



Joint Doctoral Program
Doctor of Education –
Educational Leadership

Educational Research and Evaluation Design
EDLD 750B/ EDS287B
CSUSM - UH 257

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Office Hours: Monday & Tuesday, 3-4 P.M.

COURSE OVERVIEW

In the second of the three quarter sequence, we will (1) study issues in research design and methodology; (2) learn and use the technical vocabulary of research, orally and in writing; (3) practice scholarly writing; (4) build upon your annotated bibliography; (5) write a literature review.

Changes in the syllabus may be made as the course progresses.

STUDENT LEARNING OUTCOMES

Program Student Learning Outcomes (PSLO)

By the end of the JDP program, students will be able to:

PSLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.

PSLO 2: Use evidence-based decision-making.

PSLO 3: Generate and use applied research.

PSLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

Course Student Learning Outcomes (CSLO)

(Note: The information in parentheses after each CSLO indicates the PSLO that the CSLO supports.)

Students will be able to:

CSLO 1: Accurately use, verbally and in writing, the vocabulary of quantitative and qualitative research methodologies and research designs. (PSLO 1, 2, 3 at a beginning level.)

CSLO 2: Critically analyze research to determine if it trustworthy. (PSLO 2 and 3 at a beginning level.)

CSLO 3: Recognize the importance of protection of human subjects and demonstrate knowledge of the procedures for submitting a research proposal to the *IRB*. (PSLO 3 at a beginning level.)

CSLO 4: Develop a thirty entry annotated bibliography around a topic identified by the student. (PSLO 3 at a beginning level.)

CSLO 5: Write a scholarly review of the literature addressing a specific topic identified by the student. (PSLO 3 at a beginning level.)

CSUSM - 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

GENERAL CONSIDERATIONS

Joint Doctoral Program Attendance Policy

Students **must** participate in 80% of the course sessions to receive an A for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation), the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse. Accumulated tardies will impact the participation portion of the student's grade.

CSUSM Accommodation Services

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

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 written work and oral assignments must be original work. All ideas/materials 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 with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no 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.”

OUR LEARNING COMMUNITY

The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

Community Agreements

- We speak from our own experience
- We are open to hearing others
- We share air time
- 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.

GRADING STANDARDS

Grading Scale:

General Evaluation/Feedback Rubric

Does not meet standards (B or below)	Approaching Standards (A-/B+)	Meets Standards (A)
<ul style="list-style-type: none"> • Includes some of the required elements as delineated in the syllabus • Some components of the assignment are included • Provides a few concrete details of the information required for the assignment • Includes personal viewpoints • Organization hard to follow • Many mechanical errors, including APA format • Hard to read • Little sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment • Includes personal viewpoints • Good organization • Has few, if any, mechanical errors including APA format • Holds interest – is interesting to read • Some sentence/vocabulary variety 	<ul style="list-style-type: none"> • Includes required elements as delineated in the syllabus • All components of the assignment are included • Provides concrete details of the information required for the assignment and makes clear connections to class discussions, readings and activities • Insightful commentary using personal viewpoints supported by current learning • Presents clear and logical organization of thoughts • Has few, if any, mechanical errors including APA format • Holds interest – is engaging and thought-provoking to the audience • Uses a sophisticated scholar researcher vocabulary and sentence structure

If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date.

This rubric represents general guidelines we will use to evaluate your work. As a doctoral candidate it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills and disposition. Therefore, we hold high expectations of your performance and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.

- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others' perspectives.
- Contributes to the positive environment of the class by respecting all members.

COURSE TEXTS AND READINGS

(6th) edition of *The Publication Manual of the American Psychological Association*.

Cresswell, J.W. (2005) *Educational Research*. Pearson/Merrill Prentice Hall. NJ

On-line articles as provided

COURSE REQUIREMENTS

1. Actively contribute to and participate in class sessions, on line activities and written assignments. On going (50%)
2. Annotated Bibliography Due April 28 (20%)
4. Literature Review Due May 26 (30%)

PREPARATION EXPECTATIONS

The assignments in this class are designed to take 6 hours each week - 2 hours preparation for each hour of class. The course work is divided into two categories: developing scholarly writing skills and introduction to quantitative research designs. They are both equally important. Readings may be modified by Professor Rosilez based on cohort study areas.

CLASS MEETING SCHEDULE

Date	Topic	Preparations Required
March 31	Developing a Writing Plan The Research Contribution of Think Tanks, Governmental Agencies and NGOs	Note: A "CC" means links will be posted in our Cougar Course at least one week before the class session. Bring your calendar for April- June 2. You will be referencing it as you create your writing plan. <ul style="list-style-type: none"> • Read materials on CC • Post response by April 3
April 8 NOTE This is a Wednesday	Attend Dolores Huerta Presentation. 6:00 P.M., CSUSM Student Union Ballroom. Sign up for ticket ASAP at:	<ul style="list-style-type: none"> • If unable to attend Huerta Presentation, review materials to be posted on CC. • Expand your AB.
April 14	One on One Meetings	<ul style="list-style-type: none"> • Expand your AB.
April 21	In what ways can research impact social justice movements?	<ul style="list-style-type: none"> • Read and bring hard copy of <i>The Doll Study</i>. • Listen to the YouTube <i>A Girl Like Me</i> • Listen to the NPR discussion of <i>Brown versus the Board of Education</i> All CC
April 28	Characteristics of Experimental Design Human Protections & the IRB	<ul style="list-style-type: none"> • Submit your AB.
May 5	Exploration of Experimental Design	<ul style="list-style-type: none"> • Read and respond to assigned studies. CC • Cresswell, Ch. 5-6
May 12	Characteristics and Exploration of Correlational Design	<ul style="list-style-type: none"> • Read and respond to assigned studies. CC • Cresswell, Ch. 11
May 19	Characteristics and Exploration of Survey Design	<ul style="list-style-type: none"> • Read and respond to assigned studies. CC • Cresswell, Ch. 12
May 26	Characteristics and Exploration of Mixed Methods Design	<ul style="list-style-type: none"> • Submit your literature review. • Cresswell, Ch. 16
June 2	Reflection and Dinner	<ul style="list-style-type: none"> • Prepare an oral reflection on how your thinking has evolved relative to being a "research practitioner."