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: 18-19
Effective Fall 2018

Banner/Catalog Information (Coversheet)

1. **__x__New Course or ___ Revision of Existing Course**
2. **Course prefix and number:** FCS 5600
3. **Short title:** Dietetics Research Methods
4. **Long title:** Research Methodologies in Nutrition and Dietetics
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ___ Fall ___ Spring ___ Summer X On demand
7. **Initial term**: X Fall ___ Spring ___ Summer Year: 2018
8. **Catalog course description:** In-depth study and application of research methodologies utilized in nutrition and dietetics.
9. **Course attributes:**

   General education component: _____N/A_____

   ___ Cultural diversity ___ Honors ___ Writing centered ___ Writing intensive ___Writing active
10. **Instructional delivery**
    Type of Course:

    X Lecture ___ Lab ___ Lecture/lab combined ___ Independent study/research

    ___ Internship ___ Performance ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    X Face to Face X 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. ___FCS 5152
12. **Equivalent course(s):** _____N/A_____

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes X 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: Dietetic Internship Option; MS in Nutrition and Dietetics: Nutrition Education Option

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

16. Repeat status: X 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: X 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 _X__No ___Yes, Explain if yes_____

21. Community college transfer:

___ A community college course may be judged equivalent.

X 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. _x__Course is required for the major(s) of MS in Nutrition and Dietetics, both options
   ___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 proposal merges information currently presented in FCS 5900 Research Methods in Family and Consumer Sciences and FCS 5152 Readings in Nutrition Research into one 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, such as clinical trials, experimental design, and systematic reviews common to the nutrition and dietetics discipline. These methodologies are not examined in the depth necessary for nutrition field in the FCS 5900 course.
   Prerequisites: None
   Co-requisites: None
   Enrollment restrictions: Due to the specificity of the research examined, enrollment in the course will be restricted to those enrolled in the MS in Nutrition and Dietetics options.
   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: 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 the two different options. The online option of the MS in Nutrition and Dietetics: Nutrition Education Option necessitates the online delivery of this course.
   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 5600 Research Methodologies in Nutrition and Dietetics

2. Catalog description: In-depth study and application of research methodologies utilized in nutrition and dietetics.
3. Learning objectives.

   a) Select appropriate procedures for collecting, analyzing, and interpreting data (A,B,D)
   b) Examine the ethical standards for research and protection of subjects (A,D)
   c) Apply evidence-based guidelines when drafting the systematic review and technical presentation. (A-D)
   d) Evaluate emerging research for application in nutrition and dietetics practice. (A,B,D)
   e) Demonstrate proficiency in professional technical communication skills (C)

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.

   Gough D., Oliver, S., Thomas, J. (2017). *An Introduction to Systematic Reviews, 2nd Ed.* Sage Publications, Thousand Oaks: CA. (we're already using this one)

   Drummond, K.E., Murphy-Reyes, A. (2018). *Nutrition Research: Concepts & Applications.* Jones & Bartlett, Burlington, MA

5. Weekly outline.

Date	Topic
Week 1	Review of scientific method and the research process, including ethical responsibilities
Week 2	Review of scientific method and the research process, including ethical responsibilities
Week 3	Professional technical communication: Written and verbal
Week 4	Qualitative methodologies
Week 5	Qualitative methodologies
Week 6	Quantitative methodologies
Week 7	Quantitative methodologies
Week 8	Student technical presentations
Week 9	Student technical presentations
Week 10	Student technical presentations
Week 11	Student technical presentations
Week 12	Student technical presentations
Week 13	Student technical presentations
Week 14	Student technical presentations
Week 15	Student technical presentations

Week 16	No final examination

6. Assignments and evaluation, including weights for final course grade.

CITI module completion	2%
Presentation abstract and topic selection	3%
Technical presentation	30%
Systematic review	30%
Poster presentation	15%
Technical presentation self-reflection	3%
Technical presentation reviews	8%
Peer-review of published systematic review	5%
Online discussions	4%

7. Grading scale

A: 90%-100%
B: 80%-89%
C: 70%-79%
D: 60%-69%
F: 59% and below

8. Correlation of learning objectives to assignments and evaluation.

	CITI 2%	Abstract 3%	Presentation 30%	Systematic Review 30%	Poster 15%	Self-reflection 3%	Reviews 13%	Discussions 4%
a		x	x	x	x		x	x
b	x							x
c			x	x	x			
d		x	x	x	x		x	
e			x	x	x	x	x	x

Date approved by SFCS Curriculum Committee: November 29, 2017
Date approved by LCBAS Curriculum Committee: 01/30/18
Date approved by CGS: