Eastern Illinois University
Revised Course Proposal
BUS/FCS/AET4555, Honors Research

Please check one:  □ New course  ☑ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: BUS/FCS/AET 4555
2. Title (may not exceed 30 characters, including spaces): Honors Research
3. Long title, if any (may not exceed 100 characters, including spaces):
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered:  □ Fall  □ Spring  □ Summer  ☑ On demand
6. Initial term of offering:  □ Fall  □ Spring  □ Summer  ☑ Year: 2009
7. Course description (not to exceed four lines): Study of research methods and processes including defining research problems, and collecting and analyzing data. Students will conduct a literature review and prepare a research proposal.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). Course will be cross listed as BUS 4555, FCS 4555, and AET 4555
   b. 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. Admission to the Business, Family and Consumer Sciences, or Applied Engineering & Technology Departmental Honors Program and/or approval of the Business, Family and Consumer Sciences, or Technology Honors Coordinator
   c. Who can waive the prerequisite(s)?  ☑ No one  □ Chair  □ Instructor  □ Advisor  □ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
   e. Repeat status:  ☑ Course may not be repeated.
      □ Course may be repeated to a maximum of ______ hours or ______ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: Restricted to Business, Family and Consumer Sciences, and Applied Engineering & Technology majors.
   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] Honors course
10. Grading methods (check all that apply):  ☑ Standard letter  □ C/NC  □ Audit  □ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method:  ☑ lecture  □ lab  □ lecture/lab combined  □ independent study/research
    □ internship  □ performance  □ practicum or clinical  □ study abroad  □ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   Upon successful completion of the course, students will be able to:
   1. Discuss the stages of the research process and ethical issues related to the process;
   2. Identify the major research strategies and the factors affecting research design;
   3. Critically review the literature related to a topic;
   4. Compare and contrast the different sources and methods of data collection;
   5. Analyze qualitative and quantitative research data;
   6. Prepare and present a research proposal.

   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.
   Not a general education course

   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
   Not a graduate level course

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   Written assignments, exams, quizzes, written proposal, oral presentation

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

<table>
<thead>
<tr>
<th>Learning objective</th>
<th>Written assignments 20-40%</th>
<th>Exams and/or quizzes 20-40%</th>
<th>Written proposal 20-50%</th>
<th>Oral presentation 10-25%</th>
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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:
   b. Describe how the integrity of student work will be assured:
   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.):
   Not technology delivered
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. Not applicable

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. Not applicable

PART III: OUTLINE OF THE COURSE
Provide a week-by-week outline of the course’s content.

<table>
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<tr>
<th>Weeks</th>
<th>Topic</th>
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| 1.5   | • Nature of research  
|       | • Overview of the research process  
|       | • Ethics in research (IRB Certification) |
| 1.5   | • Formulating the research topic  
|       | • Literature review  
|       | • Research strategy and design |
| 2.5   | • Sources and collection of data  
|       | □ Qualitative and quantitative data  
|       | □ Secondary and primary data  
|       | □ Methods of primary data collection |
| 1     | • Measurement and scaling |
| 1     | • Sampling |
| 1.5   | • Using statistical software  
|       | • Data preparation  
|       | □ Editing  
|       | □ Coding and data entry |
| 3     | • Quantitative data analysis  
|       | □ Hypothesis testing  
|       | □ Measures of association  
|       | □ Multivariate analysis |
| 2     | • Qualitative data analysis  
|       | □ Categorizing data  
|       | □ Analytical procedures  
|       | □ Using computers to analyze qualitative data |
| 1     | • Presentation of data (oral and written) |

PART IV: PURPOSE AND NEED
1. Explain the department’s rationale for developing and proposing the course.
   This course is part of an interdisciplinary effort to support the Honors Program. Completion of this course is a requirement of the program as preparation for BUS/FCS/AET 4644 Honors Thesis.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. Course level is established by the Honors College. The prerequisites are needed to limit enrollment to qualified students.
3. If the course is similar to an existing course or courses, justify its development and offering.
   Other departments on campus have research and research methods courses; however, this
course is the only undergraduate course focusing on research methods within the Lumpkin
College of Business and Applied Sciences Honors Programs.
   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. Completion of this course is a requirement of the
   Departmental Honors Programs.
   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. Not applicable
   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.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Dr. John Willems, Dr. Jeanne Snyder,
   Dr. David Melton, or other BUS/FCS/AET doctoral qualified tenured or tenure-track faculty members.
2. 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.
   Not applicable
3. Additional costs to students:
   None
4. Text and supplementary materials to be used (Include publication dates): Leedy, P. D and Ormrod,
   Hall.

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.
   Not applicable
PART VII: APPROVALS

Date approved by School of Business Curriculum Committee: March 25, 2008

Date approved by School of Family and Consumer Sciences Curriculum Committee: March 31, 2008

Date approved by School of Technology Curriculum Committee: March 25, 2008

Date approved by the LCBAS College Curriculum Committee: April 23, 2008

Date approved by the Honors Council (if this is an honors course): September 4, 2008

Date approved by CAA: September 25, 2008