

Eastern Illinois University  
**REVISED COURSE PROPOSAL**

CGS Agenda Item: 11-11  
Effective: Fall 2011

**Please check one:** ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** CDS 5001
2. **Title (may not exceed 30 characters, including spaces):** Research Experience in CDS
3. **Long title, if any (may not exceed 100 characters, including spaces):** Research Experience in Communication Disorders and Sciences
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 1-0-1
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** Fall ☒ Spring ☐ Summer **Year:** 2012
7. **Course description (not to exceed four lines):** Students will design and implement a research project to answer a clinical research question. Students will find, review, critique, and summarize research literature. Research questions will be developed; data will be collected, analyzed, and interpreted. Research results will be summarized and discussed in a research paper and poster presentation.
8. **Registration restrictions:**
  - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
None
  - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  
CDS 5000—Research Methods in CDS
  - 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 or \_\_\_\_\_ times.
  - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
Graduate degree seeking status in CDS
  - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: Undergrad students; non-CDS majors
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
11. **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 search literature, identify and critique relevant sources, and summarize information in a comprehensive literature review. (Depth of content knowledge; effective critical thinking and problem solving; effective written communication)
- Students will apply their knowledge of research design in planning a research project. (Effective critical thinking and problem solving)
- Students will measure, interpret, and present clinical data. (Depth of content knowledge; effective critical thinking and problem solving)
- Students will apply basic statistical methods in data analysis. (Depth of content knowledge; effective critical thinking and problem solving)
- Students will plan and conduct a clinical research study. (Effective critical thinking and problem solving)
- Students will prepare a written report detailing results of their research study. (Depth of content knowledge; effective critical thinking and problem solving; effective written communication)
- Students will critically review research reports of other graduate student communication scientists. (Effective critical thinking and problem solving)
- Students will prepare and present a poster depicting the results of their research. (Depth of content knowledge; effective critical thinking and problem solving; effective oral communication.)

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

	Research Plan	Research Report— Ch. 1: Intro & Lit. Review	Research Report— Ch. 2: Methods	Research Report— Ch. 3: Results	Research Report—Ch. 4: Discussion	Biblio.	Poster Present.
<b>Search literature, identify and critique relevant sources, and summarize information in a comprehensive literature review.</b>		X				X	X
<b>Apply knowledge of research design in planning a research project.</b>	X		X				X
<b>Measure, interpret, and present clinical data.</b>	X		X	X			X
<b>Apply basic statistical methods in data analysis.</b>	X			X			X
<b>Plan and conduct a clinical research study.</b>	X						X
<b>Prepare a written report detailing results of research study.</b>		X	X	X	X	X	

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

3 evidence based research articles summarized	15 points
Draft/Final research question and plan	5 points
Data collection techniques – credit	
Draft chapter 1, introduction/literature review	35 points
Draft chapter 2, methods	20 points
Draft figures/tables – credit	
Draft/Final research symposium slides/presentation	25 points
Research presentation—online discussion forums	10 points
Final research paper	80 points
Final Exam	10 points

TOTAL POINTS FOR COURSE

200 POINTS

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
  - a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** Necessary information will be delivered through recorded lectures. Various forms of electronic communication will be used to support the development, execution, presentation of individual research projects by students.
  - b. **Describe how the integrity of student work will be assured:** Research papers will be checked for originality using TurnItIn; Student posters will be displayed for comment by other classmates and faculty.
  - c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Students will be required to listen to recorded lectures via WebCT, participate in individual research conferences via videoconferencing (Skype; Elluminate), submit documents electronically via WebCT or email, and post/discuss their research posters via Elluminate.
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. (See Appendix \*.)** N/A

### PART III: OUTLINE OF THE COURSE

Week 1	Unit 1: Literature searching (Assignment: 5 critical pieces of evidence)
Week 2	Unit 2: Developing a research plan (Assignment: Peer review of research plans)
Week 3	Unit 3: Launching your research project (Assignment: Research plan with time table)
Week 4	Unit 4: Writing Chapter 1—Introduction and Review of the Literature
Week 5	Unit 5: Writing Chapter 2—Methods (Assignment: Draft Chapter 1)
Week 6	Unit 6: Data Analysis (Assignment: Choosing a Statistic; Peer review of Ch. 1)
Week 7	Unit 6: Data Analysis (Assignment: Interpreting Statistical Analyses)

Week 8	Unit 7: Writing Chapter 3—Results (Assignment: Draft Chapter 2)
Week 9	Unit 8: Writing Chapter 4—Discussion (Assignment: Peer review of Ch. 2)
Week 10	Unit 9: Ensuring Reliability and Validity (Assignment: Complete data analysis; Draft Ch. 3)
Week 11	Unit 10: Exiting the Research Field (Assignment: Draft Ch. 4)
Week 12	Unit 11: Preparing Oral/Poster Presentations (Assignment: Draft—Symposium Slides)
Week 13	Unit 12: Research Critiques (Assignment: Peer review of Ch. 3-4)
Week 14	Research Symposium (Due: Final Research Report)
Weeks 15-16	Critique of class research projects/oral class presentations

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

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

CDS graduate students are required to take CDS 5001 which is delivered on-campus in a traditional lecture/lab format. Students will be able to design and implement a clinical research project under the direction of the instructor, and write and present their results in a professional forum through online distance learning methods.

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

Graduate level course. Must have knowledge of research methods presented in CDS 5000 prior to executing a research study and presenting it in CDS 5001.

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

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. NA
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. NA

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

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. NA
- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.  
Core requirement for CDS graduate students

#### **PART V: IMPLEMENTATION**

##### **1. Faculty member(s) to whom the course may be assigned:** Drs. Tina Veale and/or Rebecca Throneburg

##### **2. Additional costs to students:**

NA

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

Schiavetti, N., & Metz, D. (2006) Evaluating Research in Communicative Disorders (5th Ed.). Allyn & Bacon, Needham Heights, MA

**PART VI: COMMUNITY COLLEGE TRANSFER**

NA

**PART VII: APPROVALS**

**Date approved by the department or school: November 10, 2010**

**Date approved by the college curriculum committee: January 14, 2011**

**Date approved by CGS:**