# Texas State University Course Addition Form

1. **Effective Semester:** Fall 2016

2. **College:** Liberal Arts

3. **Department/School/Program:** Department of Political Science / MPA Program

4. **Prefix/Subject Number**

<table>
<thead>
<tr>
<th>Prefix/Subject</th>
<th>Number</th>
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<tbody>
<tr>
<td>PA</td>
<td>5 3 9 0</td>
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</table>

5. **Course Title:**

- **Proposed Long:** Applied Research Methodology
- **Abbreviated (18 characters only including spaces):** APPLIED MTHDS

6. **Course Description (complete sentences in 50 words or less):**

This course is an introduction to applied research methods in the public sector. Topics include the scientific method, research design, measurement, qualitative research, and sampling. Data collection methods such as survey research, content analysis, and secondary data analysis are also covered.

7. **Prerequisites (Including Minimum Grade Required):** None

8. **Co-Requisites (Including Concurrent Enrollment Allowed):** None

9. **Restrictions:** None
10. Course Data

| CIP Code | 4 4 0 4 0 1 0 0 0 1 |

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Lecture</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>Yes</td>
<td>3</td>
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<tr>
<td>2-Lab</td>
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<td>3-Practicum/Internship/Student Teaching</td>
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<td>4-Seminar</td>
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<td>X</td>
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<td>5-Independent Study</td>
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<td>6-Private Lesson</td>
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<tr>
<td>8-Thesis</td>
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<td>9-Dissertation</td>
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<tr>
<td>0-Individualized</td>
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<tr>
<td>C-Clinical</td>
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<thead>
<tr>
<th>Writing Intensive?</th>
<th>Topics Course?</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>No</td>
<td>No</td>
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</table>

Valid Grade Mode (choose only one)
(See PPS 4.07 for definitions.)

- Standard Letter: X
- Credit/No Credit
- Leveling/Assistantships/ESL
- Developmental

<table>
<thead>
<tr>
<th>Course Equivalency(s) (Prefix and Number)</th>
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<tbody>
<tr>
<td>POSI 5334</td>
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</table>

11. Justification for the course action:

Degree: Master of Public Administration
Major: Public Administration
Minor: None
Certificate: None

Explain why the new course is needed in the curriculum and how this course may or may not affect the above degree/major/minor/certificate program. If necessary please submit the appropriate Program Addition or Change Form along with this Course Addition Form.

PA 5390 will replace POSI 5334 as part of the Master of Public Administration program prefix change. This prefix change has been triggered by the lack of available course numbers under the current prefix, POSI. It will also allow students to more easily distinguish between the three graduate level programs housed within the Political Science Department which now share the same POSI prefix.
12. Course Goals and Objectives:
- Must be specific and unique to each course.
- Must be stated in measurable terms.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).
- Please refer to Bloom's Taxonomy of Measurable Verbs.

1. Student will demonstrate significant conceptual and methodological skills by completing a structural analysis of three scholarly journal articles.

2. Students will demonstrate significant conceptual and analytic research skills through the successful completion of a review of the literature.

3. Students will discuss the nature of qualitative research methods as applied to public administration.

4. Students will restate how conceptual foundations form the basis for all sound social science research.

5. Students will illustrate the connection between the research question, a theoretical framework and the research methodology through the oral presentation of a research prospectus.

6. Students will demonstrate knowledge of the Author-Date referencing system found in Chicago Manual of Style 15th edition.

13. Description of Instructional Methodologies:
- Examples include lecture, discussions, group projects, role playing, simulations, modeling, field-based activities, writing, cooperative learning, inquiry, experimentation, product design, creative activities, case studies, seminars, internship activities, coaching, etc.

Instructional methods include lecture, discussions, and cooperative learning as well as class presentations.

14. Assessment of Student Learning:
- Examples include tests, projects, presentations, performances, creative works, papers, etc.
- Above examples of assessment must include percentages of total grade assigned.
- Must have distinct differences between a graduate level course and an undergraduate course (in case of stacked courses).

<table>
<thead>
<tr>
<th>Literature Review</th>
<th>50%</th>
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<tbody>
<tr>
<td>Notebook check 1</td>
<td>10%</td>
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<tr>
<td>Notebook check 2</td>
<td>10%</td>
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<tr>
<td>Structural analysis</td>
<td>10%</td>
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<tr>
<td>Prospectus</td>
<td>20%</td>
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</table>

15. Course Outline:
- Provide a weekly outline as appropriate for an example semester in which the course will be taught
- Must distinguish the course clearly from similar offerings in the same or other programs.
- Must indicate specific topics.
16. Suggested Textbook(s) and Other Learning Resources:

- Must list the required and recommended (if any) resources (e.g., relevant textbooks, course packets, websites), with complete bibliographical data (author, title, date and other publication data) in a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.)


17. Bibliography:

- Must include literature other than required textbooks and other learning resources.
- Must demonstrate familiarity with current research. Ordinarily, the bibliography should include scholarship published during the last five years.
- Must conform to a standard academic format (e.g., CBE, APA, MLA, Chicago, etc.) Each bibliography will use only one format.


18. Approvals:

Department Chair/Program Director/School Director

Chair of College Curriculum Committee

Dean of College

Dean of The Graduate College (if applicable)

Chair of University Curriculum Committee (if applicable)