

New Course Proposal Form

Directions:

- A. Complete this form.
- B. Attach a syllabus or course guidelines that includes
 - a. list of measurable student learning outcomes
 - b. information on how outcomes will be assessed including descriptions of reading and writing activities, projects, presentations, testing, etc
 - c. list of course requirements such as attendance, assignments, etc
- C. Have your proposal reviewed by the appropriate department and school/college committee.
- D. Submit your proposal to the University Curriculum Committee in care of the Office of Academic Affairs.

Form information:

1. Department/Program: Department of Teacher Education
2. Course Information: EDUC / 4600 / Educational Research
Prefix Number Title
3 / _____
Credit Hours Prerequisites

3. Catalog Description for the catalog: (This description should briefly describe the basic content of the course as it will be offered.)

This course enables students to systematically investigate topics of educational interest, to evaluate the merits of published research in the field and to develop strategies for problem solving within educational settings.

4. May students repeat this course for credit? If so, are there limits? NO
5. What is the rationale for adding this course?
 - a. How does it support the philosophy and enhance the curriculum of your department?

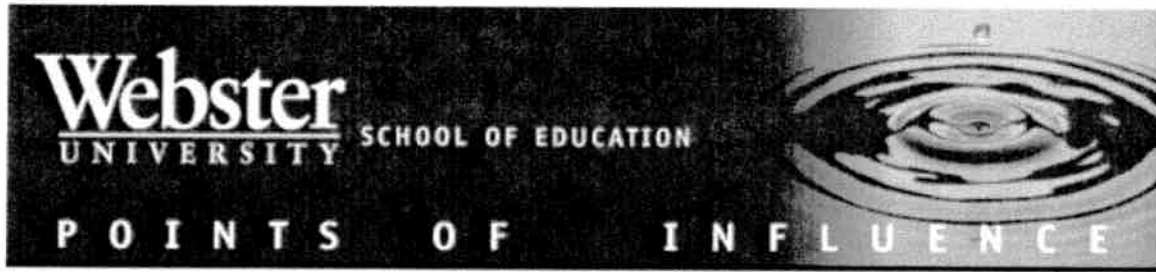
This course will be a required upper level course in the newly proposed Educational Studies major. It will be an upper level elective available to Education majors and minors.

- b. How does it relate to the overall University curriculum?

This course addresses an area currently uncovered by the current undergraduate curriculum.

6. Should this new course be considered for General Education coding? NO
If yes, attach the Application for General Education Coding Form.
7. Staffing requirements:
 - a. Qualifications necessary for instructor Earned doctorate in Education
 - b. What staffing changes, if any, will be necessary to offer this additional course?
NONE

8. When will this course be initiated? FA09 How often will it be taught? 1 time per year
What sites are likely to offer this course? Webster Groves main campus only



Course Syllabus

COURSE NUMBER: EDUC 4600	COURSE TITLE Educational Research	TERM: Fall 2009
SITE: Main 50	INSTRUCTOR CONTACT INFORMATION: Victoria McMullen mcmullen@webster.edu	CREDIT HOURS: 3.0

1. COURSE DESCRIPTION:

This course enables students to systematically investigate topics of educational interest, to evaluate the merits of published research in the field and to develop strategies for problem solving within educational settings.

. LEARNING OUTCOMES:

Course Outcomes	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Analyze and critique research investigations from refereed sources from a variety of research paradigms including large group, single-subject design, and qualitative research	SoE Goals: 1.1 SoE Dispositions: 3.1, 3.2, 3.4 MoStep: 1.1
Develop a literature review composed of investigations from refereed sources exploring a topic related to the behavior or learning of students with disabilities or programs/policies affecting the education of these students	SoE Goals: 1.1 SoE Dispositions: 3.1, 3.2, 3.4 MoStep: 1.1, 9.2

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week 1:	Introductions/review of syllabus Overview of research types Research process Ethical issues in research
Week 2:	Conducting literature reviews Participant selection (overview) Threats to internal/external validity (overview)
Week 3:	Large group research: philosophical underpinnings, types of questions, research designs, threats to validity
Week 4:	Large group research: data collection, data analysis/interpretation In-class review of large group investigation Assignment due: Literature review matrix (minimum 10 articles)
Week 5:	Single subject design: philosophical underpinnings, types of questions, research designs, threats to validity Assignment due: Investigation review 1
Week 6:	Single subject design: data collection, data analysis/interpretation In-class review of single subject design investigation
Week 7:	Qualitative research: philosophical underpinnings, types of questions, research designs, threats to validity Assignment due: Investigation review 2
Week 8:	Qualitative research: data collection, data analysis/interpretation In-class review of qualitative investigation Assignment due: Literature review

4. RESOURCES:

Required Text(s):

Vockell, E. L. & Asher, J. W., (1994). *Educational Research* (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Kazdin, A. E. (1982). *Single-Case Research Designs*. New York, NY: Oxford University Press.

Additional supplemental readings will be provided as needed at the discretion of the instructor.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Literature review matrix	Develop a literature review composed of investigations from refereed sources exploring a topic related to the behavior or learning of students with disabilities or programs/policies affecting the education of these students	50 points
Literature review		100 points
Reviews of published investigations	Analyze and critique research investigations from refereed sources from a variety of research paradigms including large group, single-subject design, and qualitative research	50 points/review (2 reviews)
Class participation (attendance, participation in activities in and out of class)		50 points

6. GRADING SCALE:

- A = 230-250 pts. A- = 225-229 pts.
 B+ = 220-224 pts. B = 205-219 pts. B- = 200-204 pts.
 C+ = 195-199 pts. C = 176-194 pts. C- = 175-179 pts.
 NC = 174 pts. and below

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS NOT RETURNED IN THIS MANNER WILL BE DESTROYED IF NOT PICKED UP FROM THE INSTRUCTOR BY THE END OF THE FOLLOWING TERM.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

No form of academic dishonesty will be tolerated. According to the Webster University Student Handbook, academic dishonesty includes: Fabrication- Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file, and Plagiarism-Using the works (i.e. words, images, other materials) of another person as one's own words without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded for a web site or an Internet paper clearinghouse. Excessive use of direct quotations from primary sources will also not be accepted. All assignments which are starred *** in this syllabus must be submitted by hard copy as well as electronic copy. The electronic copy may be sent to the Turnitin database to determine if any part of the assignment has been copied or not properly cited. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

ACCESSIBILITY/ACCOMMODATIONS POLICY

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center at (314) 968-7495.

9. OTHER

Class attendance is mandatory. Students who miss a class will be required to complete a make-up assignment for the missed class. This assignment will be due the week following the class that was missed. If this make-up assignment is not completed, a half letter grade reduction will be made in the student's final grade. Students who miss two or more classes are advised to withdraw from the course. A NC may be issued for the course in cases of multiple student absences. Attendance at the final class is required.

Students who do not complete the requirements of the course must meet with the Instructor(s) prior to the end of the course to complete an Incomplete Course Form; otherwise, a NC will be issued. (Note: Only in the case of emergencies will an incomplete be granted to the student. Additionally, in order for an incomplete to be given, the student must have completed all of the course work due prior to the time of the occurrence of the emergency.)

Early drafts of assignments will be accepted up until two weeks before the due date. Such drafts will be returned one week before the due date with the instructor's feedback. Upon request, an assignment for which a student has received below a B may be resubmitted. In that case, the final grade for the assignment will be the average of the two grades. Assignments which are not handed in by the deadlines will be penalized by ½ of a letter grade for each week they are late unless prior arrangements are made with the instructor.

This syllabus is subject to change at the discretion of the instructor(s).

Literature Review Matrix

- /10 pts. Minimum of 10 articles are included in the matrix
- /10 pts. Articles included are from academic, peer-reviewed sources
- /20pts. Matrix MINIMALLY includes the following: citation (APA style), type of investigation, participant descriptions, intervention and/or data collection methods, strengths, and limitations
- /10 pts. Matrix in constructed in a way that information is presented is clear and can be accessed efficiently

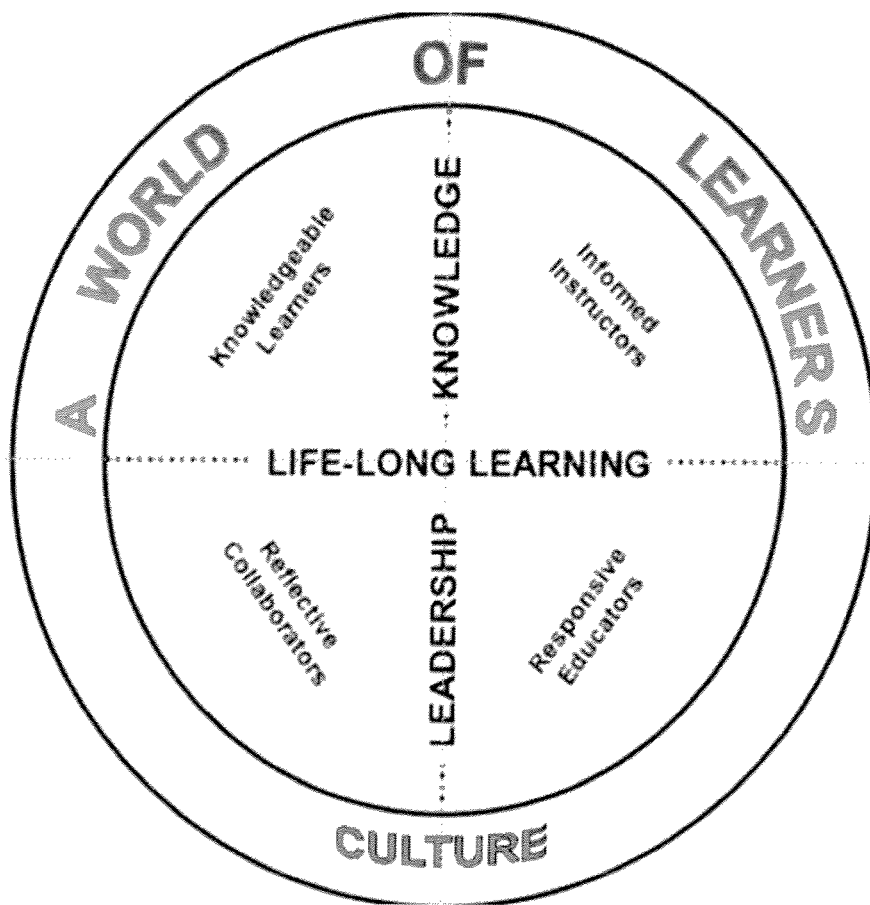
Total: /50 pts.

**Webster University
School of Education**

Vision: "... We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. ” (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence