

**Eastern Illinois University
New Course Proposal**

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** CSD 5506
3. **Short title:** CSA Research Methods II
4. **Long title:** Research Methods in College Student Affairs II
5. **Hours per week:** 3 Class ☐ Lab 3 Credit
6. **Terms:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
7. **Initial term:** ☐ Fall ☒ Spring ☐ Summer Year: 2020

8. **Catalog course description:** This course is designed to deepen students' understanding of research methodology in the college student affairs professional through application of quantitative and qualitative principles. Students will emerge with a completed research proposal in preparation for the required thesis.

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):** Yes. (CSD 5505)
 a. **Can prerequisite be taken concurrently?** ☐ Yes ☒ No
 b. **Minimum grade required for the prerequisite course(s)?** B
 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 Counseling and Student Development

☐ 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: Content in 5505 serves as a building block to work done in 5506

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 5506, Research Methods in College Student Affairs II

2. Catalog description

This course is designed to deepen students’ understanding of research methodology in the college student affairs professional through application of quantitative and qualitative principles. Students will emerge with a completed research proposal in preparation for the required thesis.

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) Select assessment, program review, evaluation (AER) methods, methodologies, designs, and tools that fit with research and evaluation questions and with assessment and review purposes.	1, 2, 4
b) Facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using current technology and methods.	1, 2, 3, 4
c) Effectively articulate, interpret, and apply results of AER reports and studies, including professional literature.	1, 2, 3, 4

d) Consider rudimentary strengths and limitations of various methodological AER approaches in the application of findings to practice in diverse institutional settings and with diverse student populations.	1, 2, 3, 4
e) Communicate AER results accurately, responsibly, and effectively.	1, 2, 4
f) Use data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods.	1, 2, 3, 4
g) Discuss the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities.	1, 3, 4
h) Apply appropriate statistical analyses to the interpretation of real data sets.	1, 4

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: *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	Deeper into Research Methods <ul style="list-style-type: none"> The Research Problem Variables and Hypothesis 	150 minutes	Class notes
Week 2	<ul style="list-style-type: none"> Sampling and Instrumentation <i>Writing the Introduction 1</i>	150 minutes	Class notes
Week 3	<ul style="list-style-type: none"> Validity, Reliability and Internal Validity <i>TRP Meeting #1 – Methods & IRB proposal</i>	150 minutes	Class notes
Week 4	Quantitative Research Designs <ul style="list-style-type: none"> Quantitative Research Methodologies: correlational research <i>Writing the Introduction 2</i>	150 minutes	Class notes
Week 5	Quantitative Research Methodologies: causal-comparative research	150 minutes	Class notes
Week 6	Quantitative Data Analysis <ul style="list-style-type: none"> Descriptive and Inferential Statistics Introduction to SPSS <i>TRP Meeting #2 – data collection</i>	150 minutes	Class notes
Week 7	<ul style="list-style-type: none"> Comparing Means and Mean Difference T-tests and ANOVA 	150 minutes	Class notes
Week 8	The Nature of Qualitative Research	150 minutes	Class notes

	• Narrative, Phenomenological, and Case Study Research		
Week 9	Qualitative Data Collection: Observation and Interviewing TRP Meeting #3 – data collection update/status Writing the Methods Section	150 minutes	Class notes
Week 10	Qualitative Data Analysis and Representation	150 minutes	Class notes
Week 11	Standards of Quality and Verification	150 minutes	Class notes
Week 12	Data Analysis – Team Research Project TRP Meeting #4– Results	150 minutes	Class notes
Week 13	Writing the Qualitative Research Report	150 minutes	Class notes
Week 14	Writing the Quantitative Research Report	150 minutes	Class notes
Week 15	Team Research Project – presentations Peer evaluation (TRP)	150 minutes	Class notes
Week 16	Final Comprehensive Exam	150 minutes	Class notes

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

Assignments/Evaluation	Weights (%)
Introduction (research questions, purpose of the study, significance of the study)	5
Introduction (identification of terms, limitations and delimitations)	5
Methods (Research Design)	5
Proposal Draft 1	5
Proposal Draft 2	5
Final Team Research Project	25
Final Comprehensive Exams	25
Final Proposal Report and Presentation to Committee	25

- Introduction (research questions, purpose of the study, significance of the study).* Students will submit final research questions, purpose of the study and significance of the study for feedback. (20 points)
- Introduction (identification of terms, limitations and delimitations).* Students will submit final Definition of Terms and Limitations and Delimitations section for feedback. (20 points)
- Methods (Research Design).* Students will submit a final methods section for feedback. (20 points)

- d. *Proposal Draft 1*. Students will submit the first draft of the proposal including introduction (assignment a, review of the literature from CSD Research Methods II, and Methods section) for peer review. To be reviewed with rubric created as part of teaching tools of qualitative methods. (20 points)
- e. *Proposal Draft 2*. Students will submit the second draft of the proposal including introduction (assignment a, review of the literature from CSD Research Methods II, and Methods section) for instructor feedback. (20 points)
- f. *Final Team Research Project*. Students will work together in teams to complete an IRB proposal, and conduct a study from beginning to end. (100 points)
- g. *Final Comprehensive Exams*. Students will complete a final comprehensive multiple choice exam. (100 points)
- h. *Final Proposal Report and Presentation to Committee*. Students will submit completed thesis proposal report to instructor and thesis committee. Student will defend the proposal. (100 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
Introduction (research questions, purpose of the study, significance of the study)	a
Introduction (identification of terms, limitations and delimitations)	b, c
Methods (Research Design)	g
Proposal Draft 1	d,h
Proposal Draft 2	d, e, f
Final Team Research Project	c, e, g, h
Final Comprehensive Exams	c, f, h
Final Proposal Report and Presentation to Committee	c, f,

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: