

EDD 604: INTRODUCTION TO EDUCATIONAL RESEARCH

In Workflow

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Approval Path

1. Thu, 16 Sep 2021 16:13:46 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Thu, 16 Sep 2021 16:22:38 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 30 Sep 2021 21:20:30 GMT
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
4. Fri, 22 Oct 2021 00:43:17 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

1. Aug 30, 2018 by 212408496

Date Submitted: Thu, 16 Sep 2021 00:39:54 GMT

Viewing: EDD 604 : Introduction to Educational Research

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Changes proposed by: Frank Adamson (219667852)

Contact(s):

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Catalog Title:

Introduction to Educational Research

Class Schedule Title:

Intro 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:

Fall 2022 (2022/2023 Catalog)

Subject Area: (prefix)

EDD - Ed.D. in Educational Leadership

Catalog Number: (course number)

604

Course ID: (For administrative use only.)

201019

Units:

3

Is the primary purpose of this change to update the term typically offered or the enforcement of requisites at registration?

No

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

Fall 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 course changes align EDD604 with the GEAR and make it a GVI course within the EDD program. Changes include updates to the course description, ELOs, and assessments.

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

This course introduces students to educational research design, methodologies, findings, and audience. Students will learn the overall design of education research, including problem statements, research questions, hypotheses, and conceptual frameworks. They will study qualitative, quantitative, and mixed-methods research designs in preparation for conducting independent research. Students will analyze how educational researchers and leaders use qualitative and quantitative data in policy and practice, enabling them to understand and critique different research tools across educational areas and issues.

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:

Admission into the Ed.D. in Educational Leadership Program.

Prerequisites Enforced at Registration?

No

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 knowledge of the basic principles of qualitative, quantitative, and mixed-methods research;
- 2) Demonstrate comprehension of key concepts such as populations/samples, major sampling procedures (e.g. random, stratified, purposeful, snowball), research purposes and claims (e.g. causality, generalizability, etc.), types of bias (e.g. self-selection, non-random missing), Hawthorne and interviewer effects, validity (e.g. construct, measurement, external), reliability, controls, etc.;
- 3) Recognize and begin to use (apply) the instruments and software necessary for data collection and analysis in the research process;
- 4) Analyze and evaluate peer-reviewed research articles and research-based reports;
- 5) Apply Bloom's digital taxonomy process to their own learning – remember, understand, apply, analyze, evaluate, create;
- 6) Meet the following Graduate Writing Intensive Goals:
 - o Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline;
 - o Understand the major formats, genres, and styles of writing used in the discipline;
 - o Practice reading and writing within the discipline;
 - o Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.
- 7) Synthesize research knowledge in analyzing a current education issue and develop and present a research prospectus, including each step of the research design process, for the purpose of conducting original research, such as for a dissertation;

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

EDD604_Syllabus_GWAR.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) Lab session/exercises in education research software (ELOs 1, 2, 3)
- 2) In-class exercises (write-ups, surveys, quizzes) (ELOs 1, 2, 3, 5, 6)
- 3) Research Article Assignments (ELOs 4 & 6)
- 4) Peer review other student writing (ELOs 5 & 6)
- 5) Incorporate instructor and peer review feedback into student rewrite (ELO 5 & 6)
- 6) Research Prospectus Assignment (ELOs 1, 2, 4, 5, 6, 7)

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:

Doctorate in Education

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

Doctorate Learning Goal(s):

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

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?

Yes

Please attach the GWI Course Approval Request form:

gwi_form_EDD604_final.docx

Please attach any additional files not requested above:

Assignment2a_EDD 604_Article_Report Review Checklist.docx
Assignment3d_EDD 604_Research Presentation Self Reflection.doc
Assignment3c_EDD 604_Research Presentation Peer Feedback.doc
Assignment3b_EDD 604_Research Presentation Rubric.doc
Assignment3a_EDD 604_Research Prospectus Rubric.doc
Assignment2b_EDD 604_Article Peer Feedback questions.docx

Key: 1307