Course Change Request

Date Submitted: 02/01/18 4:04 pm

Viewing: EHRD 627: Research and Development in Educational Human Resource Development

Last edit: 02/02/18 10:30 am
Changes proposed by: ksmith

Catalog Pages
renewing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-847-9098</td>
</tr>
</tbody>
</table>

Rationale for Course
Edit
Other

Explain other rationale
"Requesting approval to teach this course in a non-traditional format."

Course prefix EHRD
Department Educ Admin & Human Resource Dev
College/School Education & Human Development
Academic Level Graduate
Academic Level (alternate) Undergraduate
Effective term 2018-2019

Complete Course Title Research and Development in Educational Human Resource Development
Abbreviated Course Title RSCH & DEVELO IN EHRD

Catalog course description
Methods of conducting research programs in educational human resource development; defining the research problem and overview of quantitative, qualitative, action research, and mixed methods.

Prerequisites and Restrictions

Concurrent Enrollment No
Should catalog prerequisites/concurrent enrollment be enforced? No

In Workflow
1. EAHR Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 02/02/18 9:04 am
   Mario Torres (mstorres): Approved for EAHR Department Head
2. 02/02/18 10:30 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/02/18 10:43 am
   Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:42 pm
   Beverly Irby (bry): Approved for ED Committee Chair GR
5. 02/13/18 3:45 pm
   Beverly Irby (bry): Approved for ED College Dean GR
6. 02/16/18 12:53 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:14 pm
   LaRthesa Johnson (lrjohnson): Approved for GC Chair
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

EHRD 627 Rigor of the online course matches that of the on-campus course in multiple ways. The course and reading content and learning activities are of the same amount, level and rigor as they are in a conventionally delivered course. Assignments are the same. They are spread across the semester and consist of both individual and group work and culminate in a research proposal for a research study including literature review and a design to collect and analyze data. Data is not collected in this course, but students do get together in full class and small groups virtual meetings to plan, design and execute their work. The group project consists of several parts and students do receive detailed feedback for revision work to ensure that the topic they picked is a researchable topic, the design they picked matches with the topic and the data collection instruments are appropriate to collect data to answer the research questions. Students are expected to provide a ppt slide presentation along with audio comments to the whole class for reflection and feedback. Individual assignments include six online assignments on research methods and article critique. As a class, weekly online discussions are required and monitored by the instructor. All forums require a certain level of participation. Specific guidelines for each learning discussion forum is spelled out in the directions for the individual learning units or modules.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Students are expected to read and complete learning activities on a weekly basis. Regular, substantive participation is required of the students to earn full participation points. Instructor/student feedback takes form in asynchronous format as well as required appointments or sessions. Posted instructor lectures and asynchronous instructor feedback are provided throughout the semester. Office hours are maintained throughout the semester, and the instructor either communicates with students through in-person meetings, phone calls, video conference calls, or through email. Student/student interaction in the course occurs through weekly discussion session online and through group work. The course meets contact hour requirements through each of these avenues of facilitating learner interactions throughout the semester.

Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No

Is 100% of this course going to be taught in
Will classroom space be needed for this course?  
No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)  

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(MS-EHRD) Master of Science in Educational Human Resource Development</td>
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</table>

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**Course Syllabus**

Syllabus:  
Upload syllabus

Upload syllabus  
_Syllabus_EHRD 627 8 24 17.pdf_

Letters of support or other documentation  
No

Additional information

Reviewer Comments

Reported to state?  
No

Key: 4971
I. Course Overview

A. Course Instructors:
   Khalil M. Dirani
   Associate Professor
   Amin Alizadeh
   PhD Candidate & Teaching Assistant

Department of Educational Administration & Human Resource Development
545 Harrington Tower
4226 TAMU
College Station, TX 77843
979-845-2716 (voice)
979-862-4347 (fax)
dirani@email.tamu.edu
Office Hours: By appointment

Course Texts
The two required texts are:


Description of Course
This course is designed to enhance your understanding of educational research and to improve your ability to comprehend and use research reports.

The course has two major phases, which together contain seven learning units; some units are two-weeks in length, others are one-week. In addition, the course includes a research proposal, which will be a team-based project. The research proposal will span throughout the semester and across the seven learning units.

Phase I: Learning the Basics. The phase consists of Four Modules dealing with the fundamental logic of research, literature searching, the common types of educational research, and research concepts and terminology.
Phase II: Mastering Research Reports. This phase consists of three Modules, during which students will critique three articles drawn from the major journals in Adult Education and Human Resource Development. Preparing the critiques will entail five major steps:

1. **Reading the article.**

2. **Learning about the specific research approach** used through reading the course texts and seeking additional resources on the Internet.

3. **Small group discussion** about the article’s approach and its strengths and weaknesses.

4. **Writing the critique** while seeking input from the co-instructor and colleagues.

5. **Submitting the final critique.**

Research Proposal: You will work with a team of 3-4 students that will be put together by Dr. Dirani. Each team will choose one of the research methods discussed in this course and write a proposal for a project following guidelines that will be provided on e-campus. At the end of the semester you are expected to turn in a research proposal. Note, this project does not require real data collection, only a proposal to collect data.

Learning Formats

This on-line course will employ three learning formats as follows:

1. **Independent Reading of the Text.** Because of the online nature of the course, protracted lectures are not an option. Consequently, reading will be the principal learning format for the course. The texts we are using contain a variety of supporting materials, and the Internet is a valuable resource for research information. There is also an Online Learning Center that supports Fraenkel and Wallen’s text.

2. **Group Discussions.** All Modules will include either a full group discussion or separate small group discussions. The structure and purpose of the groups will vary, but each discussion will be learning-oriented and highly focused.

3. **Student Work Reviews.** As assignments are submitted, they will be graded to allow students to track their progress. During the semester, I will schedule a meeting with each student to provide oral feedback on their collected written assignments. The student can choose to conduct
this meeting face-to-face, online, or via telephone. To make telephone sessions possible, both the student and the professor must maintain a single folder containing all submitted papers.

4. **Research Proposal.** Students will be asked to participate in several team activities throughout the semester including team learning modules, surveys, annotated bibliography and a final proposal. Each team will receive timely feedback on their progress.

**Course Requirements**

- During Phase I, students will complete the assigned readings, participate in small group discussions, and submit four written assignments.

- During Phase II, students will complete the assigned readings, participate in small group discussions, and prepare and submit three critiques of research articles.

- Research Proposal. The research proposal will span throughout the semester and will connect learning skills from phases I and II. Students will submit their final research proposal by the end of phase II.

**Course Communication**

1. The e-campus email system is the preferred mode of communication.

2. All assignments must be submitted as **MS-Word** documents to the electronic drop box. Students must retain copies of all submitted papers for the portfolio review sessions and for resubmission in the event of a lost paper.

3. Sometimes, email just isn’t enough. If you need to talk with Dr. Dirani via telephone during the course, feel free to call his office no. 979-845-5356 between 10am and 5pm, Monday through Friday. (No weekends, please!)

4. If you would like to schedule a face-to-face meeting related to course work or course problems, please write or email for an appointment.

**Discussion Forums**

e-campus discussion forums will be used for class discussion. The Learning Discussion Forum represents a major mode of learning in this course. Throughout the semester, learning discussion forums will be vital parts of most modules. Here are some key characteristics of the learning discussion forums:
• All forums will be supported by the instructor or the co-instructor.

• All forums will be tied to specific Modules and will only be open to contributions for the scheduled time period.

• Some forums will be open to the entire class. Others will be restricted to members of small groups. The small groups will be constructed using random assignment; different groupings will be used for each module.

• All forums will require a certain level of participation. Specific guidelines for each learning discussion forum will be spelled out in the directions for the individual learning units.

Please don’t downplay the importance of the learning discussion forums in this course. Such forums can be an essential support—and a great comfort—in a course containing as many challenging readings as this one does. The forums will give you a chance to share ideas, learn from one another, and do some collaborative sense-making.

**Grades and Grading**

Students will receive grades for all submitted work, normally within two weeks of submission. Unless there is a problem with a particular assignment, comments will not be provided at the time grades are posted.

Instead, students will receive substantive feedback orally during private, portfolio review sessions with the instructor. I consider detailed feedback to be critically important in a course as technical as this one—but it’s impossible to write long letters to each student for each assignment. Consequently, I will devote most of my teaching time during Phase II to individual meetings; the co-instructor will take responsibility for most of the on-line teaching during that period. Each student will have two portfolio review sessions during the semester, one near the course mid-point and one near the end of the course. The sessions will be scheduled at a convenient time, and the student can choose whether to meet via telephone or face-to-face.

Grading is based on 100 possible "course points" using the following scheme:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 points &amp; below</td>
<td>F</td>
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Each assignment—and each unit’s discussion—is worth a specific number of points, as depicted below.
Grading is based on individual student “mastery” of the content rather than “on the curve.” Consequently, it is possible for all students to get an A in the course. Assignments must be submitted on time. Failure to do so may result in lost points for that assignment.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Module</th>
<th>Products</th>
<th>Course Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1</td>
<td>Assignment #1: Essay on Research Discussion</td>
<td>7 points 3 points</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Assignment #2: Research Proposal Annotated Bibliography Discussion</td>
<td>7 points 3 points</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Assignment #3: Research Types Discussion</td>
<td>7 points 3 points</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Assignment #4: Technical Definitions Discussion</td>
<td>7 points 3 points</td>
</tr>
<tr>
<td>II</td>
<td>5</td>
<td>Critique of Article #1 Discussion</td>
<td>12 points 3 points</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Critique of Article #2 Discussion</td>
<td>12 points 3 points</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Critique of Article #3 Discussion</td>
<td>12 points 3 points</td>
</tr>
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| Research Proposal | 15 points |

**Course Calendar**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Dates</th>
<th>Learning Units/Activities</th>
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</thead>
<tbody>
<tr>
<td>Phase I: Learning the Basics</td>
<td>Aug. 28 – Sept. 10</td>
<td>Unit 1: Getting Situated</td>
</tr>
<tr>
<td></td>
<td>Sept. 11 – Sept. 24</td>
<td>Unit 2: Locating Useful Literature</td>
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<td>Sept. 25 – Oct. 8</td>
<td>Unit 3: Types of Research</td>
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<td>Oct. 9 – Oct. 22</td>
<td>Unit 4: Learning Methodological Details</td>
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</table>
### Phase II:
**Mastering Research Reports**

- **Oct. 23 – Nov. 05**: Unit 5: Article Critique: Sandlin
- **Nov. 06 – Nov. 19**: Unit 6: Article Critique: Brewer & Clippard
- **Nov. 20 – Dec. 03**: Unit 7: Article Critique: Van der Sluis & Poell
- **Dec. 4 – Dec. 8**: Phase II Individual Review Sessions (optional)  
  Team Research Proposal Due

### Other Comments
All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work.

### Special Needs and Special Accommodations
If you are having trouble with the course, please contact the instructor. Depending on your problem or question, you will receive assistance via email, telephone or face-to-face meeting. If you have special learning needs or need special accommodations, please let me know as soon as possible.

### Persons with Disabilities
I am committed to doing whatever is necessary to make this learning experience as fulfilling as possible for people who may have special needs due to a disability, whether visible or invisible. If there is anything I can do—such as providing materials in alternative formats or being sensitive to interaction difficulties that may be posed by communication and/or learning disabilities—please take time to discuss your concerns with me early in the semester so we can work together to make the necessary accommodations for you. Please know that anything you discuss with me in this regard will be held in strictest confidence.

**Americans with Disabilities Act (ADA) Policy Statement**  
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
TAMU Academic Integrity Statement and Policy
“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

Attendance Policy
This class is designed as online learning modules. Attendance will be based on your participation in and engagement with the course online modules. I anticipate that you will have approximately 3-5 hours weekly of web-based work, not including time spent reading and working on assignments. Practically, online participation would require you to be on-line a minimum of 4 times weekly and that you make your presence known through substantive contributions to the course, discussions, and learning activities. Substantive contributions mean at least 3 contributions per week. These can be in the form of participation in the threaded discussions or learning activities.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.