EDC 250: EDUCATION RESEARCH

In Workflow

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12. Catalog Editor (torsetj@csus.edu)
13. Registrar's Office (wlindsey@csus.edu)
14. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Tue, 15 Oct 2019 22:21:34 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Wed, 23 Oct 2019 22:41:03 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 14 May 2020 20:59:07 GMT
Dale Allender (dale.allender): Approved for ED College Committee Chair
4. Fri, 28 Aug 2020 22:00:52 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Tue, 24 Sep 2019 05:34:32 GMT

Viewing: EDC 250 : Education Research

Last edit: Thu, 14 May 2020 19:20:56 GMT

Changes proposed by: Rachael Marshall (223000128)

Contact(s):

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Catalog Title:
Education Research

Class Schedule Title:
Education Research

Academic Group: (College)
ED - Education

Academic Organization: (Department)
Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?
No

Catalog Year Effective:
Fall 2020 (2020/2021 Catalog)

Subject Area: (prefix)
EDC - Education - Counselor Education

Catalog Number: (course number)
250

Course ID: (For administrative use only.)
116496

Units:
3

In what term(s) will this course typically be offered?
Fall, Spring

Does this course require a room for its final exam?
Yes, final exam requires a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
EDC 250 is moving to Graduate Writing Intensive to fill the need for a writing intensive class that is in the Counselor Education Department. This way students do not have to take extra courses outside of their discipline and can more easily follow the cohort model.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
EDC 250 will provide the study of qualitative and quantitative methods used in the development of reliable knowledge in the field of education. It includes identification and formulation of research problems, research designs, and the presentation of reports representative of different research strategies. Scholars will be immersed in counseling discourse and a wide range of writing assignments in various genres. It is anticipated that this course will facilitate skills important to the evaluation of educational and psychological programs.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
Yes

Prerequisite:
Graduate status

Prerequisites Enforced at Registration?
Yes

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

General Learning Goals:
By the end of the semester, scholars will:
1. Demonstrate an understanding of the major research and/or professional conventions, practices, and methods of inquiry of the discipline; (CACREP 2.F.8.a)
2. Use major formats, genres, and styles of writing used in the discipline;
3. Critically read, understand, and evaluate scientific review papers and empirical studies within the discipline;
4. Show an understanding of writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing;
5. Use APA style writing and understand writing as a recursive process.

GWI learning goals:
1. Immerse scholars in the discourse of the discipline: genres, literacies, stylistic conventions, etc.
2. Course learning goals alighn with GWI general learning goals
3. Scholars write a minimum of 5000 words of discourse
4. At least one assignment of 1250 words
5. Writing spread out over entire semester
6. At least 60% of course grade from instructor's evaluation of writing
7. Assessment of writing focuses primarily on critical thinking, synthesis, and organization
8. Includes a range of writing assignments in disciplinary genres, such as research paper, reading response, proposal, learning log, critical response, journal entry, annotated bibliography, and others.
9. Formal assignments include multiple drafts with revision based on feedback from peers
10. Formal assignments include multiple drafts with revision based on feedback from instructor

Attach a list of the required/recommended course readings and activities:

EDC250 Assignments and reading.docx

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

1. Peer Reviews: There will be 5 peer reviews throughout the semester. It is important that you read your assigned partner's paper before the class peer review. Therefore, it is expected that you provide a copy of your latest draft to your partner no later than 48 hours before class. Class participation in the form of comments, questions, peer review document completion, and active engagement in classroom discussion is required for this course. There will be 5 peer reviews each work for full points all must be turned in to Canvas Sunday after class and sent to your partner on the day of class no later than 11:30pm. ***** FINAL PEER REVIEW 5 is your choice for feedback on any section of the final portfolio.
(CACREP 2.F.7.g; 2.F.8.a,b,j)

2. Portfolio: The completed Research Methods Portfolio will have the following 5 components {Items 1-4 are mandatory, for items 5-7 each scholar can choose ONE option}. First drafts are work 5 points each. You will have at least a first and second draft with both peer and instructor feedback for the final portfolio:

Portfolio Drafts (25 points)
1) Areas of research interest (2 points) Week 3

Students shall identify at least two (2) general areas of research interest. Within each area, several specific research questions should be identified. Minimum of 2 pages

2) Purpose Statement (3 points) Week 5*
Students will develop a purpose statement for research project. This will be added to the appropriate mini proposal. Minimum of 2 pages

3) Annotated Bibliography (2 points) Week 4
Students will bring an expanding annotated bibliography to class each week starting Week 4. Bring a draft which includes at least 5 relevant articles on Week 4. Final bibliography should include at least 15 articles.

4) Mini literature review (10 points; 5 points each) Week 10* & 13
Students shall write a mini-literature review on one of their areas of interest.

5) Mini-proposal (8 points) Week 12*
Students shall briefly describe a Quantitative/ Qualitative/ Mixed-methods (choose one) research project relevant to one of their identified research topics.
Minimum of 3 pages for quantitative or qualitative project. Minimum of 5 pages for mixed-methods project.

*Peer review required.
Final Portfolio should have items 1-4, and EITHER 5, 6, or 7; References; Appendix with all drafts, peer review documents, and annotated bibliography (3). For 1-4 and EITHER 5, 6, or 7 Minimum of 5000 Words. (CACREP 2.F.7.g; 2.F.8.a-j)

On December 6th 5-7 all sections of 250 will present their research portfolio in Roundtable Discussion for our 1st Annual Celebrating Counselor Education Research Conference (5 points)

3. Midterm: Scholars will complete a take-home midterm multiple choice evaluation during week 6 on Chapters 1-7 & Needs Assessment and Program Evaluation. (CACREP 2.F.7.g; 2.F.8.a-j)

4. Needs Assessment Paper: Scholars will identify a population to survey based on their specialization (i.e., career counseling; marriage, couple, and family counseling; school counseling; rehabilitation counseling). Each scholar should explore the research on the population (3 articles) and then create a needs assessment to explore population (assessment should be no longer than 10 questions).

Then scholars will then explore community programs that serve their chosen population, and find the services provided. Choose one service to evaluate and develop an evaluation plan.

Each scholar will also write a minimum 1250 words that describes the population (needs, strengths, multicultural considerations), describes the community partner and services provided, outlines the program evaluation process, and provides an overview of how they would use data collected from their evaluation to set priorities for service, identify possible issues, select solution strategies, propose an action plan, and assess outcome measures. Needs assessment and program evaluation survey should be added to the Appendix section (See APA style manual for information on Appendix formatting).
(CACREP 2.F.8.c-e, g)

Is this course required in a degree program (major, minor, graduate degree, certificate?)
Yes

Has a corresponding Program Change been submitted to Workflow?
No

Identify the program(s) in which this course is required:

Programs:
MS in Counseling

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?
No

Will there be any departments affected by this proposed course?
No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.
I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:
Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge

Intercultural/Global perspectives
Professionalism
Research (optional)

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?
Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?
No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:
The change does not impact currently written common standards document.

Is this change in response to program or unit assessment activities?
No

Will this course introduce any new or changes to program assessments?
No

Is this a Graduate Writing Intensive (GWI) course?
Yes

Please attach the GWI Course Approval Request form:
Grad GWI Request Form_EDC 250.docx

Please attach any additional files not requested above:
EDC 250 GWI Syllabus.docx

Reviewer Comments:
Rachael Marshall (rachael.marshall) (Fri, 01 May 2020 19:46:41 GMT): We have updates emailed to Dale Allender and Marcy Merrill

Key: 1279