



**EDUC 801: Quantitative Research Methods**  
**School of Education & Behavioral Sciences**  
[Chaminade University Honolulu](https://www.chaminade.edu/)  
**Fall 2025 (October 6 – December 14)**  
**Asynchronous w. Zoom Meetings**  
**3 Credits**

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#### Learning Materials:

- **Textbook (Required):** Aidley, D. (2018). *Introducing quantitative methods: A practical guide*. Red Globe Press. ISBN-10: 1137487216
- **GroupMe App:** A way to stay up-to-date with class announcements, assignments, and questions between you, your professor, and your classmates.
- **Google Drive/3-Ring Binder:** This is comprised of Check for Understanding, discussion posts, reflections, and all other assignments.



#### Course Catalog Description:

Provides the foundational knowledge and skills to conduct quantitative research. Emphasis is placed on understanding quantitative methods and statistical techniques so that students can think critically about appropriate research designs, the collection and analysis of data, and the usefulness of statistics.

#### Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

#### Marianist Values:

1. Education for formation in faith
2. *Provide an integral, quality education*
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

#### Program Learning Outcomes (PLOs):

1	Apply advanced knowledge and competencies of research and evaluation methods utilized by organizations.
2	Utilize advanced knowledge and competencies of leadership and innovation, which are grounded in social justice, ethical practices, and cultural awareness.
3	Use advanced knowledge and competencies related to how organizations and the people within them develop.
4	Integrate advanced knowledge and competencies of scholarly behaviors for designing, implementing, evaluating, and communicating research relevant to effective organizations.

## Course Learning Outcomes (CLOs):

In EDUC 801, the goal is for students to acquire the following:


1	Review elementary statistics to use scientific and statistical thinking to make fact-based decisions to satisfy sound research questions. [PLO 1]
2	Explore the role of research questions and hypotheses and the ability to test them by applying statistical techniques to data. [PLO 1]
3	Strengthen the ability to read and understand texts/scholarly journal articles that utilize quantitative research methods and to accurately assess their contributions, strengths, and weaknesses. [PLO 1]

## Assessment:

The assignments in this course are each designed to contribute in a different and significant way to your knowledge and experience relative to diagnosis and remediation of statistics and quantitative research. It is your responsibility to turn in all assignments on time before the due dates stated in Canvas and at the end of this syllabus. Late assignments will not be accepted, unless the instructor is contacted before the due date. A scoring rubric is provided with every assignment to ensure you know what is required to receive the score desired. Feedback and grades on all assignments are provided within 7 days of submission. **All assignments must be completed and be completed in order, or a passing grade cannot be earned in the course.**

### 1. Participation Assignment

Week 1: [1 point]

- There is one assignment that does not affect your overall grade, but is required to complete in order to receive a grade in the course:
  -  GroupMe Registration

### 2. Aidley Reflections & Discussions

[CLO 3]

Weeks 1, 3: [3 points each]

- After reading the selected chapters of the Aidley textbook, you will submit individual reflections and/or discuss with classmates about what you read in a discussion board.

### 3. Statistical Problem-Solving

[CLO 1 & 2]

Weeks 2, 3, 4 & 5, 6 & 7, 8 & 9: [6 points each]

- During specific modules, you should form small, collaborative groups with classmates to complete 1 - 3 questions regarding the statistical content of the week(s).

### 4. Article Critiques

[CLO 3]

Weeks 4 & 5, 6 & 7, 8 & 9: [3 points each]

- During specific modules, you will read and reflect on published research article(s) that use quantitative methods discussed in the content of the week(s).

Grading Scale	
A	100 - 93%
A-	92 - 90%
B+	89 - 87%
B	86 - 83%
B-	82 - 80%
C	79 - 70%
F	69 - 0%

## Technical Assistance for Canvas Users

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## Course Policies

### Attendance Policy:

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students are expected to attend all classes in which they are registered. The student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

*Excused Absences:* Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

*Unexcused Absences:* Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.

### Writing Policy:

For any writing assignments, please use APA format.

### Late Work Policy

Always accepted if the professor was contacted before the assignment due date, but feedback may be delayed.

### Grades of Incomplete

This policy on incomplete grades aligns with the same University policies.

### Instructor and Student Communication

Questions for this course can be sent through a direct message on the GroupMe app. Online and/or in-person meetings can be arranged. Response time will take place up to 24 hours.

## Important Information

### Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

## Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

## Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

## CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cell phone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

## Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

## Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).















Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

## Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy.

Clock Hour Category	Total Time (hours)
Key Assessments <ul style="list-style-type: none"><li>Aidley Reflections &amp; Discussions</li><li>Problem-Solving</li><li>Research Article Critiques</li></ul>	75
Remaining Hours <ul style="list-style-type: none"><li>Reading/Watching Videos</li><li>Researching</li></ul>	60
<i>Remaining Hours / 10 Weeks</i>	<i>6 hours/week</i>

## COURSE SCHEDULE

Week # Dates	Content	Assessments
<b>Week 1</b> October 6 - 12	<p style="text-align: center;"><b>Aidley Textbook</b></p> <ul style="list-style-type: none"> <li>Chapter 1: The Research Question</li> <li>Chapter 2: Basic Concepts of Empirical Research</li> <li>Chapter 4: Basic Mathematics</li> </ul> <p style="text-align: center;"> <b>Zoom Meeting:</b> Sunday, October 12th @ 1pm HST</p>	 GroupMe Registration  Aidley Discussion (Chap 1, 2, 4)
<b>Week 2</b> October 13 - 19	<p style="text-align: center;"><b>Aidley Textbook</b></p> <ul style="list-style-type: none"> <li>Chapter 6: Basic Concepts of Data Description and Analysis</li> </ul>	 Statistical Problem-Solving #1
<b>Week 3</b> October 20 - 26	<p style="text-align: center;"><b>Aidley Textbook</b></p> <ul style="list-style-type: none"> <li>Chapter 7: Presentation and Illustration of Data</li> </ul> <p style="text-align: center;"> <b>Zoom Meeting:</b> Sunday, October 26th @ 1pm HST</p>	 Aidley Reflection (Chap 7)  Statistical Problem-Solving #2
<b>Weeks 4 &amp; 5</b> Oct 27 - Nov 9	<p style="text-align: center;"><b>Aidley Textbook</b></p> <ul style="list-style-type: none"> <li>Chapter 8: Choosing Your Statistical Analysis</li> <li>Chapter 9: Statistical Analyses: Looking at Differences <ul style="list-style-type: none"> <li>One-sample t-test</li> <li>Paired-samples t-test</li> <li>Independent-samples t-test</li> </ul> </li> </ul>	 Statistical Problem-Solving #3  Article Critique #1
<b>Weeks 6 &amp; 7</b> Nov 10 - 23	<p style="text-align: center;"><b>Aidley Textbook</b></p> <ul style="list-style-type: none"> <li>Chapter 8: Choosing Your Statistical Analysis</li> <li>Chapter 10: Statistical Analyses: Looking at Effects <ul style="list-style-type: none"> <li>One-way ANOVA</li> <li>Two-or-Three-way ANOVA</li> <li>Repeated Measures ANOVA</li> </ul> </li> </ul>	 Statistical Problem-Solving #4  Article Critique #2
<b>Weeks 8 &amp; 9</b> Nov 24 - Dec 7	<p style="text-align: center;"><b>Aidley Textbook</b></p> <ul style="list-style-type: none"> <li>Chapter 8: Choosing Your Statistical Analysis</li> <li>Chapter 11: Statistical Analyses: Looking Associations &amp; Relationships <ul style="list-style-type: none"> <li>Chi-square test</li> <li>Chi-square test of independence</li> <li>Chi-square test of goodness-of-fit</li> <li>Pearson's correlation</li> </ul> </li> </ul> <p style="text-align: center;"><b>Zoom Meeting:</b> Sunday, December 1st @ 1pm HST</p>	 Statistical Problem-Solving #5  Article Critique #3
<b>Week 10</b> December 8 - 14	<p style="text-align: center;">Work on Statistical Problem Solving Set #6</p>	 Statistical Problem-Solving #6