

Eastern Illinois University  
**REVISED COURSE PROPOSAL CSD 5500 Research Methods**

Please check one: ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. CSD 5500

2. Research Methods

3. Research Methods

4. 3-1-4

5. Term(s) to be offered: ☒ Fall ☐ Spring ☐ Summer ☐ On demand

6. Initial term of offering: ☒ Fall ☐ Spring ☐ Summer Year: 2011

7. Course description:

This course is designed to introduce students to quantitative and qualitative methods of research in the counseling and student affairs profession. The course has two purposes: 1) to develop informed consumers of research; and 2) to develop in students an appreciation of research and its application in counseling and student affairs. Lab includes a series of statistical exercises.

8. Registration restrictions:

a. Identify any equivalent courses: None.

b. Prerequisite(s): None

c. Who can waive the prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): None

e. Repeat status: ☒ Course may not be repeated.

Course may be repeated to a maximum of \_\_\_\_\_ hours for \_\_\_\_\_ times.

f. Degree, college, major(s), level, or class restrictions:

Courses numbered 5500 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: None

8. Special course attributes: None

9. Grading methods (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC

10. **Instructional delivery method:** ☐ lecture ☐ lab ☒ **lecture/lab combined** ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

## PART II: ASSURANCE OF STUDENT LEARNING

### 1. List the student learning objectives of this course:

Students will:

- i. develop an understanding of research methods, statistical analysis, needs assessment, and program evaluation;
- ii. develop an understanding of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- iii. understand the use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- iv. develop an understanding of the principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- v. develop an understanding of the use of research to inform evidence-based practice;
- vi. develop an understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

➤ **Advanced scholarship through research or creative activity.**

### 2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

i. develop an understanding of research methods, statistical analysis, needs assessment, and program evaluation;	<b><u>Research Proposal Project:</u></b> Students are required to prepare a research proposal on a topic of their choice. Students will write a summary report of their findings. The report must be 6-8 pages in length, typewritten, double-spaced and must follow APA style. <b><u>Lab Activity:</u></b> Four statistical exercises will be conducted resulting in a written report.
ii. develop an understanding of research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;	<b><u>Research Proposal Project</u></b> <b><u>Lab Activity</u></b>
iii. understand the use of technology and statistical methods in conducting research and program evaluation, assuming basic	<b><u>Team Research Project:</u></b> Each student will be assigned to a Research Team. The team will conduct a study investigating research

computer literacy;	questions determined by the team. As part of the Team Research Project, each student is required to complete the online Institutional Review Board (IRB) training. <b><u>Lab Activity</u></b>
iv. develop an understanding of the principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;	<b><u>Learning Assessment:</u></b> A learning assessment will be conducted on the date provided by the instructor. It will cover material found in the online presentations and additional topics provided by the instructor. The assessment will consist of multiple-choice, true-false and matching items.
v. develop an understanding of the use of research to inform evidence-based practice;	<b><u>Learning Assessment:</u></b> A learning assessment will be conducted on the date provided by the instructor. It will cover material found in the online presentations and additional topics provided by the instructor. The assessment will consist of multiple-choice, true-false and matching items.
vii. develop an understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	<b><u>Team Research Project</u></b> <b><u>Learning Assessment</u></b>

- **Research Proposal Project:** Students are required to prepare a research proposal on a topic of their choice. Students will write a summary report of their findings. The report must be 6-8 pages in length, typewritten, double-spaced and must follow APA style.
- **Team Research Project:** Each student will be assigned to a Research Team. The team will conduct a study investigating research questions determined by the team. As part of the Team Research Project, each student is required to complete the online Institutional Review Board (IRB) training.
- **Learning Assessment:** A learning assessment will be conducted on the date provided by the instructor. It will cover material found in the online presentations and additional topics provided by the instructor. The assessment will consist of multiple-choice, true-false and matching items.
- **Lab Activity:** Four statistical exercises will be conducted resulting in a written report.

**3. Explain how the instructor will determine students' grades for the course:**

**»Research Proposal Project:** Research proposals will be assessed on the following criteria:

- 1) Organization of the information – students will need to include subsections in their Introduction; this also includes using proper APA writing style [20 points].
- 2) Clarity – this will include grammar, spelling, sentence structure and thematic organization [20 points].
- 3) Adequate summary of studies – summaries should include the purpose or objectives of the study, description of the participants and findings of the study [10 points].
- 4) Adequate number of empirical studies [10 points].
- 5) Adequate number of references [10 points].
- 6) Summary of student's findings from the literature review [20 points].
- 7) Objectives of the proposed study – will be in the form of purpose, research questions or hypotheses [10 points].

**»Team Research Project:** Each student's grade will be generated from two sources: the instructor and team members.

- 1) The instructor's portion of the grade will be based on the following criteria:
  - a) Submitting article summaries [10 points].
  - b) Completeness of the article summaries [10 points].
  - c) Submitting drafts of report sections [20 points total: 10 points for each draft]. Twenty (20) points will be awarded for member(s) producing final written report, as well as for presenting to the class.
  - d) Completion of team members' evaluations [10 points].
- 2) The team members' portion of student's grade will be based on the *average* resulting from evaluations made by team members and will cover the following:
  - a) Member's participation [20 points].
  - b) Member's attitude [20 points].
  - c) Completion of the IRB training [10 points].

**»Learning Assessment:** A learning assessment will be completed covering material found in the online presentations and additional topics provided by the instructor. The assessment will consist of multiple-choice, true-false and matching items (100 points).

**»Lab Activity:** Four statistical exercises will be conducted resulting in a report. Each report is worth 25 points.

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.

NA

### **PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

**Outline of the Course: 15 weeks of 150 minutes in class meetings.**

<b>Week</b>	<b>Lecture Topic</b>
1	Introduction to Research Methods
2	Ethics in Research
3	IRB
4	Research Questions, Defining Research Variables: Qualitative & Qualitative Research
5	Literature Review
6	Research Methodology: Qualitative and Qualitative Research (Part 1)
7	Research Questions, Defining Research Variables: Qualitative and Qualitative Research (Part 2)
8	Research Designs
9	Research Results
10	Statistical Analyses - PASW
11	Interpreting Statistics
12	Research Discussion
13	Program Evaluation
14	Learning Assessment
15	Team Research Presentations
16	Team Research Presentations (cont.)

**Lab: 15 weeks of 50 minutes meeting outside of class**

Students will further develop their understanding of research methods, statistical analysis, use of technology and statistical methods in conducting research.

<b>Week</b>	<b>Lab Activity</b>
1	IRB Topic
2	Statistics Overview
3	Statistics Exercise
4	Data Set Analysis
5	Reporting the Results
6	Statistics Exercise
7	Data Set Analysis
8	Reporting the Results
9	Statistics Exercise
10	Data Set Analysis
11	Reporting the Results
12	Statistics Exercise
13	Data Set Analysis
14	Reporting the Results
15	Review

## **PART IV: PURPOSE AND NEED**

### **1. Explain the department's rationale for developing and proposing the course.**

This is a required course for the M.S. in Counseling and M.S. in College Student Affairs. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The lab section will allow student research activity outside of class discussion.

### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This is a required course for the M.S. in Counseling and M.S. in College Student Affairs. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). There are no prerequisites, co-requisites or restrictions.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

a. None at graduate level.

b. Revised course only.

**4. Impact on Program(s):**

Required for graduate students admitted to the Department of Counseling and Student Development.

**PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

Dr. Steven Conn and Dr. Charles Eberly.

**2. Additional costs to students:**

No additional costs to students.

**3. Text and supplementary materials to be used (Include publication dates):**

Sheperis, C. J., Young, J. S., & Daniels, M. H. (2010). *Counseling research: Quantitative, qualitative and mixed methods*. Upper Saddle River: Pearson.

Patten, M. L. (2010). *Proposing empirical research: A guide to the fundamentals* (4<sup>th</sup> edition). Glendale: Pyrczak.

**PART VI: COMMUNITY COLLEGE TRANSFER**

N/A

**PART VII: APPROVALS**

Date approved by the department or school: September 8, 2010

Date approved by the college curriculum committee: October 25, 2010

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA:

CGS:

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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