



Form A

# Academic Affairs - Course Proposal

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: EDLP		Department Chair: Dr. Edmund Lee	
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		Date: September 18, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
		Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> 2007 <input type="checkbox"/>	
Prefix & No. EDD 605	Title: Quantitative & Qualitative Research Methods I	Units: 3 Semester	

Change to:

Prefix & No.	Title:	Units:
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### JUSTIFICATION:

Doctoral candidates must be grounded in research methodology in order to understand research and complete their independent research. Basic understanding of quantitative and qualitative research methods is the first step in building the candidate's abilities to comprehend research studies and conduct independent research.

### NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy.)

See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description

The course will focus on the design, conceptualization, interpretation, and application of qualitative, quantitative, and mix-method research procedures. This course will also help students acquire skills and gain knowledge in using a wide range of methodological and analytical research techniques with an eye towards students' dissertation projects and field application in educational leadership.

Note:

Prerequisite: Admission into the CSUS Ed. D. in Educational Leadership Program

Corequisite:

CAN (California Articulation Number):

Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit <input type="checkbox"/>	Instructor Approval? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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Course Classification: C-05	Title for SIS+ (not more than 25 characters) Research Methods I
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Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, with what course:
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How Many Times Can This Course be Taken for Credit? Once

## FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

### Students will be able:

1. Understand the nature of quantitative procedures and how they compare to more traditional qualitative procedures;
2. Demonstrate skills necessary to engage in qualitative, quantitative, and mix-method inquiry;
3. Identify various ways of collecting qualitative and quantitative data (survey, cross-sectional, longitudinal, interviews, focus groups, etc.);
4. Have a working knowledge of qualitative and quantitative analysis and the strengths of these techniques;
5. Demonstrate skills necessary to critique qualitative and quantitative analysis;
6. Understand how to summarize, compile, interpret, and report qualitative and quantitative data; and
7. Develop a research paper that utilizes qualitative, quantitative, and mix-methods to better understand a educational problem.

**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**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:

### Students will be assessed and graded by their:

1. **Class attendance and active participation in class discussions – 10%**
2. **A series of exercises in which students identify and college data from schools, colleges, or districts and apply the techniques learned in the course to those data – 20%**
3. **Written critiques of qualitative, and quantitative analysis– 30%**
4. **Development of a final research paper that incorporates both qualitative and quantitative research procedures to investigate a major educational issues – 35%**
5. **Presentation of prospectus – 5%**

### For whom is this course being developed?

Students in the CSUS Ed.D in Educational Leadership

Majors in the Dept\_\_\_ Majors of other Depts\_\_\_ Minors in the Dept\_\_\_ General Education\_\_\_ Other \_\_\_

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes  No \_\_\_

If yes, identify program(s): **CSUS Ed. D. in Educational Leadership Program**

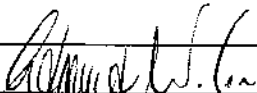
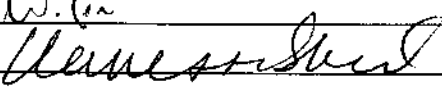
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes \_\_\_ No \_\_\_

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). \_\_\_\_\_

**The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.**

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: 	9-18-2006
College Dean or Associate Dean: 	9/18/2006
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Jerri McAtee, at zip 6016. An electronic copy must also be sent to [mcateeji@csus.edu](mailto:mcateeji@csus.edu).

**Topics:**

- Definitions of qualitative and quantitative methods
- Theoretical assumptions of qualitative and quantitative methods
- Different approaches to quantitative and qualitative research (i.e. cross-sectional, longitudinal, case studies, interviews)
- Choosing and qualitative and quantitative study
- Designing a qualitative and quantitative study
- Qualitative and quantitative analysis
- Interpreting and making sense of qualitative and quantitative data
- Writing and presenting qualitative and quantitative data
- Practitioner use of qualitative and quantitative research
- Using qualitative and quantitative data for evaluation and policy decisions

**Readings:**

Bailey, C.A. (2006). A guide to qualitative field research. Thousand Oaks: Pine Forge Press.

Wagner, W.E. (2006). Using spss for social statistics and research methods. Thousand Oaks: Pine Forge Press.

Gliner, J.A., & Morgan, J.A. (2000). Research methods in applied settings: An integrated approach to design and analysis.

Students will also be expected to identify and read research journal articles pertinent K-12 and higher education/community colleges as well as utilized relevant website for P-12 and community college data.