

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item: 16-69
Effective Fall 2017

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** FCS 5900
3. **Short title:** Research Methods
4. **Long title:** Research Methods in Family and Consumer Sciences
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2017
8. **Catalog course description:** Research techniques in writing, interpreting, and evaluating family and consumer sciences related research.
9. **Course attributes:**

General education component: _____

☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive ☐ Writing active

10. Instructional delivery

Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____

Mode(s) of Delivery:

☒ Face to Face ☒ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____

11. Course(s) to be deleted from the catalog once this course is approved. _____

12. **Equivalent course(s):** N/A

a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes ☒ No

13. **Prerequisite(s):** None

a. **Can prerequisite be taken concurrently?** ☐ Yes ☐ No

b. **Minimum grade required for the prerequisite course(s)?** _____

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

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

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course:

MS in Nutrition and Dietetics; MS in FCS; MA in Aging Studies

b. Degrees, colleges, majors, levels, classes which may not take the course: All others

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: 3

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students:

Supplemental Materials or Software _____

Course Fee ☒ No ☐ Yes, Explain if yes _____

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☒ Course is required for the major(s) of MS in Family and Consumer Sciences, MS in Nutrition and Dietetics, and MA in Aging Studies
☐ Course is required for the minor(s) of _____
☐ Course is required for the certificate program(s) of _____
☐ Course is used as an elective
2. **Rationale for proposal.** This course has not been updated for a number of years. An existing copy of the latest approved course proposal could not be located. Content and learning activities have been updated to reflect what is currently taught in the course.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: There are other graduate level research methods on campus, but this course focuses on the methods and applications common to the disciplines within the School of Family and Consumer Sciences.
Prerequisites: None
Co-requisites: None
Enrollment restrictions: Due to the specificity of the research examined, enrollment in the course will be restricted to three degree programs within the School of Family and Consumer Sciences. These three degree programs include the MS in FCS, MA in Aging Studies, and MS in Nutrition and Dietetics.
Writing active, intensive, centered: N/A
4. **General education assurances (answer N/A if not applicable)**
General education component: N/A
Curriculum: N/A
Instruction: N/A
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: This course has been offered in an on-line format for a number of years; at least since the early 2000s. The School of Family and Consumer Sciences is committed to making our courses as accessible as possible to our students. Online course delivery, as dictated by program need, is a responsive approach to recruitment and retention of students. An online course section allows students more flexibility in their scheduling without compromising the integrity or rigor of the class, especially as this course is required of students in three different graduate programs. The MS in FCS also provides an on-line cohort program with all courses available on-line necessitating that this required course be available in that format. In addition, the MA in Aging Studies program is online, necessitating that this required course be offered in that format.

Instruction: Lectures from the face-to-face courses may be recorded and posted online for students to view. Other online components (e.g., tutorials, videos, discussions) will be included. All faculty who will deliver this course online are/will be OCDi (or appropriate equivalent) trained.

Integrity: The integrity of the course will not be compromised by offering an online mode of delivery. The online version of the course will utilize the same PowerPoint lectures (with slides regularly complemented by audio/video aids) and exams will include the same content and allotted time (e.g., Respondus Lockdown browser can be enabled). Academic integrity of written work will be preserved and monitored for originality and authenticity with the most current technology available. Student written work may be compared to discussion board content to monitor authenticity.

Interaction: At the discretion of the faculty, provisions and requirements would vary but generally will utilize Email, chat rooms, discussion boards, assignment drop boxes, telephone, and on-line office hours. Students will participate in online discussion boards through their own posts in response to their peer students and to the instructor. In addition to responding to students' posts, the instructor will monitor discussion board posts to ensure that a respectful, professional, and academic tone is maintained.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: FCS 5900 Research Methods in Family and Consumer Sciences
2. Catalog description: Research techniques in writing, interpreting, and evaluating family and consumer sciences related research
3. Learning objectives.
 - a) Describe the steps in the research process (A,D)
 - b) Access and evaluate appropriate and relevant works of research (A,B,C)
 - c) Formulate a justifiable research problem (A,B)
 - d) Employ technical writing skills (A,C)
 - e) Describe the differences between qualitative and quantitative research (A,D)
 - f) Distinguish between descriptive and inferential statistics (A,B,D)
 - g) Select appropriate procedures for collecting, analyzing, and interpreting data (A,B,D)
 - h) Examine the ethical standards for research and protection of subjects (A,D)
 - i) Develop a research proposal (A,B,C,D)

Graduate Learning Goals

Depth of content knowledge (A)

Effective critical thinking and problem solving (B)

Effective oral and written communication (C)

Advanced scholarship through research or creative activity (D)

4. Course materials. The following are examples of textbooks instructors may use for the course. Other materials, such as published articles and videos, may be used as appropriate.

Creswell, J. (2013). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.) Upper Saddle River, NJ: Pearson.

Leedy, P. D., & Ormrod, J. E. (2012) *Practical research: planning and design* (10th ed.). Upper Saddle River, New Jersey: Pearson.

Patten, M. L. (2013) *Understanding research methods* (9th ed.) Los Angeles, CA: Pyczak Publishing.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: author.

5. Weekly outline. The table below provides a **sample** outline for the course. Different instructors may provide content in a different sequence and utilize different assignments, articles or sources for in-class discussion or on-line discussion boards to meet the 37.5 hours of required instructional time and 75 hours of out of class time. For example, research proposals may be presented in class, on-line, or peer edited.

1. Orientation to research process/research goals in Family and Consumer Sciences	4 hours
2. Library and electronic search options	3 hours
3. Selection and formulation of research problem	3 hours
4. Review of related literature	3 hours

5. Research design:Quantitative	2 hours
6. Research design: Qualitative	2 hours
7. Sampling	3 hours
8. Measurement and data collection	3 hours
9. Data preparation, analysis, presentation, and interpretation	3 hours
10. Ethical and professional responsibilities	3 hours
11. Oral and written report formats and dissemination	2.5 hours
12. Oral presentations, written peer reviews	<u>6 hours</u>
37.5 total in-class hours	

6. Assignments and evaluation, including weights for final course grade. The weighting of grades may vary based on instructor preference. The table below represents the ranges of those weightings by instructors. Based on the percentage ranges below, students will be required to complete a total of 100% of the possible points as specified by the course professor.

Research topic search and refinement	5%-10%
Quizzes/exams	15%-25%
Homework assignments	15%-25%
Article critiques	5%-15%
Thesis review	5%-10%
Data gathering and analysis projects	5%-10%
Research proposal	25%-35%

7. Grading scale

- A: 92%-100%
 B: 82%-91%
 C: 72%-81%
 D: 62%-71%
 F: below 62%

8. Correlation of learning objectives to assignments and evaluation.

	Research Topic	Quizzes/ Exams	Misc. Homework	Article Critiques	Thesis Review	Data Gathering	Research Proposal
A				x	x		x
B			x	x	x		x
C	x					x	x
D	x	x	x	x	x	x	x
E		x	x	x	x		x
F		x	x	x		x	x
G		x	x	x	x	x	x
H		x	x			x	x
I	x						x

Date approved by the department or school: November 14, 2016
 Date approved by the college curriculum committee: November 18, 2016
 Date approved by CGS: