

# EDS 250: EDUCATIONAL RESEARCH

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## In Workflow

1. GPSE Committee Chair (nevarezc@csus.edu)
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10. Registrar's Office (w lindsey@csus.edu)
11. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Tue, 15 Oct 2019 22:22:22 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Wed, 23 Oct 2019 22:41:07 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 14 May 2020 21:10:47 GMT  
Dale Allender (dale.allender): Approved for ED College Committee Chair
4. Fri, 28 Aug 2020 21:59:46 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## New Course Proposal

Date Submitted: Wed, 25 Sep 2019 00:07:37 GMT

**Viewing: EDS 250 : Educational Research**

**Last edit: Thu, 14 May 2020 22:30:26 GMT**

Changes proposed by: Stephen Brock (101059682)

### Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Stephen Brock	brock@csus.edi	209-470-4385

### Catalog Title:

Educational Research

### Class Schedule Title:

Educational Research

### Academic Group: (College)

ED - Education

### Academic Organization: (Department)

Graduate Professional Studies in Education

### Will this course be offered through the College of Continuing Education (CCE)?

No

### Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

### Subject Area: (prefix)

EDS - Sp Ed, Rehab, School Psychology & Deaf Studies

### Catalog Number: (course number)

250

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**In what term(s) will this course typically be offered?**

Spring term only

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

The purpose of this proposal is to develop a research methods course (EDS 250) specific to the students in the School Psychology program, replacing the previously required EDC 250. students currently take EDC 250. Thus, we are simply wanting to change the Subject Area: (prefix) from the current EDC to the proposed EDS. EDS is the prefix already used for most school psychology courses. This would designate this section of Educational Research as a school psychology version of this class. This class would be open to other College of Education graduate students who need Educational Research.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Studies qualitative and quantitative methods in the development of reliable knowledge in the field of education. Includes identification and formulation of research problems, research designs and presentation of reports representative of different research strategies. Classified students are encouraged to take this course early in their graduate programs.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

Yes

**Prerequisite:**

Graduate status

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Seminar

**Seminar Classification**

CS#05 - Seminar (K-factor=1 WTU per unit)

**Seminar Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'**

1. Demonstrate an understanding of a range of qualitative and quantitative research methods.
2. Formulate research hypotheses.
3. Identify and explain a variety of research tools important in the research process.
4. Demonstrate understanding of a variety of research methods by connecting such to his/her unique research interests
5. Develop and write both quantitative and qualitative research proposals.

**Attach a list of the required/recommended course readings and activities:**

Required Readings:Activities.docx

**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.**

1) Research Methods portfolio with the following assessments:

- a) Areas of research interest. Identify at least three (3) general areas of research interest. Within each area, several specific research questions should be identified. (ELO 1,2)
- b) Develop preliminary hypotheses. For at least three (3) of the identified specific research questions, develop preliminary research hypotheses (at least one of which shall be for a correlational study, and one for a group comparison study). (ELO 1,2)
- c) Database search printouts. From at least three (3) different databases (e.g., PsycINFO, ERIC), include in your portfolios printouts that provide information on at least one aspect of each of your identified research questions. (ELO 3)
- d) Identify at least three (3) standardized measures relevant to areas of research interest. Include the following information for each measure: (a) the name, publisher, and cost of the measure; (b) a brief description of what the measure purports to assess; and, (c) a brief summary of the measure's reliability and validity data. (ELO 1-4)
- e) Human Subjects Research Course. Provide a certificate of completion documenting your participation in the university's human subjects research courses (CITI). (ELO 1-5)
- f) Mini-proposals (ELO 1-5)
- g) Data analysis resources. In this section of the portfolio identify resources that will assist you in analyzing quantitative research data. These resources do not necessarily need to be CSUS resources. Portfolio entries could include descriptions of the data analysis resources identified. Alternatively, any descriptive handout(s) describing how to locate/use a given resource may be included. (ELO 1-5)

**For whom is this course being developed?**

Majors in the Dept

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

No

**Identify the program(s) in which this course is required:****Programs:**

Ed.S. in School Psychology

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

### **Graduate (Masters) Learning Goals:**

Critical thinking/analysis  
Communication  
Information literacy  
Disciplinary knowledge  
Intercultural/Global perspectives  
Professionalism  
Research (optional)

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

**Is this a Graduate Writing Intensive (GWI) course?**

No

**Please attach any additional files not requested above:**

250syllabus19.doc

Key: 14149