

**Eastern Illinois University
Revised Course Proposal**

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5505
3. Short title: CSA Research Methods I
4. Long title: Research Methods in College Student Affairs I
5. Hours per week: 3 Class ☐ Lab 3 Credit
6. Terms: ☒ Fall ☐ Spring ☐ Summer ☐ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2019

8. **Catalog course description:** This course is designed to introduce students to research methodology in the college student affairs profession. The course has two purposes: 1) to develop informed consumers of research and 2) to develop the student as scholar. Student will emerge with a well-developed review of the literature.

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: ☒ 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: ☒ 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. ☒ Course is required for the major(s) of College Students Affairs

☐ 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 professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).

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. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or 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 raining 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 5505 Research Methods in College Student Affairs I

2. Catalog description

This course is designed to introduce students to research methodology in the college student affairs profession. The course has two purposes: 1) to develop informed consumers of research and 2) to develop the student as scholar. Student will emerge with a well-developed review of the literature.

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) Differentiate among assessment, program review, evaluation (AER), planning and research as well as the methods appropriate to each.	1, 2
b) Effectively articulate, interpret, and apply result of AER reports and studies, including professional literature.	1, 2, 3
c) Consider rudimentary strengths and limitations of various methodological AER approaches in the application of findings to	1, 2, 3

practice in diverse institutional settings and with diverse student populations.	
d) Assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings.	1, 2, 3
e) Assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability.	1, 2
f) Explore the relationship of college student affairs competencies in research and assessment to professional learning goals and outcomes.	1, 2, 3
g) Critically assess the accuracy and quality of information gathered via technology and accurately cite electronic sources of information respecting copyright law and fair use.	1, 3

4. Course materials.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Patten, M. L. (2005). *Proposing empirical research: A guide to the fundamentals* (4th ed.). Glendale, AZ: Pycszak Publishing.

Lin Pan, M (2016). *Preparing literature reviews: Qualitative and quantitative approaches* (5th ed.). xxx, Xxx. Taylor & Francis.

Publication Manual of the American Psychological Association (6th ed.). (ISBN 13: 978-1-4338-0561-5; ISBN 10: 1-4338-0561-8).

5. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
Week 1	Introduction to Research Methods <ul style="list-style-type: none"> The Nature of Research 	150 minutes	Class notes
Week 2	Introduction to the Literature Review <ul style="list-style-type: none"> Selecting a Topic for Review 	150 minutes	Class notes
Week 3	Locating and Reviewing the Literature <ul style="list-style-type: none"> Library Electronic search, including Google Scholar 	150 minutes	Class notes
Week 4	Organizing for the Literature Review <ul style="list-style-type: none"> Designing a Literature Map 	150 minutes	Class notes
Week 5	<ul style="list-style-type: none"> The Annotated Bibliography TRP Meeting #1- Topic, Name Selection and Assignment of Duties. 	150 minutes	Class notes
Week 6	Introduction to Scholarly Writing <ul style="list-style-type: none"> Introduction to APA Writing with Clarity and Concision Synthesizing the literature 	150 minutes	Class notes
Week 7	<ul style="list-style-type: none"> Reference and Citations Taking Notes and Avoiding Plagiarism 	150 minutes	Class notes

Week 8	Introduction to the Three Research Approaches <ul style="list-style-type: none"> • Introduction to Quantitative Research • Identifying Quantitative Research in CSA 	150 minutes	Class notes
Week 9	<ul style="list-style-type: none"> • Introduction to Qualitative Research • Identifying Qualitative Research in CSA 	150 minutes	Class notes
Week 10	<ul style="list-style-type: none"> • Introduction to Mixed Methods Research • Identifying Qualitative Research in CSA 	150 minutes	Class notes
Week 11	Critical Examination of the Literature <ul style="list-style-type: none"> • TRP Meeting #2- Draft 	150 minutes	Class notes
Week 12	The Use of Theory in Educational Research	150 minutes	Class notes
Week 13	Designing Theoretical and Conceptual Frameworks	150 minutes	Class notes
Week 14	Draft Review of the Literature- Peer Evaluation	150 minutes	Class notes
Week 15	Final Review of the Literature	150 minutes	Class notes
Week 16	Final Comprehensive Exam	150 minutes	Class notes

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

Assignment	Weight (%)
Annotated Bibliography (AB)	5
Identification of the Theoretical Framework	5
Review of the Literature: Draft # 1	7.5
Review of the Literature: Draft #2	7.5
Team Research Project Part 1	12.5
Final Review of the Literature	25
Final Comprehensive Exam	25
Other in- class activities	12.5

- Annotated Bibliography (AB)*: Students will complete a brief annotated bibliography of 10 primary sources which summarizes, evaluates, and reflects on the sources read. (20 points)
- Identification of the Theoretical Framework*: After completion of the annotated bibliography, students will identify and research up to three popular theories associated with their topic. (20 points)
- Review of the Literature: Draft # 1* students will submit a first draft of the review of the literature for feedback from the instructor. (30 points)
- Review of the Literature: Draft #2* students will submit a first draft of the review of the literature. (30 points)

- e. *Team Research Project: Topic selection, review of the literature and theoretical framework:* Student will become a member of a research team to complete a project over the two semesters. The team will either conduct a study investigating several variables from already identified projects in college student affairs offices on campus OR create a research problem of their own. The project will consist of performing given tasks by certain deadlines. Mandatory team meetings will be conducted in class. (50 points)
- f. *Final Review of the Literature:* Students will submit the final Review of the Literature. (100 points)
- g. *Final Comprehensive Exam:* Students will complete a comprehensive multiple choice assessment . (100 points)
- h. *Other in- class activities:* Students will complete other in-class activities as needed to reinforce materials learnt. (50 points)

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
Annotated Bibliography (AB)	a, b, c
Identification of the Theoretical Framework	b,
Review of the Literature: Draft #1	a, b,
Review of the Literature: Draft #2	a,b
Team Research Project Part 1	a, c, d, f, e
Final Review of the Literature	g,
Final Comprehensive Exam	b, f
Other in- class activities	a, e

Date approved by the department or school: 4/11/18

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: