Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. _X_ New Course or _ __ Revision of Existing Course

2. **Course prefix and number:** EDU 5050

3. **Short title:** Seminar in Educational Research

4. **Long title:** Seminar in Educational Research

5. **Hours per week:** ___ Class   ___ Lab   3 Credit

6. **Terms:** x Fall   x Spring   x Summer   x On demand

7. **Initial term**: ___ Fall   ___ Spring   x Summer   Year: 2018

8. **Catalog course description:** A seminar designed to expose graduate students to various elements of research in education, to become good consumers of research, to acquaint them with diverse methodologies, and provide guidance in reflecting on their own practices.

9. **Course attributes:**

   General education component: NA

   ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    ___ Lecture   ___ Lab   x Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    ___ Face to Face   x Online   ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

11. Course(s) to be deleted from the catalog once this course is approved. **EDU 5000: Seminar in Professional Practice**

12. **Equivalent course(s):** NA

    a. Are students allowed to take equivalent course(s) for credit? ___ Yes   x No

13. **Prerequisite(s): NA**

    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)? NA

      ___ No one   ___ Chair   ___ Instructor   ___ Advisor   ___ Other (specify)

14. Co-requisite(s): NA

15. Enrollment restrictions

    a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: MSED C&I

    b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: _____

16. Repeat status: x 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: x Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. Special grading provisions: NA

    ___ Grade for course will <u>not</u> count in a student's grade point average.

    ___ Grade for course will <u>not</u> 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: NA
Supplemental Materials or Software_____

Course Fee x No ___Yes, Explain if yes_____

21. Community college transfer: NA

    ___ A community college course may be judged equivalent.

    ___ A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. X Course is required for the major(s) of **MSED C&I**

   ___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**: This is intended to be an introductory course in educational research which will supplement later courses in research design and research implementation.

3. **Justifications for (answer N/A if not applicable)**

   <u>Similarity to other courses</u>: NA

   <u>Prerequisites</u>: NA

   <u>Co-requisites</u>: NA

   <u>Enrollment restrictions</u>: This course is intended for majors only as it relates assignments to the goals of the program and introduces students to educational research.

   <u>Writing active, intensive, centered</u>: NA

4. **General education assurances (answer N/A if not applicable) NA**

   <u>General education component</u>:

   <u>Curriculum</u>:

   <u>Instruction</u>:

   <u>Assessment</u>:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

   <u>Online or hybrid delivery justification</u>: The MSED C&I is entirely online and this too must be online.

   <u>Instruction</u>: Based on best practices learned in OCDi, content will be delivered through readings, research, video and other methods. Both direct instruction and discovery learning will be utilized in the course.

   <u>Integrity</u>: Turn it in will be used to help ensure originality of work

   <u>Interaction</u>: Students will engage in discussion boards, chat rooms and similar practices to strengthen the interconnectedness of the students within the course.

Model Syllabus (Part II)

Please include the following information:

Course number and title: EDU 5050: Seminar in Educational Research

Catalog description: A seminar designed to expose graduate students to various elements of research in education, to become good consumers of research, to acquaint them with diverse methodologies, and provide guidance in reflecting on their own practices.

Learning objectives.

1. Consider various types of educational research as to their usefulness for best practice in the field. (Graduate 1, 2)
2. Use an inquiry-based framework for exploring quality educational research studies. (Graduate 2, 4)
3. Examine research on pedagogy, assessment, and evaluation. (Graduate 2)
4. Introduce students to scholarly writing through practice and discussion. (Graduate 3, 5, 6)
5. Reflect on one's own teaching, pedagogy, and philosophy. (Graduate 1, 2, 3)

Course materials. Brownbag lectures from American Educational Research Association and various webinars, podcasts, and professional research literature

Weekly outline of content.

Two Week Modules	Topic(s)
1	**Theme**: Introduction to the C&I Program coursework and goals **Goals**: • Students become acquainted with the technology and functions of online courses • Explore goals of the program and goals of the students upon completion of program • Introduce students to coursework in the program and potential for thesis or action research. • Begin reflection on best practices and current practices within the classroom
2	**Theme**: Classroom context – Theory to practice **Goals**: • Discover how to find/read useful educational research • Effective critical thinking and problem solving, focused on current educational challenges in classrooms • Introduce students to scholarly writing through practice and discussion related to the theme. • Develop best practices and portfolio of artifacts
3	**Theme**: Personal and professional identity **Goals**: • Consider usefulness of educational research related to theme • Explore quality educational research studies related to theme • Introduce students to scholarly writing through practice and discussion related to the theme. • Reflect on one's own understandings about the theme
4	**Theme**: Social justice issues in education and society

	Goals: • Consider usefulness of educational research related to theme (such as educational equity, access, digital divide, etc.) • Explore/gather quality educational research studies related to theme • Understanding of diverse contexts, students, and educational outcomes, focused on equitable opportunities for all learners. • Reflect on one's own understandings about the theme
5	**Theme**: Curriculum, instruction, and assessment **Goals**: • Consider research on curriculum, instruction, and assessment within one specific discipline • Explore quality educational research studies related to theme • Introduce students to scholarly writing through practice and discussion related to the theme. • Reflect on one's own understandings about the theme
6	**Theme**: Content knowledge and literacy **Goals**: • Consider content knowledge and literacy within one specific discipline • Explore quality educational research studies related to theme • Introduce students to scholarly writing through practice and discussion related to the theme. • Reflect on one's own understandings about the theme
7	**Theme**: Teaching strategies and techniques **Goals**: • Consider usefulness of research related to teaching strategies and techniques within one specific discipline • Explore quality educational research studies related to theme • Development of advanced curricular and instructional strategies, focused on increased academic achievement for all learners. • Reflect on one's own understandings about the theme
8	**Theme**: Beliefs about teaching practice **Goals**: • Consider usefulness of educational research about teaching practice within one specific discipline • Explore quality educational research studies related to theme • Introduce students to scholarly writing through practice and discussion related to the theme. • Reflect on one's own understandings about the theme

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

Best Practice Paper and Portfolio (35%): A structured professional self-assessment (with artifacts) aligned with program objectives, submitted in two phases: an initial attempt and a revised attempt following instructor feedback.

Review of Literature/Materials (30%): Students compose a review of literature appropriate to a topic of interest that demonstrates competence in locating quality research / literature using the Booth Library online resources.

Discussion Boards (20%): There will be writing prompts to guide students' consumption (reading, listening, viewing) of the material. There will be minimum numbers of materials referenced in the discussion posting as well as minimum numbers of words in every module.

Reflection Papers (15%): Using understandings generated from discussion boards and material consumed, students will develop and refine reflective papers. There will be minimum number of materials referenced in the paper and a minimum number of words.

2. Grading scale. A = 100-93 %, B = 92-84%, C = 83-75%, D = 74-66%, F = below 66%

3. Correlation of learning objectives to assignments and evaluation.

Learning Objectives	Best Practice	Literature review	Discussion Boards	Reflection Papers
• Consider various types of educational research as to their usefulness for best practice in the field.	X	X	X	
• Use an inquiry-based framework for exploring quality educational research studies.	X	X	X	
• Examine research on pedagogy, assessment, and evaluation	X	X	X	
• Introduce students to scholarly writing through practice and discussion.	X	X	X	X
• Reflect on one's own teaching, pedagogy and philosophy.	X	X	X	X

Date approved by the department or school: January 30, 2018
Date approved by the college curriculum committee:
Date approved by CGS: