

**Eastern Illinois University
Revised Course Proposal Format**

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** CSD 5500
3. **Short title:** Research Methods
4. **Long title:** Research Methods
5. **Hours per week:** 3 Class 1 Lab 4 Credit
6. **Terms:** ☒ Fall ☐ Spring ☒ Summer ☐ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2018
8. **Catalog course description:** This course is designed to introduce students to quantitative and qualitative methods of research in the counseling profession. This course is designed to acquaint students with the language and tools of research and statistics as they serve to inform the counseling practitioner. 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.
9. **Course attributes:**
General education component: None.
☐ 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 60/40
11. **Course(s) to be deleted from the catalog once this course is approved.** None.
12. **Equivalent course(s):** None.
 - 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: EIU Graduate Student

b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

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:

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: None.

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. _x_ Course is required for the major(s) of Counseling and Student Development

 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** : To meet the current CACREP accreditation standards.

3. Justifications for (answer N/A if not applicable)

Similarity to other courses: n/a

Prerequisites: n/a

Co-requisites: n/a

Enrollment restrictions: 5500 and above level graduate course

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: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students

completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format.

Instruction: When the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

a. CSD 5500, Research Methods

2. Catalog description

This course is designed to introduce students to quantitative and qualitative methods of research in the counseling profession. This course is designed to acquaint students with the language and tools of research and statistics as they serve to inform the counseling practitioner. 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.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
a) Discuss the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	1,4
b) Discuss the identification of evidence-based counseling practices.	1,4
c) Develop an understanding of principles, models, and applications of needs assessment.	1,4
d) Understand the development of outcome measures for counseling programs.	1,4
e) Develop an understanding of the evaluation of counseling interventions and programs.	1,4
f) Develop an understanding of research methods such as qualitative, quantitative, and mixed research methods.	1,4
g) Develop an understanding of designs used in research and program evaluation.	1,4

h) Develop an understanding of statistical methods used in conducting research and program evaluation.	1,4
i) Develop an understanding of research analysis and use of data in counseling.	1,4
j) Develop an understanding of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.	1,4

4. Course materials.

- a. Devlin, A. (2017). *The research experience: Planning, conducting, and reporting research*. Los Angeles, CA: SAGE
- b. Field, A. (2016). *Discovering statistics using IBM SPSS statistics*. Los Angeles, CA: Sage.
- c. Sheperis, C. J., Young, J. S., & Daniels, M. H. (2017). *Counseling research: Quantitative, qualitative, and mixed methods*. Upper Saddle River, NJ: Pearson Education, Inc.
- d. American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association.

5. Weekly outline of content.

Class Lecture Schedule

Week	Topic/Activity	Length of Class	Reading/Assignments Due
1	Syllabus and Expectations Introduction to Research Choosing a topic/Decision tree	150 minutes	Sheperis Ch 2
2	Booth Library Presentation Critiquing research/lit review IRB Cultural and ethical considerations	150 minutes	Sheperis Ch 3 Devlin Ch 2 and 4 Choose Topic
3	Preparing/evaluation of research plan Selecting a sample Reliability, validity, trustworthiness	150 minutes	APA & IRB Training Due Sheperis Ch 4 Devlin Ch 9
4	Qualitative Design: Phenomenology, Grounded theory, Narrative analysis	150 minutes	Sheperis Ch 9, 10, 11
5	Descriptive statistics - Measures of Central Tendency - Measures of Frequency	150 minutes	Section One Due Sheperis Ch 15
6	Descriptive statistics - Measures of Dispersion - Measures of Position	150 minutes	https://www.socialresearchmethods.net/kb/statdesc.php

7	Quantitative design: Experimental, Predictive, Correlational, Survey	150 minutes	Sheperis Ch 5, 6, 7 Delvin Ch 4
8	Midterm	150 minutes	
9	Needs assessment/program evaluation Using outcome measures	150 minutes	Sheperis Chapter 12 Astramovich, 2011
10	Inferential statistics - Hypothesis testing - Tests of significance - Two-tailed, one-tailed tests - Type I and Type II errors	150 minutes	Delvin Chapter 3 Section Two Due
11	Inferential statistics: - Testing means	150 minutes	Delvin Ch 7 Needs assessment due
12	Interpreting research results Discussion section	150 minutes	Delvin Ch 10 and 11
13	Mixed Methods research	150 minutes	Sheperis Ch 13 Section Three Due
14	Thanksgiving Break- No Class		
15	Research Proposal Presentation Review for final Flex day	150 minutes	Research Proposal Presentation due Final Paper Due
16	Final		

Lab Schedule

Week	Topic	Length of Lab	Reading and Labs Due
1	Introduction to lab	50 min	Field Chapter 1
2	IRB and APA Training	50 min	Field Chapter 2
3	Statistics Package and Using SPSS	50 min	Field Chapter 3
4	Qualitative design analysis	50 min	Assignment 1- Qualitative
5	Measures of Central Tendency Measures of Frequency	50 min	Field Chapter 4
6	Measures of Dispersion Measures of Position	50 min	Field Chapter 5 Assignment 2- Graphs
7	Correlation ; Chi Square	50 min	Field Chapter 7, 18
8	Lab time for assignments/flex day	50 min	Assignment 3- Correlation with means

9	Program Evaluation	50 min	
10	Needs assessment	50 min	
11	T-test	50 min	Field Chapter 9 Assignment 4- T test
12	ANOVA	50 min	Field Chapter 11 Assignment 5- ANOVA
13	Mixed Methods research	50 min	Field Chapter 15
14	Work day	50 min	
15	All assignments by end of lab	50 min	

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

Attendance and Attitude – 30 points

APA Training – 15 points

IRB Training – 15 points

Peer Review of Sections (10 points each) – 30 points

Research Proposal – 100 points

Needs Assessment – 30 points

Presentation – 30 points

Learning Assessment (50 points each) – 100 points

Lab assignments (20 points each) – 100 points

Total Points = 450 points

- Attendance and Attitude: Attendance is necessary for co-constructing a deeper meaning for the class. Investing in learning requires, at a minimum, attending class, arriving on time, and being prepared for discussions. Professionalism, knowledgeable conceptualization, and appropriate conduct are expected.
- APA Training: Students are required to complete this tutorial on APA. Turn in a paragraph describing what stood out and a print out of the completed training.
- IRB Training: Students are required to complete EIU's IRB training for research, and turn in the finalized training sheet at the end of the module.
- Peer Review of Sections: Students will submit sections of their research proposal at three different points during the semester. As a part of the requirements for submission at these points, students will be required to have a peer review those sections of their proposals. Students will submit a clean copy of the section with edits considered/made, the peer edited version of the section, along with a brief statement about changes made or not made as a result of the peer edit as well as who edited the document. Peers should sign the paper edited.
- Research Proposal: Students will prepare a research proposal on a topic of their choice, pertinent to concentration (clinical mental health, school). Proposals may be qualitative or quantitative in design and scope.
- Needs Assessment: In small groups, students will develop needs assessment questions and hypothetical answers. From those answers, the group will develop a plan for a program and the evaluation of that program.
- Presentation: Students will explain their research question, design protocol, rationale, and their prediction of anticipated results. Students will be required to construct a PowerPoint presentation

and provide a constructive, usable, eye catching handout to distribute to their peers. The presentation should be approximately five minutes.

- h. Learning Assessment: There will be an assessment of student learning throughout the course of the semester, one at midterm and one at the conclusion of the course. Both will include multiple choice and short answer formats.
- i. Lab assignments: Students will demonstrate their understanding of each statistical and qualitative analysis through completing practice exercises. Students will be asked to arrange data in appropriate tables, describe each steps in the process, and interpret the results according to each lab.

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Attendance and Attitude	Course objectives a-j
APA Training	Course objective j
IRB Training	Course objective j
Peer Review of Sections	Course objectives b.,d.,e.,f.,g.,h.,i.,j.
Research Proposal	Course objectives b.,d.,e.,f.,g.,h.,i.,j.
Needs Assessment	Course objectives a.,b.,c.,d.,e.
Presentation	Course objectives b.,d.,e.,f.,g.,h.,i.,j.
Learning Assessments	Course objectives a-j
Lab Assignments	Course objectives f.,g.,h.,i.,j.

Date approved by the department or school: 2/14/18

Date approved by the college curriculum committee: 2/26/18

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

Date approved by CAA: CGS: