

Eastern Illinois University
NEW COURSE PROPOSAL CSD 5505
Research Methods In College Student Affairs

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: CSD 5505
2. Title (may not exceed 30 characters, including spaces): Research Methods in CSA
3. Long title, if any (may not exceed 100 characters, including spaces): Research Methods in College Student Affairs
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-1-4
5. Term(s) to be offered: ☒ Fall ☐ Spring ☐ Summer ☐ On demand
6. Initial term of offering: ☒ Fall ☐ Spring ☐ Summer Year: 2013
7. 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 about research and 2) to develop in students an appreciation of research and its application in college student affairs. Lab includes a series of statistical exercises.
8. Registration restrictions:
 - a. Equivalent courses
 - Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes X No
 - b. Prerequisite(s):
 - Identify the 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. None
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).
___ Yes X No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. Who can waive the prerequisite(s)?
___ 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 once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: **Undergraduates**

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): ☒ **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.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. Instructional delivery method:(Check all that apply.)

☒ lecture ☐ lab ☒ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☐ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

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:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

Through readings, lecture, assignments and active class participation, students will

- a. identify and explore research methods, statistical analysis, needs assessment, and program evaluation.
- b. explore and critique research methods such as qualitative, quantitative, mixed-methods, action research, and outcome-based research.
- c. articulate, interpret, and use results of assessment, evaluation and research reports and studies, including professional literature.
- d. use data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods.
- e. assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings.
- f. assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability.
- g. discuss the necessity to follow institutional and divisional procedures and policies with regard to ethical assessment, evaluation, and other research activities.
- h. explore the relationship of college student affairs competencies in research and assessment to professional learning goals and outcomes.
- i. identify the political and educational sensitivity of raw and partially processed data and assessment/research results and how to handle the data with appropriate confidentiality and deference to the organizational hierarchy.
- j. apply appropriate statistical analyses to the interpretation of real data sets.

- 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:**

Learning Goals	Objectives
• Depth of content knowledge	a-i
• Effective critical thinking and problem solving	f, j
• Effective oral and written communication	b, f
• Advanced scholarship through research or creative activity	c

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

Student will:

a. identify and explore research methods, statistical analysis, needs assessment, and program evaluation.	Thesis Proposal Project; Final Learning Assessment; Lab Assignments; Other assignments
b. explore and critique research methods such as qualitative, quantitative, mixed-methods, action research, and outcome-based research.	Thesis Proposal Project; Team Research Project; Final Learning Assessment; Lab Assignments; Other assignments
c. articulate, interpret, and use results of assessment, evaluation and research reports and studies, including professional literature.	Team Research Project; Final Learning Assessment; Lab Assignments; Other assignments

d. use data collection for system/department-wide assessment and evaluation efforts using up to-date technology and methods.	Thesis Proposal Project; Final Learning Assessment; Other assignments
e. assess trustworthiness and other aspects of quality in qualitative studies and assess the transferability of these findings to current work settings.	Thesis Proposal Project; Team Research Project; Final Learning Assessment; Lab Assignments; Other assignments
f. assess quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability.	Thesis Proposal Project, Team Research Project, Final Learning Assessment; Other assignments
g. discuss the necessity to follow institutional and divisional procedures and policies with regard to ethical assessment, evaluation, and other research activities.	Team Research Project; Final Learning Assessment; Other assignments
h. explore the relationship of college student affairs competencies in research and assessment to professional learning goals and outcomes.	Team Research Project; Final Learning Assessment; Lab Assignments; Other assignments
i. identify the political and educational sensitivity of raw and partially processed data and assessment/research results and how to handle the data with appropriate confidentiality and deference to the organizational hierarchy.	Team Research Project; Final Learning Assessment; Lab Assignments; Other assignments
j. apply appropriate statistical analyses to the interpretation of real data sets.	Lab Assignments; Team Research Project

- **Thesis Proposal Project.** Students will be required to prepare a thesis proposal on a topic of their choice within college student affairs. This will include all relevant sections of chapters 1-3 of the thesis as described in the current department's thesis manual. The report must include title and reference pages, be 8-10 pages in length excluding title and reference page, typewritten, double-spaced and must follow current APA style.
- **Team Research Project.** Each student will be assigned to a research team. The team will submit an IRB proposal and conduct a study investigating research questions determined by the team. As part of this project, each student is required to complete the online Institutional Review Board (IRB) training. Teams will be encouraged to present their findings at the CEPS research fair in the spring.
- **Final Learning Assessment.** A comprehensive final learning assessment will be conducted on the date provided by the instructor. It will cover material from assigned readings, classroom discussions and activities, as well as additional topics provided by the instructor. The assessment will consist of multiple-choice, and/or true-false.
- **Lab Assignments.** Four statistical exercises will be conducted resulting in a written report.
- **Other Assignments.** Students will participate in various in-class activities (e.g. journal article critique, annotated bibliography and timeline to thesis completion) and quizzes gauged at fostering an understanding of research methods and the thesis process.
-

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

Grades will be based on the following criteria:

Thesis Proposal Project:	20%
Team Research Project:	20%
Final Learning Assessment:	20%
Lab Assignments:	20%
Other Assignments:	20%
Total	100%

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

- 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: N/A

- course objectives;
- projects that require application and analysis of the course content; and
- 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. N/A

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.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week Lecture Topic

Outline of the Course

Week	Lecture Topic
1	Introduction to Research Methods
2	The Research Problem
3	Locating and Reviewing the Literature; Ethics in Research; IRB
4	Variables and Hypotheses; Sampling

5	Validity and Reliability
6	Instrumentation
7	Quantitative Methods: Correlational Research
8	Quantitative Methods: Causal Comparative Research
9	The Nature of Qualitative Research
10	Observation and Interviewing
11	Content Analysis
12	Data Analysis with Instructor
13	Action Research
14	Writing Research Proposals and Reports
15	Team Research Presentations

Lab: 15 weeks of 50 minutes meeting outside of class

Students will further develop their understanding of research methods, statistical analysis, use of technology and statistical methods in conducting research.

Week	Lab Assignments
1	Introduction to Research Statistics
2	Descriptive Statistics
3	Descriptive Statistics/Inferential Statistics
4	Assignments: Descriptive Statistics
5	Testing Means
6	Testing Mean Differences
7	Assignment: Testing Means and Means Differences
8	Categorical Variables
9	Test Association between Categorical Variables
10	Odds and Odds Ratios
11	Assignment: Odds and Odds Ratios
12	Correlations
13	Regression Analysis
14	Regression Analysis (continued)
15	Assignment: Regression Analysis

PART IV: PURPOSE AND NEED

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

This is a required course for the M.S. in College Student Affairs. It is also a competency covered in the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

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. N/A

b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
This is a required course for the M.S. in College Student Affairs. It is also a competency covered in the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

- 3. If the course is similar to an existing course or courses, justify its development and offering.**
- 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.** This course is similar to CSD 5500 Research Methods but is distinguished by its emphasis on research in College Student Affairs and preparation for the thesis.
 - 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. Revised course only.**

- 4. Impact on Program(s):**
- For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
 - 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.**
Required for graduate students admitted to the M.S. in College Student Affairs in the Department of Counseling and Student Development.

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. N/A

PART V: IMPLEMENTATION

- 1. Faculty member(s) to whom the course may be assigned:**

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.

Qualified Graduate Faculty in the Department of Counseling and Student Development.

- 2. Additional costs to students:**

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.)

No additional costs to students.

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

Fraenkel, J. R., Wallen, N. E. & Hyun, H. H. (2011). *How to design and evaluate research in education* (8th ed.). McGraw-Hill, New York.

Patten, M. L. (2010). *Proposing empirical research: A guide to the fundamentals* (4th ed.). Glendale, AZ: Pyczak Publishing.

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

Holcomb, Z. C. (2011). *SPSS® Basics (3rd ed.): Techniques for a first course in Statistics*. Glendale, CA: Pyczak Publishing.

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: 1/23/13

Date approved by the college curriculum committee: 3/25/13

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

Date approved by CAA: Not applicable CGS: 4/23/13

*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).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disablt/>

581-6583