

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	LEAD 786
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Carley Dodd
2	Course Teacher	TBD
3	Course Title	Quantitative Analysis
4	Course Abbreviation (if title is over 30 characters)	
5	College	Graduate & Professional Studies
6	Department	School of Educational Leadership
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	6.75 hours/week
15	Grade Mode (check all appropriate):	<u> x </u> Standard Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	This course introduces quantitative research methods. Students will develop hypotheses and research questions, develop measurement instruments, design surveys and experiments, and apply appropriate statistics (e.g., reliability,

		chi-square, t-Tests for independent groups and repeated samples, analysis of variance, correlation). Students will conduct and present an original research study.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	
22a	How often will it be offered? Fall	Online course offered according to carousel – multiple times each year
22b	How often will it be offered? Spring	Online course offered according to carousel – multiple times each year
22c	How often will it be offered? Summer	Online course offered according to carousel – multiple times each year
23	Frequency? All, odd, or even years?	Online course offered according to carousel – multiple times each year
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring II-2016
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes – Ed.D. in Organizational Leadership
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is</i>	No

	<i>proposed. See the Course Descriptions section of the Catalog for details.)</i>	
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course is required for the Ed.D. in Organizational Leadership.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This course is required for the Ed.D. in Organizational Leadership.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate students in the Ed.D. in Organizational Leadership program.
2	State the overarching course goal(s) in performance terms.	Learners will apply methods of quantitative and qualitative research and data analysis to improve practice in organizational contexts.

2. Competencies and Measurements

	Competency	Measurement
1	Explain the role and importance of empirical investigation.	Discussion question
2	Evaluate the ethicality of research practices.	Discussion question
3	Create measurable hypotheses and research questions.	Research project part 1: Topic selection
4	Develop an adequate survey sample size and present its margin of error.	Sampling assignment
5	Determine the appropriate survey method type for research studies.	Sampling assignment
6	Analyze a data source using content analysis techniques.	Content analysis assignment
7	Differentiate between types of variables generated in quantitative studies.	Research project part 2: Survey analysis

8	Create measurement scales to operationalize concepts.	Research project part 2: Survey analysis
9	Evaluate the reliability of measurement scales.	Research project part 2: Survey analysis
10	Calculate descriptive statistics.	Research project part 2: Survey analysis
11	Interpret descriptive statistics.	Research project part 2: Survey analysis
12	Use PSPP to conduct statistical calculations.	Research project part 2: Survey analysis
13	Calculate chi-square.	Chi-square data set report
14	Interpret chi-square results.	Chi-square data set report
15	Calculate t-tests.	T-test data set report
16	Interpret t-test results.	T-test data set report
17	Calculate one-way ANOVA.	One-way ANOVA data set report
18	Interpret one-way ANOVA results.	One-way ANOVA data set report
19	Calculate the correlation between two variables.	Correlation data set report
20	Interpret bivariate correlation results.	Correlation data set report
21	Create experimental design research studies.	Experimental design assignment
22	Conduct quantitative research studies using appropriate methodology.	Research project part 3: Final project
23	Conduct critical analyses of quantitative research studies.	Research project part 3: Final project
24	Present research findings based on established protocol.	Research project part 3: Final project

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Textbook

Wrench, J. S., Thomas-Maddox, C., Richmond, V. P., & McCroskey, J. P. (2013). *Quantitative research methods for communication: A hands-on approach* (2nd ed.). New York: Oxford University Press.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name LEAD 786 Quantitative Analysis

Primary Department

Department Chair

Date



Dean of the College

10/6/15

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: LEAD 786

Course Title: Quantitative Analysis

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Jaime Loft 10/6/15
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

LEAD 786 Quantitative /

Reviewer

David Christianson 

Developer

Graduate School

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☐ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☒ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?

Thank you for reserving space for faculty contact information and semester information.

Are there any prerequisites for this course? If so, please list them.

Submit

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Abilene Christian University
Start Date:

Semester/Year
LEAD 786
3 Credit Hours

Quantitative Analysis

Professor Name and Title
E-mail:
Office Phone:
Cell Phone:
Office Hours:

Mission Statements

University Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the **vocation** of leadership in complex **organizational cultures** to develop **effective practice**. This is accomplished through equipping leaders to:

- Lead with purpose based upon the foundation of vocation, rooted in Christian principles;
- Effectively develop organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

The Ed.D. consists of a minimum of 54 credit hours, including 24 foundational hours in organizational leadership; 12 hours in research methods; and a 12-to 15-hour track in the student's choice of specialization: higher education, school superintendent, principalship, or conflict resolution. After their coursework is completed, students will register for a minimum of 6 dissertation credits. Students with a master's degree in an existing track may be given advanced standing of up to 15 credit hours to serve as their specialization track with approval from the Program Director.

Integration of Christian Faith

Leadership is a calling. For this reason, this course introduces the Christian term *vocation* as a unifying concept that both distinguishes and enlivens ACU's Ed.D. Program. Throughout this doctoral program in organizational leadership, students will examine the rich tradition of literature and practice in Christian vocation, reflect on vocation within their own leadership development, and apply new understandings of vocation in organizational contexts. Moreover,

the rigor of a doctoral program calls for the cultivation of a learning community dedicated to the Christian virtues of humility, honesty, perseverance, and hospitality.

Course Description

This course introduces quantitative research methods. Students will develop hypotheses and research questions, develop measurement instruments, design surveys and experiments, and apply appropriate statistics (e.g., reliability, chi-square, t-Tests for independent groups and repeated samples, analysis of variance, correlation). Students will conduct and present an original research study.

Student Learning Outcomes

The faculty of the Ed.D. program have identified Student Learning Outcomes (SLOs) that will be accomplished by graduates of the program. The SLO that is addressed by this course is listed below. The corresponding course level objectives and outcome measures are listed in the table below, which indicates alignment to the SLO.

Student Learning Outcome #4.2: Learners will apply methods of quantitative and qualitative research and data analysis to improve practice in organizational contexts.

Week	Course Level Objectives	Outcome Measures	Aligned SLO(s)
1	Explain the role and importance of empirical investigation.	Discussion Question	4.2
	Evaluate the ethicality of research practices.	Discussion Question	4.2
	Create measurable hypotheses and research questions.	Research Project Part 1: Topic Selection	4.2
2	Develop an adequate survey sample size and present its margin of error.	Sampling Assignment	4.2
	Determine the appropriate survey method type for research studies.	Sampling Assignment	4.2
	Analyze a data source using content analysis techniques.	Content Analysis Assignment	4.2
3	Differentiate between types of variables generated in quantitative studies.	Research Project Part 2: Survey Analysis	4.2
	Create measurement scales to operationalize concepts.	Research Project Part 2: Survey Analysis	4.2
	Evaluate the reliability of measurement scales.	Research Project Part 2: Survey Analysis	4.2

	Calculate descriptive statistics.	Research Project Part 2: Survey Analysis	4.2
	Interpret descriptive statistics.	Research Project Part 2: Survey Analysis	4.2
	Use PSPP to conduct statistical calculations.	Research Project Part 2: Survey Analysis	4.2
4	Calculate Chi-Square.	Chi-Square Data Set Report	4.2
	Interpret Chi-Square results.	Chi-Square Data Set Report	4.2
	Calculate t-Tests.	t-Test Data Set Report	4.2
	Interpret t-Test results.	t-Test Data Set Report	4.2
5	Calculate one-way ANOVA.	1-Way ANOVA Data Set Report	4.2
	Interpret one-way ANOVA results.	1-Way ANOVA Data Set Report	4.2
	Calculate the correlation between two variables.	Correlation Data Set Report	4.2
	Interpret bivariate correlation results.	Correlation Data Set Report	4.2
6	Create experimental design research studies.	Experimental Design Assignment	4.2
	Conduct quantitative research studies using appropriate methodology.	Research Project Part 3: Final Project	4.2
7	Conduct critical analyses of quantitative research studies.	Research Project Part 3: Final Project	4.2
	Present research findings based on established protocol.	Research Project Part 3: Final Project	4.2

Required Texts

Wrench, J. S., Thomas-Maddox, C., Richmond, V. P., & McCroskey, J. P. (2013). *Quantitative research methods for communication: A hands-on approach* (2nd ed.). New York: Oxford University Press.

Required Resource

Students are required to download PSPP, a free data analysis software package that is nearly identical to the statistical software known as SPSS. PSPP may be downloaded from this website: <http://www.gnu.org/software/pspp/>.

Course Requirements

The requirements for this course include participating in the online discussions and completing all of the assignments. General descriptions of the course requirements are below. *See the online modules for detailed assignment instructions.*

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions, and to meet the university's attendance requirement for online courses, you will need to log in at least 5 days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Sunday each week and end on Saturday at midnight. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. You are also expected to respond to at least one of your classmates' postings for each discussion question. No late posting will be accepted for any reason.

Research Project Part 1: Topic Selection

This assignment is the first part of the research project and will require students to establish a topic, hypotheses, and research questions. Students will be required to receive approval from their professor on their selected topic, hypotheses, and research questions before continuing the project. Note that two other project milestones will be due in Weeks 3 and 7.

Sampling Assignment

Students will use a sample size table to determine an adequate survey sample size at a particular margin of error for a given population. Students will also discuss the effectiveness of sampling techniques, the use of Cohen's Kappa statistic, and various survey methods.

Content Analysis Assignment

Students will play the role of a statistician hired by the Genesis Corporation to conduct a content analysis on a company document. The document will be analyzed by both the student and a spouse or friend. The student will then use Cohen's Kappa to determine the accuracy of the intercoder reliability between the two reviewers. Following this analysis, the student will write a memo to the CEO of Genesis Corporation to summarize their findings.

Research Project Part 2: Survey Analysis

Students will develop a 10-20 item scale for their research project using either the Likert or Semantic Differential scale type. If their research study uses only nominal level data (e.g., yes-no survey questions) they will need to develop a separate set of questions using interval data (e.g., Likert questions) for this assignment. Students will collect the data from a sample size of 20-25 people, and then analyze the data by calculating the mean, median, mode, standard deviation, skewness, and kurtosis of the survey scores using PSPP software. Students will then interpret the data and summarize their findings.

Chi-Square Data Set Report

Students will be provided with two data sets. For the first set of data, they will evaluate whether

the number of people who signed up for a speech lab are statistically different based on their level of communication anxiety (CA), categorized as low, medium, or high. Students will use PSPP software to conduct a one-variable Chi-Square analysis to determine any significant differences in the categories of these frequencies.

For the second set of data, students will evaluate whether the number of people who signed up for a speech lab is influenced by both gender and their level of communication anxiety (CA). Students will use PSPP software to conduct a two-variable Chi-Square analysis to determine any significant differences in the categories of these frequencies. Students will then write a report interpreting the results for the two data sets.

t-Test Data Set Report

Students will be provided with two data sets. For the first set of data, they will evaluate whether there is a gender difference on self-esteem after a 2-minute inspirational speech. Students will use PSPP software to conduct an independent sample t-Test analysis to determine any significant differences between the means of the males and females.

For the second set of data, students will evaluate the self-esteem of the same group of people both before and after giving their first speech. Students will use PSPP software to conduct a paired samples t-Test analysis to determine any significant differences between Time 1 and Time 2 on self-esteem scores. Students will then write a report interpreting the results for the two data sets.

One-Way ANOVA Data Set Report

Students will imagine they are conducting a study to determine how gender and various types of training influence a person's willingness to adapt to conflict as measured by a conflict adaptability instrument. Students will use PSPP software to conduct a one-way ANOVA on a set of provided data to determine any significant differences among the group means. They will then write a report interpreting their results.

Correlation Data Set Report

Students will imagine they surveyed a group of people to measure both their level of trust and their level of conversation initiation. Based on a set of provided data, students will use PSPP software to conduct a Pearson r analysis to determine if there is a correlation between the independent and dependent variables. They will then summarize the conclusions that can be made based on the results.

Experimental Design Assignment

Students will design an experimental study using pre-tests, post-tests, and control groups. Their research design will include a description of the dependent and independent variables and how those variables will be manipulated and measured. Students will also consider how they will assign participants to their experimental and control groups, the statistical tests they will use to compare the groups, and how they will avoid potential threats to experimental validity.

Research Project Part 3: Final Project

Throughout the course, students have had the opportunity to apply what they have learned by conducting their own research. In Week 1 they selected their topic and developed their hypothesis and research questions. In Week 3 they designed and administered a survey for their research, and evaluated the reliability of that survey. In this assignment, students will report on the findings of their research. Their report will include all of the major components found in a standard research study including a literature review, rationale, hypothesis and research questions, methodology, results, discussion, conclusion, and references.

Course Policies

Engaged Learning in an Online Format

This online course invites students into a community of engaged practitioner scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently (**at least 5 days per week**), master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium. Weekly individual assignments will allow students to demonstrate mastery over the course outcome and competencies. Weekly readings and discussion boards will allow students to do what advanced scholar practitioners do: Question the material, reflect on application, note areas of interest, respectfully challenge each other, and discover connections to other readings in peer-reviewed journals.

Initial posts on discussion questions are due no later than 11:59 pm Central on Wednesday of the week it is due. Appropriate responses are concise, focused, substantive, well-reasoned, and cite research studies that support arguments or opinions. Each student must respond to the posts of at least two other students prior to the end of the module.

If a student fails to participate in the course for seven days, meaning that s/he has not logged in and/or submitted assignments (whether graded or not), s/he will be automatically dropped from the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to his/her instructor so appropriate arrangements can be made.

Assignment Due Dates

Assignments submitted after the deadline will receive an automatic 30% penalty. Assignments that are more than one week late will receive an automatic zero. If you are having difficulty completing an assignment on time, please consult with your course instructor immediately.

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 6th Edition*. Papers should be written in Times New Roman, 12-point font. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor will return the paper without grading it. You will have one day to make corrections before returning it to the professor, and 10% of your grade will be deducted.

ADA Compliance:

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call 325-674-2667 for an appointment with the Director of Disability Services.

Academic Integrity:

The University Policy for Academic Integrity and Honesty is as follows:

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. www.acu.edu/campusoffices/provost

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: [www.acu.edu/campusoffices/studentlife/judicial/ForStudents/Harassment Policy](http://www.acu.edu/campusoffices/studentlife/judicial/ForStudents/HarassmentPolicy)

Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. Earning less than a C in a graduate course necessitates that the course be taken again in order to graduate if the course is required in your degree plan. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89 points	B
70-79 points	C
69 and lower	Failed Course

Points Per Assignment

Discussion Questions	14
Research Project Part 1: Topic Selection	5
Sampling Assignment	8
Content Analysis Assignment	8
Research Project Part 2: Survey Analysis	10
Chi-Square Data Set Report	8
t-Test Data Set Report	8
1-Way ANOVA Data Set Report	8
Correlation Data Set Report	8
Experimental Design Assignment	8
Research Project Part 3: Final Project	15

TOTAL

100 points

Course Outline and Schedule
(Schedule Subject to Change)

Week/Topic	Readings	Assignments Due
Week 1: Nature of Empirical Research: The Science of Objective Discovery	<i>Quantitative Research Methods for Communication</i> text Ch. 1–5	Research Project Part 1: Topic Selection
Week 2: Methods of Surveys, Sampling, and Content Analysis	<i>Quantitative Research Methods for Communication</i> text Ch. 10-11, & 13	Sampling Assignment Content Analysis Assignment
Week 3: Measurements, Reliability/Validity, and Descriptive Statistics	<i>Quantitative Research Methods for Communication</i> text Ch. 6–8	Research Project Part 2: Survey Analysis
Week 4: Statistical Tests of Difference: Chi-Square and t-Tests	<i>Quantitative Research Methods for Communication</i> text Ch. 15–16	Chi-Square Data Set Report t-Test Data Set Report
Week 5: One-Way ANOVA and Tests of Correlation	<i>Quantitative Research Methods for Communication</i> text Ch. 17-18	One-Way ANOVA Data Set Report Correlation Data Set Report
Weeks 6: Experimental Research Design and Conducting Quantitative Research	<i>Quantitative Research Methods for Communication</i> text Ch. 12	Experimental Design Assignment
Weeks 7: Analyzing and Presenting Research	<i>Quantitative Research Methods for Communication</i> text Ch. 21	Research Project Part 3: Final Project

Abilene Christian University Library

M E M O R A N D U M

Date: September 14, 2015
To: Dr. Jaime Goff
CC: Dr. Bruce Scott
From: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for LEAD 786 - Quantitative Analysis

After reviewing the course application and syllabus, the library can adequately support the proposed course with the provision of library funding for online programs included in the Memorandum of Understanding . Please contact your library liaison, Mark McCallon (mccallonm@acu.edu), to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.

Wednesday, September 16, 2015

Abilene Christian University

Re: LEAD 786 Application

Dear Jaime,

The Adams Center for Teaching and Learning has completed the review LEAD 786: Quantitative Analysis. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please consider the following before submitting the syllabus to the Graduate Council.

- Thank you for reserving space for faculty contact information and semester information.
- Are there any prerequisites for this course? If so, please list them.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

A handwritten signature in black ink, appearing to read "David Christianson".

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University