

Eastern Illinois University
REVISED COURSE PROPOSAL
CSD 5500
Research Methods

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. CSD 5500

2. Research Methods

3. Research Methods

4. 3-1-4

5. Term(s) to be offered: Fall Spring Summer On demand

6. Initial term of offering: Fall Spring Summer Year: 2012

7. Course description:

This course is designed to introduce students to research methodology in the counseling and student affairs profession. The course has two purposes: 1) to develop informed consumers about research and 2) to develop in students an appreciation of research and its application in counseling and student affairs. Lab includes a series of statistical exercises.

8. Registration restrictions:

a. Equivalent courses None.

b. Prerequisite(s): None.

c. Who can waive the prerequisite(s)?

No one Chair Instructor Advisor Other (Please specify)

d. Co-requisites: none

e. Repeat status: Course may not be repeated.

f. Degree, college, major(s), level, or class restrictions:

Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: None

9. Special course attributes: None

10. Grading methods (check all that apply): Standard letter C/NC Audit ABC/NC

- 11. Instructional delivery method:** (Check all that apply.)
- lecture
 lab
 lecture/lab combined
 independent
 study/research
 internship
 performance
 practicum or clinical
 study
 abroad
 Internet
 hybrid
 other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Through readings, lecture, assignments and active class participation, students will

- a. examine and demonstrate research methods, statistical analysis, needs assessment, and program evaluation.
- b. examine and demonstrate research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.
- c. use technology and statistical methods in conducting research and program evaluation.
- d. use principles, models, and applications of needs assessment, program evaluation, and use of findings, to effect program modifications.
- e. examine and discuss the use of research to inform evidenced-based practice.
- f. examine and discuss ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

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

- Candidates will display evidence of skills in the areas of written, verbal, interpersonal and technological communication.
- Candidates will display evidence of advanced scholarship through research and/or creative activity.
- Candidates will display evidence of content knowledge that meets or exceed the criteria set forth by the Council of Accreditation of Counseling and Related Educational programs (CACREP).

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

a. Students will examine and demonstrate research methods, statistical analysis, needs assessment, and program evaluation.	Research Proposal Project; Learning Assessment; Lab Assignments
b. Students will examine and demonstrate research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research.	Research Proposal Project; Research Team Project; Learning Assessment; Lab Activity
c. Students will use technology and statistical methods in	Research Team Project; Learning

conducting research and program evaluation.	Assessment; Lab Assignments
d. Students will use principles, models, and applications of needs assessment, program evaluation, and use of findings, to effect program modifications.	Research Proposal Project; Learning Assessment
e. Students will examine and discuss the use of research to inform evidenced-based practice.	Research Proposal Project; Research Team Project; Learning Assessment; Lab Assignments
f. Students will examine and discuss ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	Research Proposal Project, Team Research Project, Learning Assessment

- **Research Proposal Project:** Students are required to prepare a research proposal on a topic of their choice. Students will write a summary report of their findings.
- **Team Research Project:** Each student will be assigned to a Research Team. The team will conduct a study investigating research questions determined by the team. As part of the Team Research Project, each student is required to complete the online Institutional Review Board (IRB) training.
- **Learning Assessment:** A learning assessment will be conducted on the date provided by the instructor. It will cover material found in the online presentations and additional topics provided by the instructor. The assessment will consist of multiple-choice, true-false, and matching items.
- **Lab Activity:** Four statistical exercises will be conducted resulting in a written report.

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

Grades will be based on the following criteria:

Research Proposal Project:	100 points
Team Research Project:	100 points
Learning Assessment:	100 points
Lab Activity: Four statistical exercises.	<u>25 points each</u>
Total	400

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

N/A

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.

NA

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.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Introduction to Research Methods
2	Ethics in Research
3	IRB
4	Research Questions, Defining Research Variables: Qualitative and Quantitative Research (Part 1)
5	Literature Review
6	Research Methodology: Qualitative and Quantitative Research (Part 1)
7	Research Questions, Defining Research Variables: Qualitative and Quantitative Research (Part 2)
8	Research Designs
9	Research Results
10	Statistical Analyses- PASW
11	Interpreting Statistics
12	Research Discussion
13	Program Evaluation
14	Learning Assessment
15	Team Research Presentations
16	Team Research Presentations (cont.)

Lab: 15 weeks of 50 minutes meeting outside of class
 Students will further develop their understanding of research methods, statistical analysis, use of technology and statistical methods in conducting research.

Week	Lab Activity
1	Introduction to Research Statistics
2	Descriptive Statistics
3	Descriptive Statistics/ Inferential Statistics
4	Assignments: Descriptive Statistics
5	Testing Means
6	Testing Mean Differences
7	Assignment: Testing Means and Means Differences
8	Categorical Variables
9	Test Association between Categorical Variables
10	Odds and Odds Ratios
11	Assignment: Odds and Odds Ratios
12	Correlations

- 13 Regression Analysis
- 14 Regression Analysis (continued)
- 15 Assignment: Regression Analysis

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

- a. None at graduate level.
- b. Revised course only.

4. Impact on Program(s):

Required for graduate students admitted to the M.S. in College Student Affairs and M.S. in Counseling in the Department of Counseling and Student Development.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Dr. Steven Conn and Dr. Catherine Polydore

2. Additional costs to students:

No additional costs to students.

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

Sheperis, C., Young, J.S., and Daniels, M.H. (2010). *Counseling research: Quantitative, qualitative, and mixed methods*. Upper Saddle River: Pearson.

Patten, M.L. (2010). *Proposing empirical research: A guide to the fundamentals* (4th ed.). Glendale:

Pyraczak.

PART VI: COMMUNITY COLLEGE TRANSFER

N/A

PART VII: APPROVALS

Date approved by the department or school: 1/18/12

Date approved by the college curriculum committee:

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

Date approved by CAA:

CGS:

**Student
Success
Center**
<http://www.eiu.edu/~success/>
581-6696

free, confidential services
**counseling
center**
EASTERN ILLINOIS UNIVERSITY
<http://www.eiu.edu/~counscr/>
581-3413

**Career
Services**
<http://www.eiu.edu/~careers/>
581-2412

**Disability
Services**
<http://www.eiu.edu/~disabty/>
581-6583