CGS Agenda Item: 13-72
Effective: Fall 2014

Eastern Illinois University

NEW/REVISED COURSE PROPOSAL FORMAT

(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: __**X**_ New course ___ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, *such as ART 1000*:** HST 5810
2. **Title (*may not exceed 30 characters, including spaces*):** Research Methods Hlth
3. **Long title, if any (*may not exceed 100 characters, including spaces*):** Research Methods for Health Professionals
4. **Class hours per week, lab hours per week, and credit [*e.g., (3-0-3)*]:**
5. **Term(s) to be offered:** __**X**_ Fall _**X**__ Spring _**X**__ Summer ___ On demand
6. **Initial term of offering:** __**X**_ Fall ___ Spring ___ Summer **Year:** __2014____
7. **Course description:** Research Methods covers designing, conducting, and analyzing health related research, including issues of ethics, informed consent, control groups, measurement, and data collection. Topics may include basic quantitative and qualitative research designs and statistical analyses, including experimental, quasi-experimental, survey, case study, and historical research. Associated statistical, computer, and graphical techniques will also be covered with the goal of preparing students to design and carry out methodologically sound research.
8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). This course is similar to other advanced research methods course in any social science discipline. However, all assignments and discussions will be specific to the health field. As this course is required for the master's program and prepares students for their thesis, we do not foresee any conflict of interest with other research methods courses across campus.

      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes __**X**_ No

   b. **Prerequisite(s)**
      - **Identify the 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.
        None

      - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ___ Yes _**X**__ No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?
_X__ 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: __X_ Course may not be repeated.

___ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: Students admitted to the Graduate School.

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. Grading methods (check all that apply): _X__ Standard letter ___ CR/NC ___ Audit ___ ABC/NC ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

___ The grade for this course will not count in a student's grade point average.

___ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

___ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

___ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

_X__ lecture ___ lab ___ lecture/lab combined ___ independent study/research
___ internship ___ performance ___ practicum or clinical ___ study abroad
_X__ Internet _X__ hybrid ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

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

    a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
        - **EIU graduates will write and speak effectively.**
        - **EIU graduates will think critically.**
        - **EIU graduates will function as responsible citizens.**

National Commission for Health Education Credentialing (NCHEC) competencies can be found at http://www.nchec.org/credentialing/responsibilities/.

Student Learning Outcomes: **As a result of completing this course, students will be able to:**	**NCHEC Professional Graduate Competencies**
a. Demonstrate both proficiency and accuracy in oral and written presentations	Responsibility 1: Competency 2.1: Competency 2.2: Competency 2.3: Competency 7.5:
b. Evaluate research designs, methodology, and findings from research literature	Responsibility 4: Competency 1.4: Competency 1.5: Competency 1.8: Competency 1.9:
c. Assess strengths and limitations of qualitative and quantitative research methods	Responsibility 1: Competency 3.3: Competency 1.5: Responsibility 4: Competency 1.6: Competency 1.7: Competency 1.10:
d. Apply qualitative and quantitative research methods in research design	Responsibility 1: Competency 3.1: Competency 3.2: Responsibility 4: Competency 1.12: Competency 1.13: Competency 2.1: Competency 2.3: Competency 2.4: Competency 2.5:
e. Design, implement, and evaluate health research	Responsibility 1: Competency 2.1: Competency 2.2: Competency 2.3: Competency 2.6: Competency 3.6: Responsibility 4: Competency 1.1: Competency 1.2: Competency 1.3: Competency 1.14:

	Competency 3.1: Competency 3.2:
f. Select and conduct appropriate qualitative and quantitative statistical analysis of gathered and generated data.	Responsibility 4: Competency 3.3: Competency 3.4: Competency 3.5: Competency 3.6: Competency 4.1: Competency 4.2: Competency 4.3: Competency 4.4: Competency 4.5:
g. Design a poster presentation and abstract for a specific professional audience	Responsibility 4: Competency 5.1: Competency 5.4:
h. Disseminate research findings at a Health Studies research fair	Responsibility 4: Competency 5.4: Responsibility 7: Competency 6.11:
i. Apply concepts of professional appearance	Responsibility 5: Competency 4.8: Competency 6.6:
j. Apply ethical principles as they relate to health research	Responsibility 1: Competency 3.7: Responsibility 4: Competency 3.6:

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

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

Graduate Learning Goals	**Student Learning Outcomes**
Depth of content knowledge	a-h
Effective critical thinking and problem solving	b,c,d,e,f
Effective oral and written communication	a, h,
Advanced scholarship through research or creative activity	b-j

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

To achieve the objectives students will:	Evaluation of student learning
Demonstrate both proficiency and accuracy in oral and written presentations	• Quizzes, Discussions, Review of studies, presentations, survey reviews, Individual Research projects
Evaluate research designs, methodology, and findings from research literature.	• Group activities, Discussions, Review of studies, Individual research projects
Assess strengths and limitations of qualitative and quantitative research methods.	• Quizzes, Group activities, Discussions, Review of studies, Presentation, Individual research project
Apply qualitative and quantitative research methods in research design.	• Group activities, presentation, Individual research projects
Design, implement, and evaluate community health research.	• Group activities, SPSS assignments, Individual research projects
Select and conduct appropriate qualitative and quantitative statistical analysis of gathered and generated data.	• Quizzes, Group activities, Survey review, SPSS assignments, Individual research projects.
Design a poster presentation and abstract for a specific professional audience.	• Presentation and Individual research projects.
Disseminate research findings at a health research fair.	• Presentation and Individual research projects
Apply concepts of professional appearance.	• Presentation
Apply ethical principles as they relate to health research.	• Quizzes, Discussions, Group activities, Survey reviews, SPSS assignments, Individual research projects

Quizzes: (5%)
There will be 10 quizzes covering course material.

Qualitative/Quantitative Research group work activities (15%)
Group work activities will include various quantitative/qualitative data collection methods.

Online Discussions: (10%)
Online weekly discussions will be conducted over ethical issues, research design, and research implementation.

Review of qualitative and quantitative studies: (5%)
Each student will review two theses. The first will be qualitative and the second one will be quantitative. Written critiques should address questions that will be handed out at the beginning of the semester. These questions are to provide triggers for thought.

Presentations on Qualitative/Quantitative Research: (10%)
Students will make a 10-15 minute oral presentation about an assigned qualitative/quantitative methodology or data collection method. A minimum of (3) three peer-reviewed articles (from health education or related field) that used the assigned method or design should be incorporated as samples in the presentation.

Review: Survey Instrument: (5%)
Students will read one peer-reviewed article related to instrument development in a health or related field. Students must provide copies of the instrument to the instructor and classmates. Using a distributed template,

students should identify what the instrument is intended to measure, the intended sample, procedures for establishing validity and reliability, and discuss the strengths and weaknesses of the instrument.

Statistical Analysis Assignments: **(15%)**
Ten assignments will be given on various statistical tests and analyses. Examples of statistical tests may be descriptive, t-tests, ANOVA, and multiple regression.

Individual Research Project: **(35%)**
By the end of the semester, each student will have completed an individual research project. The project will be built off of the literature review developed in this class. This research project can employ either a qualitative or quantitative design. Students will present their findings in the form of a poster presentation and an abstract. A final manuscript suitable for publishing will be submitted at the end of the poster session.

3. **Explain how the instructor will determine students' grades for the course:**
   Quizzes (5%)
   Group work (15%)
   Discussions (10%)
   Reviews of research studies (5%)
   Presentations of Research (10%)
   Review of Instrument (5%)
   Statistical Analysis Assignments (15%)
   Individual Research Project (35%)
   Total (100%)

100-90 = A, 89-80 = B, 79-70 =C, <70=F

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:**

All supplemental materials (PowerPoints, textbook ancillaries, etc.) will be provided through a Learning Management System (LMS), such as Desire2Learn. Links to current articles and other web resources pertinent to course material will be provided through the LMS. Online discussions will be conducted to explore greater detail and controversial aspects of course content.

   b. **Describe how the integrity of student work will be assured:**

Papers: Paper topics will be developed by the instructor, which allows the instructor to decrease the potential for intentional plagiarism. Papers can be assessed by outside tools such as Turnitin to ensure the work is the student's own. Instructors may require a rough draft with subsequent revision, which also reduces the opportunities for cheating. These techniques would be appropriate for any of the delivery modalities.

Quizzes: Quizzes in technology-delivered courses will be delivered within the currently available online LMS (currently, Desire2Learn). These systems typically allow instructors to control test availability, question delivery, etc., as well as providing tracking data about when students log in to the system to take a test. In many ways, this makes it easier to spot students who may be working together while taking the exam.

Presentations: Presentation topics are developed by the instructor, as are the paper topics. Instructors can check source materials, and search the web to ensure the presentation has not been copied directly from someone else's work.

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.):**

Instructor-student and student-student interaction will be facilitated mainly through discussion boards in online courses. Further communication will be available via email, and other messaging or conferencing technologies may be utilized, as necessary and as available with the LMS. Online office hours will be held using the LMS and other resources. Currently, several instructors utilize Google products such as Google Docs, Google Hangouts and Google Chat to facilitate communication. As online course delivery platforms continue to evolve, the new tools they make available to instructors will be utilized, as appropriate.

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

a. **course objectives;**
b. **projects that require application and analysis of the course content; and**
c. **separate methods of evaluation for undergraduate and graduate students.**

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 *.)

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.

Note: Table below assumes an additional 100 minutes of outside course work for every 50 minutes of allocated course time.

Weeks	Topic Covered	F2F time allotment	Hybrid Course	Online Course (expected time spent by student)
1	Introduction to the course. Identify the research problem reviewing public health literature, specify a purpose	150 minutes	F2F: 75 minutes Online: discussion board 75 minutes	Content review, reading: 75 minutes Web-based assignments: 75 minutes
2-3	Writing a literature review/proper resources in the field of health.	300 minutes	F2F: 150 minutes Online: discussion board 150 minutes	Content review, reading: 150 minutes Web-based assignments: 150 minutes
4-5	APA citation, RFP's, referencing, IRB, Ethics in research	300 minutes	F2F: 150 minutes Online: Web-based assignments, discussion boards 150 minutes	Content review, reading: 150 minutes Web-based assignments: 150 minutes
6	Qualitative vs. Quantitative overview as use in the field of health.	150 minutes	F2F: 75 minutes Online: discussion boards 75 minutes	Content review, reading: 75 minutes Web-based assignments: 75 minutes

7-8	Overview of research designs	300 minutes	F2F: 150 minutes Online: presentations, discussion boards, web resources 150 minutes	Content review, reading: 150 minutes Web-based assignments: 150 minutes
9	Writing of research questions/hypothesis	150 minutes	F2F: 75 minutes Online: discussion boards, presentations, web-based assignments 75 minutes	Content review, reading: 75 minutes Web-based assignments: 75 minutes
10	Sampling design and techniques	150 minutes	F2F: 75 minutes Online: presentations, discussion boards, web resources 75 minutes	Content review, reading: 75 minutes Web-based assignments: 75 minutes
11	Survey writing, validity, and reliability, administering surveys	150 minutes	F2F: 75 minutes Online: presentations, discussion boards, web resources 75 minutes	Content review, reading: 75 minutes Web-based assignments: 75 minutes
12	Statistical overview of descriptive and inferential stats.	150 minutes	F2F: 75 minutes Online: presentations, web-based assessments, web resources, discussion boards 75 minutes	Content review, reading: 75 minutes Web-based assignments: 75 minutes
13	Analyzing and interpreting data	150 minutes	F2F: 75 minutes Online: Web-based assessments, discussion boards, presentations 75 minutes	Content review, reading: 75 minutes Web-based assignments: 75 minutes
14	Conclusions, discussions, recommendations	150 minutes	F2F: 75 minutes Online: Web-based assessments, discussion boards, presentations 75 minutes	Content review, reading: 75 minutes Web-based assignments: 75 minutes
15	Final poster presentations	150 minutes	F2F: 75 minutes Online: Web-based assignments, discussion boards, presentations 75 minutes	Content review, reading: 75 minutes Web-based assignments: 75 minutes

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**
   This is a required course of the new graduate program in the department of Health studies. The course covers several of the competencies required for Advanced-level Health Education Specialist endorsed by the National Commission for Health Education Credentialing, Inc. (NCHEC).

   a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** This is not a general education course.

   b. **If the course or some sections of the course may be technology delivered, explain why.**
   This course will be a required course in the new Department of Health Studies graduate program. Having multiple modalities allows us to better serve the needs of our graduate students.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
This is a required course of the new graduate program in the department of Health studies. The course covers several of the competencies required for Advanced-level Health Education Specialist endorsed by the National Commission for Health Education Credentialing, Inc. (NCHEC).

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

   This course is not similar to any existing courses.

   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.**
   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.**

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.**

   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.**
   This course will be a required course for all candidates in the graduate program.

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Dr. Julie Dietz, Dr. Dejan Magoc, Dr. Rich Cavanaugh, Dr. Misty Rhoads, or any member of the Health Studies faculty approved for graduate teaching. Online sections maybe taught by faculty who have completed the online training for technology delivered courses at EIU.

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** None

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**
   Neutens, J. (2014). Research Techniques for the Health Sciences 5th Edition.
   Cronk, B. (2012). How to Use SPSS Statistics: A Step by Step Guide to Analysis and Interpretation.
   Additional readings as assigned.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

No transfer will be accepted.

PART VII: APPROVALS

Date approved by the department or school: 10/22/13

Date approved by the college curriculum committee: 11/11/13

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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