



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 checked="" type="checkbox"/> Spring <input type="checkbox"/> 2007	
Prefix &No. EDD 606	Title: Quantitative & Qualitative Research Methods II	Units: 3	

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. Enhanced understanding of quantitative and qualitative research methods is the next step in solidifying 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

This course will introduce educational leaders to concepts in qualitative, quantitative, and mixed-methods research in preparation for conducting independent research. This course will enable students to critically understand research methodology and apply it appropriately to various educational issues. Course topics will include the framing of research questions, identifying data and data sources, and using theory in the design process. This course will enable educational leaders to critically understand research methodology and apply it appropriately and effectively to educational issues.

Note:

Prerequisite: Admissions 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 II
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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 importance of the "front end" of the research process
2. Understand the strengths and weaknesses of qualitative, quantitative, and mix-methods research methodologies
3. Appreciate the use of literature in developing sound research question
4. Understand the principles of survey and interview protocol design
5. Appreciate the use of theory in the research design process
6. Understand key methods of assessing research reliability and validity
7. Understand how to find and use archival data
8. Appreciate some of the ethical considerations applicable to social science research
9. Develop skills for effective research presentation

**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. Development of a Group project that captures foundational and ethical research design concepts – 20%
3. Written critiques of qualitative, quantitative research methodologies – 30%
4. Development of a final research prospectus related to 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

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: <i>Adrian White</i>	9-18-2006
College Dean or Associate Dean: <i>James Sheard</i>	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.

Topics:

- Research design
- Qualitative research design elements
- Quantitative research design elements
- Mixed-methods research design elements
- Theoretical frameworks
- Data sets
- Data sources
- Validity and reliability
- Sampling
- Ethics in research
- Critical reading of educational research

Readings:

Gray, D.E. (2004). Doing Research in the Real World. Thousand Oaks, CA: Sage Publications.

Johnson, B. & Christensen, L.B. (2003). Educational research: Quantitative, qualitative, and mixed-methods. Boston: Allyn & Bacon.

Gall, M.D., & Borg, W.L. (2005). Applying educational research: A practical guide, 5/E. Boston: Allyn & Bacon.

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.