

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 4/13/06 and CGS on 4/18/06, Effective Fall 2006)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See <http://www.eiu.edu/~eiucaa/Directions.pdf> for directions on completing this form.)

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

- 1. Course prefix and number, such as ART 1000:** ELE 5250
- 2. Title (may not exceed 30 characters, including spaces):** Research in Education
- 3. Long title, if any (may not exceed 100 characters, including spaces):** Introduction to Research in Education
- 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:** X Fall ☐ Spring ☐ Summer X On demand
- 6. Initial term of offering:** X Fall ☐ Spring ☐ Summer **Year:** 2010
- 7. Course description (not to exceed four lines):** Provides experiences in defining problems and in using research techniques in writing, interpreting, and evaluating research in elementary education.
- 8. Registration restrictions:**
 - a. Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
NONE
 - 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 graduate school
 - c. Who can waive the prerequisite(s)?**
X No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. Co-requisites** (course(s) which MUST be taken concurrently with this one): NONE
 - e. Repeat status:** X 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:
Graduate
 - g. Degree, college, major(s), level, or class** to be excluded from the course, if any: NONE
- 9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NONE
- 10. Grading methods** (check all that apply): X 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: As a result of completing this course the student will:

1. Explore various types of academic research as to their usefulness for best practice in the field.
2. Use an inquiry-based framework for identifying, critiquing, and synthesizing quality research studies including meta-analyses.
3. Explore issues such as dispositions, ethics, social justice, and diversity as these pertain to educational research.
4. Examine information on pedagogy, assessment, and evaluation as well as current issues in education through a research lens.
5. Engage in scholarly writing.
6. Articulate and define one's own philosophical, sociological, and psychological perspectives in light of research.
7. Interpret psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard error and correlation, etc.

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:

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 (Objectives 1, 2, 4, 7)
- Effective critical thinking and problem solving (Objectives: 2, 6, 7)
- Effective oral and written communication (Objectives: 5 & 6)
- Advanced scholarship through research or creative activity (Objectives: 2, 3, 6, 7)

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

Course (Core) Requirement	Brief Description
Individual/Group presentation on Research Concepts	Student/s will be assigned a research concept that they will synthesize for class presentation.
APA Exercises	Students will be engaged in practice exercises to develop competency in APA style format.
Public Data Review	Students will demonstrate the ability to critically examine publicly available education-related data and write a summative report. Students will be required to use the most current APA manual.

Reflection on Research Connections to One's Own Practice	Students will write a reflective paper on how research will inform their practice (implications for practice).
Research Article Reviews	Students will find a total of 3 research articles (from peer-reviewed journals) to interpret, summarize and reflect upon. One research article will be a quantitative study, one will be a qualitative study and the third will be an action research study. Students will be required to use the most current APA manual.
Educational Autobiography	Through reflection, students will analyze their personal backgrounds to gain insight into their professional practice.

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

Learning Objective	Research Concepts Presentation	APA Exercises	Research Reflection	Public Data Review	Research Article Review	Educational Autobiography
	10%	10%	10%	20%	30%	10%
1	X		X	X	X	
2			X	X	X	
3	X	X			X	X
4				X		X
5	X	X			X	
6			X		X	X
7	X			X		

Please note that in addition to the above core assignments, 10% of the students grade will be determined through guided electives provided by the instructor to equal 100% of the student's grade in the course..

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

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
- Describe how the integrity of student work will be assured:**
- 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.):**

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.
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. (See Appendix *.)

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.

Class Session	Topic
1	Course Introduction Characteristics of Research Rationale for the Use of Research Use of Research in American Schools and Classrooms How research has informed practice in education: Review of What Works Clearing House: http://ies.ed.gov/ncee/wwc/
2	Begin discussion about APA format Rationale for using APA style Review of the APA Manual Identify elements of professional writing Practice APA style through in-class exercises
3	Searching for Research Publications Online Technology Tools and services for Research Resources available at EIU: Library Presentation on searching for Research on-line Differentiating between kinds of research Differentiating between different kinds of professional writing
4	Research Publications Use of Research in Education Overview of elements of research reports Selecting articles for reviews
5 & 6	What is a research question? Personal motivations for research (Why do I need to do research?) Importance of question formulation Developing questions for research Identifying the research strategy based on the questions Characteristics of good research questions
7	Literature Review Value of Literature review

	APA considerations for literature review
8	Sampling procedures Different kinds of sampling methods Rationale for selecting samples
9	Methodologies Ethics of Research Qualitative vs. Quantitative vs. Mixed methods Selecting and evaluating instruments Reliability & Validity
10	Statistics Role of statistics Ways of summarizing data Measures of central tendency & variability Descriptive statistics Inferential statistics Overview of SPSS
11	Qualitative Data collection tools and analysis procedures
12	Action Research vs. Thesis Introduction and discussion of Thesis and Action Research handbooks
13 & 14	Considerations when reporting results, implications, limitations and recommendations Interpreting Public Data Reports
15	Reflection Making connections between research and one's own practice

PART IV: PURPOSE AND NEED

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

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
- b. If the course or some sections of the course may be technology delivered, explain why.

- This course covers introductory material as critical consumers of research in preparation for being creators of research. It will serve as an overview of trends and issues, terminology, methods, approaches, and techniques for research.
- Blackboard/Web CT and/or other electronic formats may be used to enhance the delivery of course content.
- Changes to this course are being proposed due to elimination of ELE 5100 – Introduction to Graduate Studies.

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

- This graduate course fulfills the requirement for students to become familiar with educational research. The thesis (ELE 5950) or applied/action research (ELE 5900) will be the culminating application of research concepts learned within this course.

3. If the course is similar to an existing course or courses, justify its development and offering.
 - 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.
 - 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.
- This is a core requirement course that provides the foundation for students to become critical consumers of research in preparation for being creators of research and complete either the ELE 5950 Thesis option or the ELE 5900 Applied/Action Research course as the culmination of the Master of Science in Elementary Education.

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:

- Members of the graduate faculty with research expertise.

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.

2. Additional costs to students: NONE

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

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

Jones, W. P., & Kottler, J. A., (2006). *Understanding research: Becoming a competent and critical consumer*. New Jersey: Pearson Education.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

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.

PART VII: APPROVALS

Date approved by the department or school:

EC/ELE/MLE Curriculum Committee – February 4, 2010

EC/ELE/MLE Graduate Faculty – February 4, 2010

Date approved by the college curriculum committee: February 22, 2010

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

Date approved by CAA:

CGS:

***In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. **In writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. **In writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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