



Academic Affairs - Course Proposal Form

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: EDLP		Department Chair: Dr. Edmund Lee	
Type of Course Proposal: New <u>X</u> Change__ Deletion		Date: September 18, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u>		For Catalog Copy: Yes <u>X</u> No ___	CCE: Yes ___ No <u>X</u>
		Semester Effective: Fall ___ Spring <u>X</u> 20 07	
Prefix & No. EDD 616	Title: Dissertation I		Units: 6

Change to:

Prefix & No.	Title:	Units:
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JUSTIFICATION:

In order to earn the Ed. D. students must successfully complete 12 units of dissertation study. This course fulfills the first half of the requirement.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acad/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Each candidate will work with a dissertation advisor (dissertation committee chair) to conduct independent research leading to the completion of a dissertation. Twelve units of dissertation study will be required for completion of the program.

Note:

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

Students must have passed their qualifying examination and successfully defended their dissertation proposal.

Corequisite:

CAN (California Articulation Number):

Graded: Letter ___ Credit/No Credit X

Instructor Approval? Yes X No ___

Course Classification: S-25

Title for SIS+ (not more than 25 characters)
Dissertation I

Cross Listed?

Yes ___ No X

If yes, with what course:

How Many Times Can This Course be Taken for Credit? multiple

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>

Course Structure: (variable) The seminar meets for 3 hours every two weeks. Significant work related to the seminar is done outside of class time. Students are to come prepared to share their work of the two prior weeks. Each student has the opportunity to present his or her work, and drafts of papers, outlines, reviews, and data collection instruments are usually circulated before class so that others will have the opportunity to review the work prior to the class meeting. In seminar fashion, students discuss and critique each other's work, and each student leaves each meeting of the seminar with an agreed upon assignment that will be due the following session.

****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. *Identify theory authors with an asterisk**

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:

Each student begins the seminar series by articulating his or her long term goals (e.g., completion of dissertation by June of 200X) and short term goals (e.g., completion of three chapters by end of quarter). Regular checks are done on the progress towards goals, and if necessary, goals are realigned to reflect actual progress.

All students are expected to attend all class meetings. Because class meets only once every two weeks—in order to provide sufficient time to complete a significant body of work and to review the work of others—attendance at all meetings is essential. All students are expected to support other seminar participants by reading and commenting on their work, and providing resources such as knowledge of related publications, bibliographies, measurement instruments, faculty resources on and off campus, etc. as appropriate. The seminar is an opportunity to **both** receive and give important feedback and support through the qualifying exam and dissertation process.

For whom is this course being developed?

Students in the CSUS Ed. D. in Educational Leadership Program

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

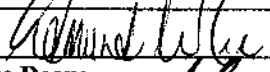

If yes, attach a description of resources needed and verify that resources are available.

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)	
Director of Curriculum, Assessment & Accreditation (for the Vice President for Academic Affairs)	

Distribution: Academic Affairs (original and two copies) Department Chair and College Dean. A copy of this form should be e-mailed, along with the hard copies, as an attachment to lovinesd@csus.edu by the Dean's office after it is approved at that level.

Topical Outline:

Generally topics vary according to the needs of participants, but some areas that are typically included are:

1. Selecting topics for dissertation research
2. Navigating the human subjects protection authorization process
3. Reviewing literature on qualifying exam and dissertation related topics
4. Selecting research methods that are appropriate to the research questions posed
5. Issues associated with data collection, e.g., development of instruments, establishing field sites, locating appropriate samples
6. Navigating the dissertation process, such as forming a committee, completing appropriate benchmarks, formatting papers (e.g., How many chapters must a dissertation have?)
7. Critique of papers and dissertation chapters
8. Preparing for post-graduate school job search and post-doctoral opportunities
9. Communicating research findings to different audiences
10. Publishing doctoral research

Grading: Satisfactory/Unsatisfactory based on meeting the expectations outlined above

Readings: Students are expected to be reading deeply and broadly in their own research areas and reporting on this reading as well as to be reading the work of other seminar participants for the purpose of providing helpful feedback and critique.