentional plagiarism, re-phrase the statement in your own words without looking at the original.

rule of Thumb: If you use three or more words in sequence the way the author wrote them, put them in quotes and cite the source; otherwise, paraphrase and cite the source. It's easy, honest and demonstrates truthful and commendable research practice.

"I have read and understand the meaning of plagiarism."

Name _____

FORMAT - TITLE PAGE FOR TERM PAPERS -
INTENSIVE WRITING COURSE

COORELATES OF GUN OWNERSHIP
Funding Source: The National Rifle
Association

Title of paper
And funding source

This paper submitted to
Dr. Charisse Coston
in partial fulfillment of the
Requirements for the course

Instructor to whom
paper submitted

Research Methods
Writing Intensive 3101

Title of course
Course number

By
Gordon Hendrickson

writer of paper

University of North Carolina
Department of Criminal Justice
Charlotte, North Carolina 28223

Institution of
Instruction

SPRING, 2001

Date

Introductory Section

13. Start your paper by stating your problem or purpose in the very first sentence.
14. Follow that statement by other sentences that amplify or clarify the statement of the problem. Show your reader at once what your paper is about.
15. You may find it appropriate to include in the first section some material or discussion to justify your paper.
16. Finish the first section with a statement as to the plan of the rest of the paper, i.e., as to its topical organization.

Headings

17. Two types of headings are available as indications of the subdivisions of the paper--center headings (used in the center of the page), and paragraph headings. Notice the form of each, as illustrated in this check list (see "Headings" above and "Purpose of this check list" on page 1).
18. Use center headings for the main divisions of a paper. Every heading of this type should be so worded that it covers all the material under it up to the next heading.
19. Five or six center headings are usually as many as a paper should have.
20. Use paragraph headings to show the divisions of the material under a center heading.
21. Not every paragraph needs a heading of its own; but make every paragraph heading cover the material up to the next heading (one, two, or three paragraphs; seldom more).
22. All headings--paper title, center headings, paragraph headings -- should as a rule be topical in form (not sentences).

Quotations

23. Use direct quotations from other writers sparingly.
24. Provide introductions to direct quotations. Name the author or indicate the source in the introductory statement.
25. In a typewritten manuscript, when a quotation of two or more sentences occupies four or more lines, single space the quotation as a separate paragraph, even with the margin of the page and without quotation marks.
26. Shorter quotations may be introduced into the paragraph of the text, enclosed in double quotation marks.

References To One's Own Work

27. In describing your procedure in doing a piece of work, you may use the device of passive voice (e.g., "A record was kept") to avoid reference to "the writer" (as in, "The writer kept a record"). In many term papers and project reports, it is appropriate to use the first person singular pronoun ("I").

Use of Tabular Material

28. If your paper is to present statistical data, list all the tables you expect to use, before you prepare any of them--better yet, before you collect data.
29. Find good models--clear, concise ones--for the tables you have to prepare.
30. Prepare your tables as a complete set before you write the accompanying text.
31. Keep your tables simple. If you have three variables to discuss (e.g., age, sex, grade), three tables may be better than one.
32. Be selective in discussing your tables. One table usually reveals only a few significant facts--perhaps only one.
33. Make tables simple enough, table headings clear enough, and table titles complete enough so that a reader who knows what the paper is about can read your tables for himself and understand them, without having to read your text.
34. Find some usable models for the sentences in which you interpret your tables. See textbooks and professional periodicals for discussion of tables.

Summaries

35. It is often helpful to make the last section a summary of the entire paper. The purpose is to provide a comprehensive statement that can be read entirely apart from the earlier sections.
36. A summary should summarize. It is not enough to list topics that have been treated. Abstract--e.e., put into very brief form--the main things said about each topic.
37. Add no new material in a summary.

Footnotes and Bibliography

38. Following are examples of acceptable form for footnotes. Note not only the form but the information provided.

Books

Norman L. Munn, Psychology: The Fundamentals of Human Adjustment, pp. 275-278. Third Edition. Boston: Houghton Mifflin Company, 1956.

Periodicals

Helen K. Mackintosh, "How Fundamental Are the Language Arts?" Childhood Education, 35 (December, 1958). 157-161.

Note that in a footnote reference to a book the pages listed usually are those to which particular reference is made. In the reference to a periodical, the first numeral given is the number of the volume, and the numerals at the end of the reference show the pages cited.

39. Following are examples of acceptable form for reference in the bibliography. Note the variations from footnote form.

Books

Crenbach, Leed. Educational Psychology, New York: Harcourt, Brace and Co., Brace and Co., 1954. pp. 628.

Periodicals

Miller, K.M., and Briggs, J.S. "Attitude Change Through Undirected Group Discussion", The Journal of Educational Psychology, 49 (August, 1958). 224- 228. Note that in the bibliographical reference to a book the total number of pages in a volume is usually given.

40. Take time to be sure you are correct in the form of footnotes and bibliography. This means comparing your usage as to capital letters, quotation marks, underlining, punctuation, etc., with the usage in the approved models. Do not trust your memory; it will be wrong.

Plagiarism

41. Plagiarism is the use in one's written work of the writing of another person as if it were one's own. Since most college students have to prepare papers based to some degree upon books or magazine articles, it is worthwhile to consider the dangers of plagiarism and the acceptable ways to use the written material of others.
42. The deliberate copying of the work of someone else, without credit, is rather unintelligent, apart from the morals of the practice. Readers of student reports do not look with favor on passages which they recognize as lifted from a book or article. Moreover, few students can write in the style of the authors they quote; fancy phrases and elegant sentences are not likely to be accepted without discount.

43. It is legitimate to quote directly, with an appropriate footnote; or to paraphrase, also with a footnote reference. Such use of sources is often regarded as a sign of industry and intelligence (provided that the material is appropriate).
44. Simple, direct statements free from flourishes are more likely to appear when you write about your own experiences or ideas than when you write with a book open in front of you. Read the book, then close it and write. If you quote, do so because the quotation is needed, not just for show.
45. In any case, give credit for assistance when credit is due. This rule to follow is: When in doubt, cite the reference.

Form for Submitting Papers

46. Plastic or cardboard covers for term papers impress students more than they do faculty members. Expensive covers often bulky, make it hard to turn pages and are not worth the cost unless the instructor requests their use. Use the cover sheet example. (see front page cover format).
47. Under no conditions use brass staples with points outside a binder. They scratch desks and may produce a negative attitude on the part of the reader. If you ever do use such staples, learn to insert them properly within the binder.
48. Some instructors, including the writers, prefer a paper that has one wire staple at the upper left corner, and no cover at all. Find out the instructor's preference and be guided by this.
49. Term papers written in longhand are acceptable, but should be in ink, be legible, and be as carefully edited for form as if they were typed. Legibility is improved by using ruled paper and writing only on alternate lines.
50. Proof read your paper. No paper should be submitted with errors in typing, spelling and punctuation.

INSTRUCTION/DIRECTION WORDS FOR ESSAY QUESTIONS

As you take essay tests, pay particular attention to the instruction or direction words to make sure that you are answering the specific question that is being asked.

ANALYZE	Break into separate parts and discuss, examine, or interpret each part
COMPARE	Show similarities (and differences, if that is how the professor defines "compare").
CONTRAST	Emphasize the differences
CRITICIZE	Make judgments. Evaluate comparative worth. Criticism often involves analysis.
DEFINE	Give the meaning. Explain it accurately and make it specific to the course.
DESCRIBE	Give a detailed account. Make a picture with words. List characteristics, qualities, and parts.
DIAGRAM	Provide a chart, map, or sketch with accompanying explanations.
DISCUSS	Consider important characteristics, main points, pros/cons, conflicts, etc.
ENUMERATE/ LIST	List or discuss one by one.

Levels of Measurement

Nominal- Classifies people, objects, etc.
ex. Gender, Race, Marital Status

Ordinal- Rank Order (strongly agree vs. strongly disagree)
Rank Order, A is more or less than B but can't say how much more or less

Interval- Equal Distances
No real zero category. ex: temperature & IQ, clothing size
Equal distances between categories: A is 5 more or less than B
Add and Subtract

Ratio- real zero, can create ratios
ex. salary
multiply and divide, highest level of measurement
ex: A is twice as much/half as much as B

Mean- average (ratio level variables)
Mode- Category with most cases (simple measure)
Median- Splits responses in half (at least ordinal level)
Range- highest score minus the lowest score
Standard Deviation- average distance away from mean

Play Data Set

<u>Age</u>	<u>Sex</u>	<u>Race</u>	<u>Education</u>	<u>Neighborhood</u>	<u>Guns</u>
25	male	non-minority	12	rural	no
22	female	minority	13	suburban	yes
20	male	non-minority	14	urban	yes
42	female	minority	11	urban	no
35	male	non-minority	11	urban	yes
30	female	minority	12	urban	no
60	female	minority	12	rural	no
37	female	minority	12	rural	no
21	male	non-minority	12	rural	no
35	male	minority	9	suburban	yes
28	male	minority	10	urban	yes
45	female	minority	11	urban	yes
22	female	minority	12	urban	yes
25	male	minority	13	urban	no
18	male	minority	16	suburban	yes
19	female	minority	12	suburban	no
25	female	minority	12	urban	yes
25	female	non-minority	10	urban	no
40	male	non-minority	12	urban	yes
42	male	non-minority	11	suburban	no
				suburban	yes
0= female		0=non-minority		0=rural	0=no
1= male		1=minority		1= suburban	1=yes
				2=urban	

SPSS CHEAT SHEET

To Run Frequencies: Click on ANALYZE choose DESCRIPTIVE STATISTICS and then select FREQUENCIES. The statistics box within the frequencies dialog box will allow you to select the appropriate descriptive statistics.

To Assign Value Labels, Variable Labels or Missing Values: Double-click on the gray square at the top of the grid where the name of your variable is in the highlighted box.

To Switch Between Windows: Click on WINDOW and then select the screen you wish to view.

To Get a Quick Listing of Variable in Data Set: Click on UTILITIES and then select VARIABLES.

To View Labels and Value Codes: Click on EDIT and then select OPTIONS.

To Compute a New Variable: Click on TRANSFORM and then select COMPUTE.

To Recode a Variable: Click on TRANSFORM and then select RECODE. Remember to always recode into a different variable.

To Delete Output: Highlight the output you want to delete on the left hand side of your output window and then hit the delete key on your keyboard.

To Run Crosstabs: Click on ANALYZE and then select DESCRIPTIVE STATISTICS and then CROSSTABS.

To Run a Means Comparison: Click on ANALYZE and then COMPARE MEANS and then select MEANS.

To Run a Correlation: Click on ANALYZE and then select CORRELATE and then BIVARIATE.

To Run Linear Regression: Click on ANALYZE and then select REGRESSION and then LINEAR.

To Run Logistic Regression: Click on ANALYZE and then select REGRESSION and then BINARY LOGISTIC.

Codebook
for
Research Methods
Computer Lab
Assignments

Dr. Charisse T.M. Coston

Selected Variables from the General Social Survey

Variables on the Active File:

1-2

13. R's Age

23. CODE RESPONDENT'S SEX

[VAR: SEX]

RESPONSE	PUNCH
Male	1
Female	2

3

What race do you consider yourself? 1

[VAR: RACE]

RESPONSE	PUNCH
White	1
Black	2
Other (SPECIFY) [See REMARKS]	3

REMARKS: Interviewer coded except in cases where question suggested was asked. Punch 3 in Col. 110 (Other SPECIFY) included 1 Aleut, 154 American Indian, 1 Arab, 139 Asian, 1 Chamorro, 24 Chinese, 1 Chinese/Japanese, 1 Creole, 2 Cuban, 1 Dominican, 1 Egyptian 38 Filipino, 1 Guyanese, 6 Hawaiian, 6 Hindu, 267 Hispanic, 1 Hmong, 4 Human, 31 Indian (Asian), 1 Indonesian, 1 Israelite, 3 Iranian, 1 Jamaican, 29 Japanese, 11 Korean, 3 Laos, 4 Latin, 3 Latino, 2 Lebanese, 1 Malaysian, 2 Mestizo, 59 Mexican, 3 Mulatto, 18 Native American, 49 Oriental, 5 Pacific Islander, 3 Polynesian, 22 Puerto Rican, 30 Spanish, 2 Thai, 3 Vietnamese, 1 West Indies, 8 "Mixed", 1 "mixed bag", 1 "person of color", "1/2 American Indian, 1/2 Hispanic", 1 "halfbreed", 5 "Brown," and 3 "Yellow," 2 "Amerasian," 2 "Biracial," 1 "Black and Asian," and 1 "Black and White," 1 "Black, American Indian, and Spanish," 1 "Asian Pacific Islander," 1 "White Indian American," and 1 "American Indian/White," 1 "Euro-Asian," 1 "don't have one, just me," 1 "White+Mexican," 2 "1/2 Caucasian, 1/2 Philipins," 1 "African Cherokee," 1 "Mexican and Indian," 1 "American/Bangdi" and 1 "wheat color." If planning to perform trend analysis with this variable, please consult GSS Methodological Report No. 56. See also GSS Methodological Reports 85 and 89.

RESPONDENT'S EDUCATION

4

VAR: EDUC]

RESPONSE	PUNCH
no formal schooling	00
1st grade	01
2nd grade	02
3rd grade	03
4th grade	04
5th grade	05
6th grade	06
7th grade	07
8th grade	08
9th grade	09
10th grade	10
11th grade	11
12th grade	12
1 year of college	13
2 years	14
3 years	15
4 years	16
5 years	17
6 years	18
7 years	19
8 years	20
Don't know	98
No answer	99

5-6

(view Remarks)

Are you currently--married, widowed, divorced, separated, or have you never been married?

[VAR: MARITAL]

RESPONSE	PUNCH
Married	1
Widowed	2
Divorced	3
Separated	4
Never married	5
No answer	9

7

We hear a lot of talk these days about liberals and conservatives. I'm going to show you a seven-point scale on which the political views that people might hold are arranged from extremely liberal--point 1--to extremely conservative--point 7. Where would you place yourself on this scale, or haven't you thought much about this?

HAND CARD L

[VAR: POLVIEWY]

RESPONSE	PUNCH
Extremely liberal	1
Liberal	2
Slightly liberal	3
Moderate, middle of the road	4
Slightly conservative	5
Conservative	6
Extremely conservative	7
Haven't thought much about this	0
Don't know	8
No answer	9
Not applicable	BK

8

Do you favor or oppose the death penalty for persons convicted of murder?

[VAR: CAPPUN]

RESPONSE	PUNCH
Favor	1
Oppose	2
Don't know	8
No answer	9
Not applicable	BK

9

Is there any area right around here--that is, within a mile--where you would be afraid to walk alone at night?

[VAR: FEAR]

RESPONSE	PUNCH
Yes	1
No	2
Don't know	8
No answer	9
Not applicable	BK

10

Do you happen to have in your home (IF HOUSE: or garage) any guns or revolvers?

[VAR: OWNGUN]

RESPONSE	PUNCH
Yes (ASK A)	1
No	2
Refused	3
Don't know	8
No answer	9
Not applicable	BK

11

When a person has a disease that cannot be cured, do you think doctors should be allowed by law to end the patient's life by some painless means if the patient and his family request it?

[VAR: LETDIE1]

RESPONSE	PUNCH
Yes	1
No (ASK A)	2
Don't know (ASK A)	8
No answer	9
Not applicable	BK

12

On the average day, about how many hours do you personally watch television?

[VAR: TVHOURS]

RESPONSE	PUNCH
00 hours	00
01 hours	01
02 hours	02
03 hours	03
04 hours	04
05 hours	05
06 hours	06
07 hours	07
08 hours	08
09 hours	09
10 hours	10
11 hours	11
12 hours	12
13 hours	13
14 hours	14
15 hours	15
16 hours	16
17 hours	17
18 hours	18
20 hours	20
21 hours	21
22 hours	22
24 hours	24
Don't know	98
No answer	99
Not applicable	BK

13-14

In general, do you think the courts in this area deal too harshly or not harshly enough with criminals?

[VAR: COURTS]

RESPONSE	PUNCH
Too harshly	1
Not harshly enough	2
About right (Vol.)	3
Don't know	8
No answer	

15

General Social Survey

MARITAL AGE EDUC SEX RACE POLVIEWS CAPPUN COURTS LETDIE FEAR OWNGUN TVHOURS

5	27	13	2	1	2	8	2	1	1	2	1
5	55	9	2	2	4	8	2	.	1	2	.
3	52	13	2	1	3	1	2	1	.	.	1
1	52	17	1	3	3	2	2	1	2	2	2
3	47	14	2	1	2	1	2	1	2	1	2
3	39	13	2	2	2	2	2	2	1	2	3
1	53	18	2	3	5	8	2	1	.	.	1
3	41	12	1	1	6	1	3	1	2	2	2
3	55	14	2	3	4	1	2	1	.	.	2
1	30	14	2	2	2	1	2	.	1	.	2
1	36	19	2	1	4	2	3	1	.	2	0
1	30	16	2	3	2	2	2	2	.	.	2
2	61	11	2	1	4	1	2	8	2	1	1
1	57	12	2	1	4	1	2	.	2	1	4
3	52	17	2	1	6	1	2	2	.	.	.
2	83	16	2	1	6	1	2	.	1	2	0
2	79	20	1	1	3	8	3	2	.	.	0
1	41	10	2	1	4	1	2	8	.	.	0
1	46	16	2	1	2	1	2	.	1	2	2
1	63	12	1	1	4	1	2	.	2	1	1
1	39	12	2	3	8	8	2	8	1	2	2
3	39	11	1	1	4	1	3	1	.	2	10
2	82	12	1	1	4	1	3	1	.	.	3
1	40	13	1	3	5	1	2	.	2	1	4
3	26	14	2	1	4	1	2	1	1	2	2
1	28	14	1	1	5	1	2	1	.	.	3
1	35	12	1	1	3	1	2	1	2	1	3
1	49	16	2	1	3	1	2	1	2	2	2
1	64	0	1	1	4	1	2	1	2	2	2
2	62	16	2	1	5	2	2	1	.	.	4
3	35	13	1	1	3	1	2	.	1	2	.
4	29	14	1	2	5	8	2	1	.	.	2
3	64	13	2	1	3	1	2	2	.	.	21
3	65	12	2	1	4	1	3	1	2	2	3
1	40	12	2	1	4	2	2	1	1	1	2
1	32	13	1	1	5	2	2	1	.	.	2
5	26	12	1	1	3	1	3	1	2	2	2
2	57	12	2	2	6	2	2	1	.	.	5
1	28	9	1	1	6	1	2	1	.	.	6
5	31	13	2	2	4	1	2	2	.	.	2
									8	2	4

Number of cases read: 40 Number of cases listed: 40

RESPONDENTS MARITAL STATUS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MARRIED	18	45.0	45.0	45.0
WIDOWED	6	15.0	15.0	60.0
DIVORCED	11	27.5	27.5	87.5
SEPARATED	1	2.5	2.5	90.0
NEVER MARRIED	4	10.0	10.0	100.0
Total	40	100.0	100.0	

General Social Survey

MARITAL AGE EDUC SEX RACE POLVIEWS CAPPUN COURTS LETDIE FEAR OWNGUN TVHOURS

5	27	13	2	1	2	8	2	1	1	2	1
5	55	9	2	2	4	8	2	1	1	2	1
3	52	13	2	1	3	1	2	.	1	2	.
1	52	17	1	3	3	2	2	1	.	.	1
3	47	14	2	1	2	1	2	1	2	2	2
3	39	13	2	2	2	2	2	2	1	1	2
1	53	18	2	3	5	8	2	1	.	.	3
3	41	12	1	1	6	1	3	1	2	2	1
3	55	14	2	3	4	1	2	1	.	.	2
1	30	14	2	2	2	1	2	.	1	2	0
1	36	19	2	1	4	2	3	1	.	.	2
1	30	16	2	3	2	2	2	2	.	.	1
2	61	11	2	1	4	1	2	8	2	1	4
1	57	12	2	1	4	1	2	.	2	1	.
3	52	17	2	1	6	1	2	2	.	.	0
2	83	16	2	1	6	1	2	.	1	2	0
2	79	20	1	1	3	8	3	2	.	.	0
1	41	10	2	1	4	1	2	8	.	.	0
1	46	16	2	1	2	1	2	.	1	2	2
1	63	12	1	1	4	1	2	.	2	1	1
1	39	12	2	3	8	8	2	8	1	2	2
3	39	11	1	1	4	1	3	1	.	.	10
2	82	12	1	1	4	1	3	1	.	.	3
1	40	13	1	3	5	1	3	1	.	.	4
3	26	14	2	1	4	1	2	.	2	1	2
1	28	14	1	1	5	1	2	1	1	2	3
1	35	12	1	1	3	1	2	1	.	.	3
1	49	16	2	1	3	1	2	1	2	1	2
1	64	0	1	1	4	1	2	1	2	2	2
2	62	16	2	1	5	2	2	.	1	2	4
3	35	13	1	1	3	1	2	1	.	.	.
4	29	14	1	2	5	8	2	2	.	.	2
3	64	13	2	1	3	1	3	1	2	2	21
3	65	12	2	1	4	1	3	1	2	2	3
1	40	12	2	1	4	2	2	1	1	1	2
1	32	13	1	1	5	2	2	1	.	.	2
5	26	12	1	1	3	1	3	1	.	.	2
2	57	12	2	2	6	2	2	1	2	2	5
1	28	9	1	1	6	1	2	2	.	.	6
5	31	13	2	2	4	1	2	.	8	2	2
											4

Number of cases read: 40 Number of cases listed: 40

RESPONDENTS MARITAL STATUS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid MARRIED	18	45.0	45.0	45.0
WIDOWED	6	15.0	15.0	60.0
DIVORCED	11	27.5	27.5	87.5
SEPARATED	1	2.5	2.5	90.0
NEVER MARRIED	4	10.0	10.0	100.0
Total	40	100.0	100.0	

AGE OF RESPONDENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	2	5.0	5.0	5.0
	27	1	2.5	2.5	7.5
	28	2	5.0	5.0	12.5
	29	1	2.5	2.5	15.0
	30	2	5.0	5.0	20.0
	31	1	2.5	2.5	22.5
	32	1	2.5	2.5	25.0
	35	2	5.0	5.0	30.0
	36	1	2.5	2.5	32.5
	39	3	7.5	7.5	40.0
	40	2	5.0	5.0	45.0
	41	2	5.0	5.0	50.0
	46	1	2.5	2.5	52.5
	47	1	2.5	2.5	55.0
	49	1	2.5	2.5	57.5
	52	3	7.5	7.5	65.0
	53	1	2.5	2.5	67.5
	55	2	5.0	5.0	72.5
	57	2	5.0	5.0	77.5
	61	1	2.5	2.5	80.0
	62	1	2.5	2.5	82.5
	63	1	2.5	2.5	85.0
	64	2	5.0	5.0	90.0
	65	1	2.5	2.5	92.5
	79	1	2.5	2.5	95.0
	82	1	2.5	2.5	97.5
	83	1	2.5	2.5	100.0
Total		40	100.0	100.0	

HIGHEST YEAR OF SCHOOL COMPLETED

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO FORMAL SCHOOLING	1	2.5	2.5	2.5
9TH GRADE	2	5.0	5.0	7.5
10TH GRADE	1	2.5	2.5	10.0
11TH GRADE	2	5.0	5.0	15.0
12TH GRADE	10	25.0	25.0	40.0
1 YEAR OF COLLEGE	8	20.0	20.0	60.0
2 YEARS OF COLLEGE	6	15.0	15.0	75.0
4 YEARS OF COLLEGE	5	12.5	12.5	87.5
5 YEARS OF COLLEGE	2	5.0	5.0	92.5
6 YEARS OF COLLEGE	1	2.5	2.5	95.0
7 YEARS OF COLLEGE	1	2.5	2.5	97.5
8 YEARS OF COLLEGE	1	2.5	2.5	100.0
Total	40	100.0	100.0	

RACE OF RESPONDENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	WHITE	28	70.0	70.0	70.0
	BLACK	6	15.0	15.0	85.0
	OTHER	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

RESPONDENTS SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	15	37.5	37.5	37.5
	FEMALE	25	62.5	62.5	100.0
	Total	40	100.0	100.0	

THINK OF SELF AS LIBERAL OR CONSERVATIVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LIBERAL	6	15.0	15.0	15.0
	SLIGHTLY LIBERAL	8	20.0	20.0	35.0
	MODERATE	14	35.0	35.0	70.0
	SLGHTLY CONSERVATIVE	6	15.0	15.0	85.0
	CONSERVATIVE	5	12.5	12.5	97.5
	DONT KNOW	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

FAVOR OR OPPOSE DEATH PENALTY FOR MURDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FAVOR	26	65.0	65.0	65.0
	OPPOSE	8	20.0	20.0	85.0
	DONT KNOW	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

COURTS DEALING WITH CRIMINALS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not harsh enough	33	82.5	82.5	82.5
	About Right	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

ALLOW INCURABLE PATIENTS TO DIE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	55.0	71.0	71.0
	No	6	15.0	19.4	90.3
	Dont Know	3	7.5	9.7	100.0
	Total	31	77.5	100.0	
Missing	System	9	22.5		
Total		40	100.0		

AFRAID TO WALK AT NIGHT IN NEIGHBORHOOD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	25.0	45.5	45.5
	No	11	27.5	50.0	95.5
	Dont Know	1	2.5	4.5	100.0
	Total	22	55.0	100.0	
Missing	System	18	45.0		
Total		40	100.0		

HAVE GUN IN HOME

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	17.5	31.8	31.8
	No	15	37.5	68.2	100.0
	Total	22	55.0	100.0	
Missing	System	18	45.0		
Total		40	100.0		

HOURS PER DAY WATCHING TV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	10.0	10.8	10.8
	1	5	12.5	13.5	24.3
	2	15	37.5	40.5	64.9
	3	5	12.5	13.5	78.4
	4	4	10.0	10.8	89.2
	5	1	2.5	2.7	91.9
	6	1	2.5	2.7	94.6
	10	1	2.5	2.7	97.3
	21	1	2.5	2.7	100.0
	Total	37	92.5	100.0	
	Missing	System	3	7.5	
Total		40	100.0		

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AGE OF RESPONDENT	40	26	83	46.75	15.790
HIGHEST YEAR OF SCHOOL COMPLETED	40	0	20	13.23	3.278
THINK OF SELF AS LIBERAL OR CONSERVATIVE	40	2	8	4.00	1.377
HOURS PER DAY WATCHING TV	37	0	21	2.92	3.578
Valid N (listwise)	37				

LIST OF VARIABLES ON THE ACTIVE FILE

NAME	POSITION	LABEL
ETHNIC	1	R'S ETHNIC BACKGROUND
MARSTAT	2	R'S MARITAL STATUS
EMPSTAT	3	R'S EMPLOYMENT STATUS
EDUC	4	R'S LEVEL OF EDUCATION
LIBCONS	5	R'S LIBERALISM/CONSERVISM
SOCCLASS	6	R'S PCVD SOCIAL CLASS
SEX	7	SEX OF RESPONDENT
AGE	8	AGE OF RESPONDENT
DEATH	9	UPIN: DEATH PENALTY
TV	10	NUMBER HRS R WATCHES TV
OWNGUN	11	DOES R OWN A GUN
FEARWALK	12	IS R AFRAID TO WALK ALONE

31-AUG-88
14:44:30

CCIS RUTGERS STATE UNIVERSITY AS/9000-2

MVS/SP

9	0	PRINT	/ALL
10	0	EXECUTE	
15	5	1 12 3 2 2 34 2	1 ? 1
21	2	7 7 5 3 2 56 3	6 ? 1
11	5	1 12 4 2 2 22 1	7 1 1
29	1	1 13 4 3 2 46 1	2 ? 1
24	2	7 9 6 2 2 72 0	4 1 1
24	3	1 12 5 2 2 42 3	2 1 1
29	1	1 3 4 4 1 59 2	10 1 1
6	5	1 17 1 2 1 31 1	0 ? 1
11	5	1 12 4 3 2 22 1	3 1 ?
15	4	1 16 5 3 1 48 1	3 1 2
0	1	2 12 5 2 2 21 2	8 ? 1
10	1	1 16 3 3 1 31 1	2 1 ?
11	1	2 13 5 2 2 23 1	5 1 1
0	1	1 10 4 2 2 40 8	3 2 2
14	1	5 16 4 2 2 75 1	2 1 1
0	1	7 8 2 3 2 57 1	6 1 1
11	1	7 16 4 3 2 60 2	2 ? 2
14	4	1 16 4 3 1 44 2	1 ? 2
1	1	7 12 2 2 2 20 8	? ? 1
11	1	1 20 6 3 1 31 1	2 1 2
0	1	5 12 6 2 1 62 1	1 ? 1
1	2	5 12 5 2 2 63 2	5 ? 1
10	5	1 13 6 2 2 30 1	7 ? 1
0	1	7 14 5 4 2 71 1	5 ? ?
11	1	7 12 4 2 2 55 1	3 1 2
1	1	1 11 2 2 2 42 2	3 ? 1
11	1	1 12 2 3 2 31 1	0 ? 1
21	1	3 12 4 2 1 54 2	3 1 ?
0	3	1 12 5 2 2 27 2	4 1 1
3	1	7 11 5 2 2 33 2	4 1 1

31-AUG-88 1

Codebook for twelve variables chosen from the General Social Survey.

Variable Name

Values

1) Ethnicity

- 01 Africa
- 02 Austria
- 03 Canada(french)
- 04 Canada(other)
- 05 China
- 06 Czechoslovakia
- 07 Denmark
- 08 England
- 09 Finland
- 10 France
- 11 Germany
- 12 Greece
- 13 Hungary
- 14 Ireland
- 15 Italy
- 16 Japan
- 17 Mexico
- 18 Netherlands
- 19 Norway
- 20 Philippines
- 21 Poland
- 22 Puerto Rico
- 23 USSR
- 24 Scotland
- 25 Spain
- 26 Sweeden
- 27 Switerland
- 28 West Indies
- 29 Other
- 30 Indian
- 99 N/A
- 00 Not possible to
code

- 2) Marital Status
- 1-married
 - 2-widowed
 - 3-divorced
 - 4-separated
 - 5-never married
- 3) Employment Status
- 1-full-time
 - 2-part-time
 - 3-with a job, but absent
 - 4-unemployed
 - 5-retired
 - 6-in school
 - 7-keeping house
 - 8-other
- 4) Education
- 1-12=1st-12th grades
 - 13-20=1-8yrs. of college
 - 98=dk
 - 99=n/a
- 5) Liberalism/Conservatism scale
- 1-extremely lib
 - 2-liberal
 - 3-slightly lib
 - 4-moderate
 - 5-slightly cons
 - 6-conservative
 - 7-extremely cons
- 6) Social Class
- 1-lower class
 - 2-working class
 - 3-middle class
 - 4-upper class
 - 5-doesn't belong to any social class
 - 8=dk
 - 9=n/a

- 7) Sex
1=male
2=female
- 8) Age
18-89
- 9) Opinion: Death penalty for murderers
1=favor
2=oppose
8=dk
9=n/a
- 10) # of hours spent watching T.V.
00-20 hrs.
99=n/a
- 11) Does respondent own a gun?
1=yes
2=no
3=refused to ans.
8=dk
9=n/a
- 12) Fear of crime
1=yes
2=no
8=dk
9=n/a

dk=don't know
n/a=not applicable

EXERCISE 6.2

Sue is 20 years old and Mary is 40 years old. Write a simple statement regarding Sue's and Mary's ages which illustrates each of the levels of measurement.

1. Nominal

2. Ordinal

3. Interval

4. Ratio

EXERCISE 6.3

Each of the questionnaire items below has one or more things wrong with it. For each, describe what is wrong. Since Exercise 9.2 will ask you to rewrite the items, you may wish to begin writing ideas for that exercise. (Please save this exercise after your instructor returns it).

At the end of the exercise you are asked to identify the appropriate level of measurement for each item.

1. Religion

Protestant
Catholic
Lutheran

Jewish
Episcopalian
Other

2. At what age were you toilet-trained?

- Before six months old
- Between six months old and nine months old
- Between nine months old and one year old
- Between one year old and one and a half years old
- Between one and a half years old and two years old.
- Between two years old and three years old
- Older than three years old
- Not applicable

3. How much money do you make? \$

4. Suppose you were in a bookstore and saw a book, displayed on a counter near the door, which you wanted very much but could not afford. Would you steal it?

Yes

No

5. Why did you decide to go to college?

- I had a thirst for more knowledge
- I wanted to get a better understanding of the world
- I was too lazy to get a job

6. Do you agree or disagree that the trouble with welfare is that people get too comfortable and don't want to go back to work, so the government should institute some job-training programs for people on welfare and then set a limited amount of time in which they can learn work skills and get a job?

- Agree
- Disagree

7. Do you disagree or agree with the President that the United States shouldn't construct the proposed new anti-ballistic-missile system?

- Agree
- Disagree

8. Where do you get most or all of your information about current events in the nation and the world?

- Radio
- Newspapers
- Magazines

9. Why do you think big cars are a bad thing for America?

P290: The Nature of Inquiry

EXERCISE 19.1

Listed below are several of the research situations noted in the chapter as well as some others. You are to rank order these situations in terms of how seriously they violate the ethical agreements discussed in the chapter and to explain the reasons for your rankings.

1. A psychology instructor asks students in an introductory class to complete questionnaires that the instructor will analyze and use in preparing a journal article for publication.
2. After a field study of deviant behavior during a riot, law enforcement officials demand that the researcher identify those persons who were observed looting. Rather than risk arrest as an accomplice after the fact, the researcher complies.
3. After completing the final draft of a book reporting a research project, the author discovers that 25 of the 2,000 survey interviews were falsified by interviewers, but chooses to ignore the fact and publish the book anyway.
4. A Ph.D. candidate gains access to an underground mine as a research-employee by telling management that he has a BA degree and wants to get some practical experience before going on for a degree in metallic engineering.
5. A college instructor who wants to test the effect of unfair berating administers an exam to both sections of a course. The overall performance of the two sections is essentially the same. The grades of one section are artificially lowered, and the instructor berates them for performing so badly. She then administers the same final exam to both sections and discovers that the performance of the unfairly berated section is worse. The hypothesis is confirmed, and the results are published.
6. In a study of sexual behavior, the investigator wants to overcome subjects' reluctance to report what they might regard as deviant behavior. To get past their reluctance, subjects are asked: "Everyone masturbates now and then; about how often do you masturbate?"
7. A researcher discovers that 85% of the university student body smoke marijuana regularly. Publication of this finding will probably create a furor in the community. Since no extensive analysis of drug use is planned, the researcher decides to ignore the finding and keep it quiet.
8. To test the extent to which people may try to save face by expressing attitudes on matters they are wholly uninformed about, the researcher asks for their attitudes regarding a fictitious issue.

9. A research questionnaire is circulated among students as part of their university registration packet. Although students are not told they must complete the questionnaire, the hope is that they will believe they must, thereby insuring a higher completion rate.
10. A researcher promises participants in a study a summary of the results. Later, due to a budget cut, the summary is not sent out.
11. A professor rewrites a thesis of one of his or her graduate students into an article and lists himself/herself as the sole author.
12. A panel of reputable social scientists are pressing for Congressional approval of a National Data Service, which would combine all data on particular individuals into one master data file. The advantages of such a Center would be reduced duplicity of efforts and an increased number of variables per individual.

1. For each of the above issues, identify what you believe to be the one or two ethical principles that are most apparent in the situation.
2. Place each situation in one of the following three groups:
 1. Minor ethical violations
 2. Moderate ethical violations
 3. Severe ethical violations
3. Explain the criteria that you used in your rankings.

*For expedited review, submit one (1) copy of all materials.
For full review, submit eight (8) copies of all materials.*

**The University of North Carolina at Charlotte
University Committee for Review of Research with Human Subjects**

PROPOSAL FORM

Investigator(s) _____
Committee Review Number _____

Department(s) _____

Date _____

Title of Proposal _____

In investigator's opinion, does the project meet the eligibility requirements for expedited review? _____ Yes _____ No

If yes, why? _____

External Funding Proposed? _____ Yes _____ No

If Yes, specify source and deadline and submit one copy of proposal narrative.

Purpose of Study

Description of subjects (include method of obtaining participation, criteria for selection, age, payments/incentive, etc.)

Description of methodology (include variables to be measured and how they will be measured). Submit required number of copies of any survey or questionnaire to be used (one for expedited, eight for full review).

Potential scientific benefits of this research

Qualifications of investigators for this research (e.g., Ph.D...., Supervision by..., etc.)

Is there deception involved or is there any aspect of the procedure that could cause stress, discomfort, or adverse reactions? _____ Yes _____ No

If yes, explain.

Protection measures (Include appropriate controls, screening methods, debriefing or follow up procedures designed to prevent residual physical, psychological, or social damage to subject. Include method of anonymity of subject).

Please Note: The required number of copies (one for expedited, eight for full review) of an appropriate informed consent statement MUST be submitted with the proposal. PROPOSALS WILL NOT BE REVIEWED WITHOUT THIS STATEMENT.

**University Committee for Review
of Research with Human Subjects
Exemption Certification**

Investigator(s) _____

Department(s) _____

Project Title _____

The project is exempt under the following category:

_____ 1. Research conducted in established or commonly accepted educational settings, involving normal education practices, such as a) research on regular and special education instructional strategies, or b) research on the effectiveness of or the comparison among instruction techniques, curricula, or classroom management methods.

_____ 2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

_____ 3. Research involving the use of educational tests, survey procedures, interview procedures, or observation of public behavior that is not exempt under (2), if: a) the human subjects are elected or appointed public officials or candidates for public office; or b) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

_____ 4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

_____ 5. Research and demonstration projects which are conducted by or subject to the approval of the department or agency heads, and which are designed to study, evaluate, or otherwise examine: a) Public benefit or service programs; b) procedures for obtaining benefits or services under those programs; c) possible changes in or alternatives to those programs or procedures; or d) possible changes in methods or levels of payment for benefits or services under those programs.

_____ 6. Taste and food quality evaluation and consumer acceptance studies, a) if wholesome foods without additives are consumed or b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U. S. Department of Agriculture.

Certification as Exempt:

_____ **Chair of the Human Subjects Committee**

_____ **Date**

**The University of North Carolina at Charlotte
University Committee for Review of Research with Human Subjects**

REQUIREMENTS FOR INFORMED CONSENT

Informed consent means the knowing consent of an individual with undue inducement or any element of force, fraud, duress or any other form of constraint or coercion. Sufficient information must be presented (in understandable language) so that the potential subject can make an informed judgment about participation.

All informed consent statements must be written on appropriate letterhead stationery.

MINIMUM information for informed consent includes:

- 1. General purpose of the research and description of procedures.**
- 2. Statement that participation is completely voluntary and that participation may be discontinued at any time without prejudice to the subject.**
- 3. An explanation of whom to contact for answers to questions about the research.**
- 4. The statement: "UNC Charlotte is eager to ensure that all research participants are treated in a fair and respectful manner. If you have any concerns or questions about your treatment as a subject in this project, contact Dr. David Test, Department of Teaching Specialties, Charlotte, NC 28223, (704) 547-2531."**

The above information should be provided even for anonymous surveys/questionnaires. For other types of research, additional information may be provided, including:

- 1. Duration of subject's participation.**
- 2. Description of reasonably foreseeable risks.**
- 3. Description of benefits of the research.**
- 4. Disclosure of appropriate alternative procedures.**
- 5. Explanation as to whether compensation or treatment will be provided if injury occurs.**
- 6. Statement that procedure may involve risks that are currently unforeseeable.**
- 7. A place for signature and date.**