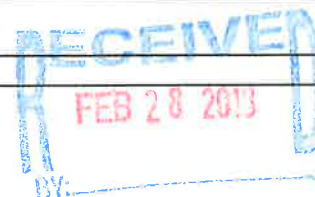


ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2018													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* EDAD 622B														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Research Methods in Education B														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Research Methods in Ed B														
7. Number of Units: 1														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Explores quantitative, qualitative, and mixed methods of designing and conducting research in the context of classroom settings. Emphasis on developing the collection of data, the ability to read and analyze data, and the skill of developing charts and figures. Restricted to Ed Admin students. The combined EDAD 622 A, B, and C classes are equivalent to EDUC 622.														
9. Why is this course being proposed? To meet the demands of the one-year online pace of the Masters in Educational Administration														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: left;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">1</td> <td>C-2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	1	C-2	Activity			Lab		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	1	C-2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times?														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course _____ and check "yes" in item #22 below.														
16. Prerequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No EDAD 622A														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* EDUC 694-3

20. How often will this course be offered once established?* Every semester

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 Master of Arts in Educational Administration

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
Discipline _____	Signature _____	Date _____	Support _____	Oppose _____

SIGNATURES : (COLLEGE LEVEL) :

(UNIVERSITY LEVEL)

1. Carol Van Vooren 9/12/17
 1. Originator (please print or type name) Date

2. Pat Still
 2. Program Director/Chair Date

3. [Signature]
 3. College Curriculum Committee Date

4. [Signature]
 4. College Dean (or Designee) Date

5. _____ Date
 5. UCC Committee Chair

6. _____ Date
 6. Vice President for Academic Affairs (or Designee)

7. _____ Date
 7. President (or Designee)

Review _____
Teacher _____

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

www.csusm.edu/soe

Course Number	EDAD 622B
Course Title	Research and Assessment Methods in Education (B)
CRN Number	
Days	
Time	
Course Location	CSUSM Cougar Courses (online)
Semester / Year	
Instructor	
Phone	
E-Mail	
Office	Virtual Office Hours
Hours	By appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Explores quantitative, qualitative, and mixed methods of designing and conducting research in the context of classroom settings. Emphasis on developing the collection of data, the ability to read and analyze data, and the skill of developing charts and figures. *Restricted to Ed Admin students. The combined EDAD 622 A, B, and C classes are equivalent to EDUC 622.*

Course Prerequisites

EDAD 622A.

Course Objectives (Course Learning Outcomes/CLOS)

This course enables students to become effective, confident creators and consumers of research by providing a foundation of knowledge in the area of research methods that will enable them to read research and program evaluation reports with enough understanding to determine a study's merits. In Part B, students will explore various research methods, collect and analyze data, and craft a research plan. The plan could lead to the development of the methodology chapter of their MA thesis.

By the end of the course, candidates will be able to:

- Develop a working understanding of research methods and designs for educational settings
- Enhance the practical understanding of both quantitative and qualitative research methods
- Introduce the IRB process
- Design appropriate surveys for research purposes
- Read and understand data displays
- Write Chapter 3

REQUIRED TEXTS and MATERIALS

Required Text

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.). Chicago, IL: The University of Chicago Press. The fourth edition (2016) is fine.

Shagoury, R., & Power, B. M. (2012). *Living the questions: A guide for teacher researchers* (2nd ed.). Portland, ME: Stenhouse Publishers.

Optional Text

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: Author.

Please note that these texts will be used in all three of your research methods courses (EDUC 694). You may also use them during the writing of your thesis (EDAD 698) for reference.

COURSE & PROGRAM STUDENT LEARNING OUTCOMES

MA in Educational Administration Program Student Learning Outcomes (PSLO)

Students graduating with a Master of Arts in Educational Administration will master the following outcomes:

1. Facilitate the development and implementation of a shared vision of learning and growth of all students
2. Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
3. Manage the organization to cultivate a safe and productive learning and working environment.
4. Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

5. Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
6. Influence political, social, economic, legal and cultural contexts affecting education to improve educational policies and practices.

SCHEDULE/COURSE OUTLINE

Session/Date	Topic	Assignment	Due Date
Module 1	Research methods exploration (1)	READ: <i>Living the Questions</i> , ch. 3 Articles posted in course shell VIEW: Presentation DO: Participate in Week 1 discussion forums Start working on Chapter 3 Methodology, sections 1-3	Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM
Module 2	Research methods exploration (2)	READ: <i>Living the Questions</i> , ch. 4 Articles posted in course shell VIEW: Presentation DO: Methodology chapter 3: Introduction, Design, and Participants	Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM
Module 3	Research methods exploration (3)	READ: Articles posted in course shell VIEW: Presentation DO: Participate in Week 3 discussion forums Start working on Chapter 3 Methodology, sections 4-6	Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM
Module 4	Research methods exploration (4)	READ: Articles posted in course shell VIEW: Instructor presentation DO: Methodology chapter 3: Setting, Instrument(s), and Procedures	Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM
Module 5	Research methods exploration (5)	READ: <i>Craft of Research</i> , ch 15 Articles posted in course shell VIEW: Instructor presentation DO: Participate in Week 5 discussion forums Start working on Chapter 3 Methodology, sections 7-8	Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM

Module 6	Research methods exploration (6)	READ: Articles posted in course shell VIEW: Instructor presentation DO: Methodology chapter 3: Analysis and Conclusion	Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM
Module 7	Quantitative data analysis	READ: Articles posted in course shell VIEW: Instructor presentation DO: Participate in Week 7 discussion forums Start revisiting your thesis chapter 1 draft	Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM
Module 8	Quantitative data analysis	READ: Articles posted in course shell VIEW: Instructor presentation DO: Peer review of chapter 1: Rewrites based on chapter 3	Assignments are due Sundays by 11:55 PM Blogs and Forums: Original posts are due Wednesdays by 11:55 PM and peer responses are due Sundays by 11:55 PM

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

All assignments are due on the dates indicated. It is expected that all assignments will reflect graduate-level composition and exposition. The following factors will be considered in determining a final grade:

Assignment	Grade Value
1. Discussion forums (Participation and Engagement) Students are expected to engage in class discussion and online assignments on knowledge of texts and assigned readings. This includes interaction in discussions, participation in assignment postings in forum, and asking and responding to questions. The discussion posts are critical as they will each lead to writing sections of your methodology chapter and revising your introductory chapter.	20 pts total 5 pts per forum
2. Assignments (Research Design) There will be three major assignments this term. 1) Writing Thesis Chapter 3, Introduction, Design, and Participants 2) Writing Thesis Chapter 3, Settings, Instruments, and Procedures 3) Writing Thesis Chapter 3, Analysis and Conclusion	60 pts total 20 pts per assignment
3. Peer Review Students will review classmates' second drafts of Thesis Chapter 1 – this rewrite of chapter 1 should be informed with the work you have completed for Thesis Chapter 3.	20 Points

Note: All assignments must be submitted electronically on Cougar Courses on or before due dates and times.

Final grades are calculated on the standard of:

A: 93% - 100%

A-: 90% - 92%

B+: 87% - 89%

B: 83% - 86%

B-: 80% - 82%

C+: 77% - 79%

C: 73% - 76%

C-: 70% - 72%

D: 60% - 69%

F: below 60

SCHEDULE/COURSE OUTLINE

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8
Discussions	X	X	X	X	X	X	X	X
Chapter 3: Intro, design, and participants	X	X	X					
Chapter 3: Setting, instruments, and procedures				X	X			
Chapter 3: Analysis and conclusion						X	X	
APA format								X

Final Exam Statement

There is no final exam for either the face-to-face or the online course modalities.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

In an online environment there is flexibility in time and space, and therefore all course sessions must be completed. Notify the instructor to negotiate modified deadlines for extenuating circumstances BEFORE missing activities/assignments. Your voice and perspective are critically important to the learning of your classmates!

Student Collaboration Policy

The following will serve as the foundational principles by which we relate to each other as we learn together. As a community, we may add specifics to these principles as needed.

- We speak from our own experience
- We are open to hearing others
- We share air time equitably
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a "value added" approach by expanding upon ideas, providing examples, and/or expressing a different perspective.
- We will participate in discussions, presentations, and reflections that will prepare you to lead schools

and communities as places where human differences are respected and where cultural proficiency is part of the teaching and learning process.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's students, to be completed before Advancement to Candidacy can be approved. A student may satisfy the graduate writing requirement in one of two ways: an acceptable standardized test score, or a paper that receives a passing score as described in the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the rules of style (for writing and format style) detailed in the *Publication Manual of the American Psychological Association, 6th ed.* (2009). This is a required textbook for all CSUSM School of Education graduate courses.

Credit Hour Policy Statement

Per the University Credit Hour Policy: It is expected that for every one hour of contact time, you will complete approximately two to three hours of work outside of class. For EDAD 622B, a 1-credit online class in 8 weeks, expect 3-4 hours of course work each week. Please plan accordingly.

All University Writing Requirement

In keeping with All-University Writing Requirement, this course will have a writing component of at least 800 words. This requirement will be met through the course assessments measures.

Course Format

The class will be conducted online in its entirety with no face-to-face meetings. All contact with the instructor will be electronic or by phone. It therefore requires development of skills using course management tools in Cougar Courses (Moodle). All or part of assignments will be shared in the online environment with some or all of the course participants.

Necessary Technical Competency Required of Students

For online courses you are expected to have minimum technology competencies, including word processing, email familiarity, and Internet access skills.

Contact Information for Technical Support Assistance

Online course format includes specific technical support services, including CSUSM Help Desk, library support services, and others.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.