I. Catalog Description (Credit Hours of Course):
   This course will introduce students to qualitative and quantitative research techniques in the college context (3).

II. Co- or Prerequisite(s): Students must be enrolled in the MA in Higher Education Administration program and PY 571 or permission of the instructor

III. Purposes or Objectives of the Course (optional):
   A. To improve student writing and research skills that will apply to future careers as higher education leaders.
   B. Familiarize students to qualitative and quantitative research.
   C. To practice and hone oral and written communication skills.
   D. To develop a research rationale as solutions to issues in higher education.
   E. Strengthen problem solving, analytical, verbal and written communication skills through research sources as they pertain to the higher education setting.

IV. Student Learning Outcomes (Minimum of 3):
   A. Students will demonstrate the ability to critically analyze and critique quantitative and qualitative research in the college context as measured by oral reports, a written paper and forum posts.
   B. Students will complete an analysis project on an individually chosen topic in the college context and provide research and findings in a written paper and class presentation.
   C. Students will develop a literature review, a problem statement, a gap analysis and research questions in the college context as measured by oral reports and a written paper.

V. Optional departmental/college requirements:
   A. NA

VI. Course Content or Outline (Indicate number of class hours per unit or section):

<table>
<thead>
<tr>
<th>Content to be addressed during the course</th>
<th>Class Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Developing a Context for Research</td>
<td>3</td>
</tr>
<tr>
<td>B. Respondent-Based Methods</td>
<td>3</td>
</tr>
<tr>
<td>C. Mixed Methods</td>
<td>6</td>
</tr>
<tr>
<td>D. Using Original and Pre-existing data and resources</td>
<td>9</td>
</tr>
<tr>
<td>E. Large Data Set Analysis</td>
<td>6</td>
</tr>
<tr>
<td>F. Communicating your Results</td>
<td>6</td>
</tr>
<tr>
<td>G. Research on Wellness Issues</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>45 hrs</td>
</tr>
</tbody>
</table>
Please Attach copy of class syllabus and schedule as an example

Signature: ____________________________________________________________  Date: __________

Chair

Signature: ____________________________________________________________  Date: __________

Dean
Southeast Missouri State University
Department of Higher Education Administration
Title of Course: Research in the College Context
Course No: EA 619
New Fall 2016

I. Catalog Description and Credit Hours of Course:
   This course will introduce students to qualitative and quantitative research techniques in the college context (3).

II. Prerequisite: Students must be admitted to the MA in Higher Education Administration program and PY 571 or permission of instructor.

III. Purposes or Objectives of the Course:
   A. To improve student research skills as they relate to Higher Education leadership.
   B. Familiarize students to qualitative and quantitative research.
   C. To develop a research rationale as it relates to a current issue in higher education.
   D. Strengthen problem solving, analytical, verbal and written communication skills through research sources as they pertain to the higher education setting.

IV. Student Learning Outcomes
   A. Students will demonstrate the ability to analyze and critique using quantitative and qualitative measures through the use of oral reports, a written paper and forum posts.
   B. Students will complete an analysis project on an individually chosen topic in the college context and provide research and findings in a written paper and class presentation.
   C. Students will develop a literature review, a problem statement, a gap analysis and research questions in the college context as measured by oral reports and a written paper.

V. Expectations of Students:
   A. Active participation in class discussions.
   B. Satisfactory completion of assigned projects.
   C. Completion and presentation of analysis project.
   D. Develop, plan, and organize an individual research project.
   E. Create a presentation based on research project
   F. Presentation of decision making skills through statistical data.
   G. Complete project with development and communication of personal strategy.

VI. Course Content or Outline
   
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<td>F. Communicating your Results</td>
<td>6</td>
</tr>
<tr>
<td>G. Research project in the college context</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

VII. Textbook(s) and Other Required Materials or Equipment:
VIII. **Grading Scale:**
The instructor will assign credit on the basis of student performance (written assignments, class discussion, research assignment, and oral research presentations) using the following grading policy:

- 90% - 100%    A
- 80% - 89%      B
- 70% - 79%      C
- Below 70%     F.

IX. **Academic Policy Statement:**
Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to: [http://www6.semo.edu/judaffairs/code.html](http://www6.semo.edu/judaffairs/code.html)

X. **CIVILITY AND HARASSMENT**
A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior —either face-to-face or in an online discussion— toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct ([http://www6.semo.edu/stuconduct/code.html](http://www6.semo.edu/stuconduct/code.html)).

XI. **Student with Disabilities Statement:**
If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs.

XII. **WHOM TO CONTACT WITH CONCERNS:**
Questions, comments, or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the department chair: CP Gause at cgause@semo.edu