

Application for a New Course v9

Instructions:

The first four pages of this document provide instructions, example competencies, and a syllabus checklist. These four pages are for the course-developer's use, and do not need to be submitted along with the application.

Sequence:

- o Consult with the Office of the Registrar to obtain course number.
- o Consult with the Curriculum Office to discuss the degree plan and course number.
- o Complete the New Course Application
- o Create the course Syllabus – *See the associated Syllabus Checklist*
- o Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
- o *Adams Center schedules review appointment within ten days of receipt of all items*
- o Meet with Adams Center review team
- o Make any necessary changes to application / syllabus
- o Obtain the Library Review
- o Obtain Preliminary Approval Signatures (Department Chair, Deans)
- o Gather all attachments to application
- o Submit to College Academic Council
- o Submit to UUAC/UGAC

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Specific Instructions:

Before assigning a number (ID) for the course, consult the Office of the Registrar.

Section I. Systems and Catalog Information

Section II. Curriculum

Consult the Director of Curriculum, who will examine impact of new courses on university-wide programs. Curriculum director's signature on your degree plan attachment is required for confirmation.

1. **Degree Plan**

Explain how this course affects degree requirements. Attach a copy of the degree plan/s in Section IV-C

2. **Justification**

State the justification for adding this course to the current curriculum. Represent the need.

Attach any relevant documentation in Section IV-H. . (needs assessment, survey results, visiting committee report, market analysis, new government or accrediting body policy, exam scores, programs at other universities, etc.)

Section III. Course Design

III-2 - Competencies and Measurements

List the competencies that must be satisfied in order to pass the course, and indicate how each competency will be measured. *List in corresponding columns as indicated below. Add as many rows to the table as necessary. It is recommended that the identical table be presented in the syllabus, but the competencies and measures may be formatted differently in the syllabus as long as all elements are included in both documents. The wording for the competencies and measurements in the application should be identical to the syllabus.*

For **combined undergraduate/graduate** courses, make two tables and label them appropriately

Section IV. Supporting Documentation

Section V. Preliminary Approvals

Section VI. Approvals

VI-5 - University Budget Committee Action: (when applicable)

Any new or extensively revised program proposal (including new or extensively revised courses for the program) must be reviewed by the University Budget Committee (UBC) prior to the Application for a New Course being submitted to any academic council. Questions should be addressed to the college dean/director or associate provost. **The associate provost will submit materials to the UBC.**

Adams Center - Syllabus Checklist v9

Course ID _____

Developer _____

NOTE: It is not necessary to submit this checklist with New Course Applications. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review.

About the Course ☐ Title ☐ Course number and Section ☐ Credit hours ☐ Semester and Year ☐ Meeting time and Place About the Teacher ☐ Name and title or rank ☐ Office location ☐ Phone number(s) ☐ Email addresses ☐ Office hours / Contact expectations Course Content ☐ Catalog description (exact) ☐ Course Synopsis ☐ Outline ☐ Main topics Teaching/Learning Methods and Format of Class Sessions ☐ Description of the types of activities students should expect in the course Texts, Readings, and Supplements ☐ Required and Optional materials Evidence Concerning Christian Perspective ☐ Teaching philosophy ☐ Policy regarding questionable materials ☐ Scripture related to course content ☐ Faith / Learning resource	Overall Outcome & Competencies ☐ Specific competencies stated in measurable terms ☐ Appropriate learning level based upon Bloom's or Krathwohl's taxonomy ☐ Measurement Instrument - State which assignments/instruments will be used to assess the competencies. Grading Criteria ☐ Complete and accurate details of factors and Elements that will comprise the final grade. ☐ Weight or point value of all graded elements ☐ Grading scale with expectations for letter grades Course Policies ☐ Clear statement of expectations concerning penalties non-compliance regarding: ☐ Attendance and Tardiness ☐ Participation ☐ Late assignment policy ☐ Late exam policy ☐ Special needs policy(ADA) ☐ Academic integrity policy ☐ Extra credit opportunities (optional) Course Calendar ☐ Exam dates ☐ Assignments ☐ Due dates and other deadlines ☐ Schedule of readings and topics ☐ Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. . .” If the competencies are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Application for a New Course v9

Course ID <i>Subject and Number</i>	KINE 399
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Joe Bell and Sheila Jones
2	Course Teacher	Joe Bell
3	Course Title	Research Methods in Kinesiology and Nutrition
4	Course Abbreviation (if title is over 30 characters)	Res. Methods in KINU
5	College	CEHS
6	Department	Kinesiology & Nutrition
7	Number of Credit Hours	3 hrs
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	no
10	Maximum number of times course may be repeated	0
11	Maximum number of hours credit	3 hrs
12	Explanation for variable credit	
13a	Course contact hours - LEC	15
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 hrs
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	A study of the research process in Kinesiology & Nutrition from inception to statistical analysis. The course includes, how to read and interpret research reports and how to present a research proposal.

18	List any prerequisites (course/s, test scores, class standing, major, etc.)	At least Jr. Standing
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	No
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	annually
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	1 time per year
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2013
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	None
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course will become a part of KNOT, KNPT, and NDPD degree tracks
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Because of the emphasis on research literacy in ACU's QEP, we feel the need to add a course that prepares our students to engage in research. The KNOT, KNPT, and NDPD degree tracks are pre-professional programs. Students who are equipped with research skills are better suited for these

	graduate programs.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The course is intended for students in Kinesiology and Nutrition who have at least Jr. standing as a part of the degree requirements for KNOT, KNPT and NDPD.
2	State the overarching course goal(s) in performance terms.	The goal of the course is to develop research literacy in students who plan to continue their studies in graduate programs.

2. Competencies and Measurements

	Competency	Measurement
1	Students will demonstrate the ability to read and analyze journal articles in the field of Kinesiology and Nutrition.	Weekly journal readings will be required in content area journals and critiqued. Required reading from textbook.
2	Students will design a study that demonstrates the key components of a scientific study.	Draft Study will be turned in in 4 parts: Topic, Hypothesis, Data Collection, and Analysis of Data. Exams will include vocabulary and factual information. Related readings from text
3	Students will develop a study proposal for IRB.	Students will develop a mock IRB proposal that will not be submitted
4	Students will be able to identify and locate current literature related to individual research topics.	An annotated bibliography and subsequent literature review including representative articles not older than 10 years will be completed.
5	Students will utilize various citation styles prevalent in the fields	Short reports using a different style for each will be assigned.
6	Students will use various media to present proposals to class	Option given between oral presentation with PowerPoint slides or a poster

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Thomas, Nelson and Silverman (2011). Research Methods in Physical Activity. 6th Ed. Human Kinetics Press, Champaign, IL.

Statistical Package for the Social Sciences (SPSS)

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: _____

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

KINE 399
Research Methods in Kinesiology & Nutrition
Syllabus

ACU Mission: To educate students for Christian service and leadership throughout the world.

Department of Kinesiology and Nutrition Mission: To train students to live healthful and physically active lives

Instructor: Joe D. Bell, Ph.D.
Office: SRWC 258
Office Hours: TBA
Time:
Room:

E-mail: bellj@acu.edu
Phone: Ext. 2332

Students may contact me by e-mail, phone or personal visit.

Appointments during and outside of posted office hours may be made through Sandy Smith, Admin. Coordinator at Ext. 2338

Prerequisites: Jr. Standing

Catalog Description: A study of the research process in Kinesiology & Nutrition from inception to statistical analysis. The course includes, how to read and interpret research reports and how to present a research proposal.

Purpose of the Course:

The purposes of this course are two-fold. They are: 1) to increase research literacy among undergraduate students in Kinesiology and Nutrition; and 2) to develop individual research project designs.

Required Course Materials

Text: Thompson, et.al., **Research Methods in Physical Activity, 6th Edition**, Human Kinetics Press, Champaign, Illinois.

Access to SPSS statistical software package by use of university site license or through purchase of software in Campus Store. There are often free subscriptions available on-line.

Course Objectives:

To provide student with the tools to:

1. Read and understand research literature.
2. Analyze research designs.
3. Plan a specific research project.
4. Follow a plan from Design to Abstract.

Competencies and Measures

	Competency	Measure	Instrument
1	Students will demonstrate the ability to read and analyze journal articles in the field of Kinesiology and Nutrition.	Weekly journal readings will be required in content area journals and critiqued. Required reading from textbook.	Critiques will be graded on a point scale. Blogs
2	Students will design a study that demonstrates the key components of a scientific study.	Draft Study will be turned in in 4 parts: Topic, Hypothesis, Data Collection, and Analysis of Data. Exams will include vocabulary and factual information. Related readings from text.	Each Part will be graded and analyzed. Unit Exams.
3	Students will develop a study proposal for IRB.	Students will develop a mock IRB proposal that will not be submitted to Research Council	IRB Graded for completeness.
4	Students will be able to identify and locate current literature related to individual research topics.	An annotated bibliography and subsequent literature review including representative articles not older than 10 years will be completed.	Graded according to a rubric that includes: relevance of article, timeliness of article, accuracy of annotation.
5	Students will utilize various citation styles prevalent in the fields	Short reports using a different style for each will be assigned. These reports will include development of several abstracts.	Graded according to correct representation of the assigned style
6	Students will use various media to present proposals to class	Option given between oral presentation with PowerPoint slides or a poster	Rubric created to evaluate assignment

Course Requirements and Evaluation

Students are expected to:

1. Turn in assignments on time.
2. Read assigned readings.
3. Prepare reports and proposals according to instructions.
4. Be present and prepared for exams.
5. Present proposed study in class.
6. Attend and actively participate in classroom activities.

Grading:

1. All exams (4) will count equally and constitute 20% of the grade.
2. Each portion of the draft study will count equally and constitute 10% of the grade.
3. The IRB will count 10% of the grade.
4. The Literature Review will count 10% of the Grade.
5. The Abstract will count 20% of the grade.
6. The Proposal/Presentation will count 30% (15% Written, 15% Oral).

Scale:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
< 60	F

Instructional Methods

1. Lecture and discussion
2. Student Presentations/Sharing
3. Group Activities
4. Active Learning Activities

Attendance Policy

1. Students are expected to attend class at least 80% of the class meetings.
2. Absent is absent. There are no excused or unexcused distinctions made.
3. Absences in excess of 80% will result in loss of credit.
4. Absences on exams will require explanation and only made up accordingly.
5. Missed exams must be made up within 1 week of the day it was missed.

Assignment Policy

1. Daily assignments are due at the beginning of class on the due date.
2. Major Projects will be due by 5:00 p.m. on the due date.

Procedures to Accommodate Students with Disabilities:

1. The ACU Student Disability Services Office (a part of ALPHA Academic Services) facilitates disability accommodations in cooperation with instructors.
2. In order to be eligible for accommodations you must be registered with disability services and a separate request made for each class in which accommodations are needed.
3. Call extension 2667 for an appointment with the Director of Disability Services.

Additional Notes:

1. The instructor reserves the right to modify this syllabus or schedule at any time. Students will receive notification of such modifications.
2. Students are expected to adhere to the policies outlined in the ACU Student Handbook concerning concerning student conduct and academic integrity.

Academic Integrity Policy (www.acu.edu/campusoffices/provost)

Abilene Christian University enthusiastically promotes academic integrity and professional ethics among all members of the ACU academic community. Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties.

1. Cheating

- a. Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.
- b. Observing and/or copying from another student's test paper, reports, computer files, and/or other class assignments.
- c. Plagiarism on any assignment.
- d. Giving or receiving assistance during an examination period.
- e. Using class notes, outlines, and other unauthorized information during an examination period.
- f. Using, buying, selling, stealing, transporting, or soliciting, in part or entirety, the contents of an examination or other assignment not authorized by the professor of the class.
- g. Exchanging places with another person for the purposes of taking an examination or completing other assignments.

Discipline: Faculty members may respond to cases of cheating in any of the following ways:

- a. Allow the testing to progress without interruption, informing the offending student about the offense-and award a failing grade on the test-"F" if a letter grade is used or zero if a numerical grade is used.
- b. Seize the test of the offending student and give a failing grade on the paper.
- c. Give the offending student a failing grade in the course.
- d. Recommend sanctions, including disciplinary expulsion from the university.

Statement of Faith in Learning

The observation of phenomena associated with human development, performance, and rehabilitation has many obvious implications from the Christian perspective. Although not exclusive to Christian culture, ethical considerations when conducting research must absolutely be of primary importance to the Christian researcher. The wonders of nature are God-made. Attempts to explain phenomena in nature, including in humankind, must be viewed through the lens of the Christian worldview; and, yet, must be considerate of other points of view. It is vital that Christians engage in the world of research and, in many cases, he or she may be placed into a situation that causes him or her to question the methods or premises upon which data is collected and results are disseminated. Our job is to determine the foundation upon which we will stand.

Course Outline

Unit 1 – Introduction to Research/Ethics (Chapters 1 & 5)

Specific Focus: Identify Problem statement;

Week 1 August 26 – 30

Introduction to Research Methods

Assignments: 2 Relevant Research Articles; Read Chapters 1 & 5

Week 2 September 2 – 6

Group Collaboration Exercises

Assignments: Individual Study Proposal; Unit I Exam

Unit 2 – Developing the Research Problem/Literature Review/Reading Research (Chapters 2 & 3)

Specific Focus: Annotated Bibliography; IRB

Week 3 September 9 – 13

Exploring Literature Review

Assignments: Annotated Bibliography (10 sources); Read Chapters 2 & 3

Week 4 September 16 –20

Final Review of Literature Due

Assignments: IRB Application

Unit 3 – Methodological Details (Chapter 4)

Specific Focus: Identify Types of Sampling

Week 5 September 23 – 27

Develop Methods Section

Assignments: Determine Study Sample; Read Chapter 4

Week 6 September 30 – October 4

Continue Methods Development

Assignments: Written Report, Methods and Procedures Section Due

Week 7 October 7 – 11

Mid-Term Exam

Unit 4 – Types of Research (Chapters 12 – 20)

Specific Focus: Identify Different Types/Levels of Research Designs

Week 8 October 14 – 18

Assignments: Find Samples in Literature of Different Types of Studies, Read Chapters 12 – 16

Week 9 October 21 – 24

Assignments: Read Chapters 17 – 20, Develop Personal Research Design

Unit 5 – Presenting Research (Chapter 3, 21 & 22)

Specific Focus: Excel Spreadsheets, PowerPoint Presentation

Week 10 October 28 – November 1

Assignments: Review Chapters 3 21, & 22, Unit 4 & 5 Exam

Unit 6 – Statistics (Chapters 6 – 11)

Specific Focus: Handling Raw Data, Making It All Make Sense

Week 11 November 4 – 8

Assignments: Sample Data Sets for Descriptive Statistics, Read Chapters 6 – 8

Week 12 November 11 – 15

Assignments: Sample Data Sets for Basic Inferential Statistics, Read Chapters 9 – 11

Week 13 November 18 – 22

Dead Time to Work on Reports

Week 15 December 2 – 6

Assignments: Presentation Times for Final Reports

December 10 – 13 Finals Week



February 14, 2013

Dr. Joe Bell
SRWC 258
ACU Box 28084
Abilene, TX 79699-8084

RE: KINE 399 Research Methods in Kinesiology and Nutrition

Dear Joe,

Thank you for a productive meeting earlier this week to review the draft syllabus and new course application for KINE 399. I appreciated the opportunity to learn more about this course and how it will address needs for students in Kinesiology and Nutrition to gain greater facility in research, interpreting reports, and composing reports of their own.

Overall the syllabus and course application are in good shape. We discussed a few items which could be adjusted to provide more information for students, including specific instructions on how to access the SPSS software, a more detailed course calendar, adding a note about plagiarism to the section on academic integrity, and clarification that competency #5 in the syllabus is tied to the abstract assignment noted in the grading section. I also raised a question about the grading scale itself, though I understand that this scale is commonly used in your department. Aside from these small things, the only other necessary corrections are to adjust a couple of items in the new course application – lines 17 and 18, and the list of textbooks and resources – so that they match the syllabus (or vice-versa).

The Instructional Design Team in the Adams Center is happy to assist you in any way as you continue to develop this course in preparation for next year.

Blessings,

Melinda (Mindi) Thompson
Director of Instructional Design
Adams Center for Teaching and Learning
Abilene Christian University