A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *
Prerequisites: None
Corequisites: None
MnTC Goals: None

Critically informed educators begin with investigating their own practice. Students will explore principles of research design through analysis of qualitative, quantitative data from one¿s own setting. Students will then begin to develop a hypothesis of areas for improvement over the course of one¿s graduate degree. In this course students will develop efficacy in academic writing skills including formatting of documents in alignment with the Americans with Disabilities Act (ADA) and American Psychological Association (APA) citation practices. Introduction to the fundamental principles of educational research, the analysis and critique of quantitative, qualitative, and emerging research designs, data collection methods, and statistical approaches. This will provide the foundation for students completing their capstone project at the end of the program. This course should be taken early in a student's program of study to provide a sound basis for subsequent graduate-level coursework. Prerequisites: Admission to any BSU graduate program or consent of instructor.

B. COURSE EFFECTIVE DATES: 01/08/2009 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Professional Education

D. LEARNING OUTCOMES (General)

1. demonstrate an understanding of the nature of qualitative and quantitative research practices utilized in education, including action research.
2. identify and evaluate components of the research process including: problem/hypotheses, literature review, sampling procedures, methodology, results, and discussion.
3. evaluate the overall design of a study for appropriateness and validity.
4. conduct systematic self-assessment and observation of teaching practices.
5. demonstrate understanding of the intent and process of BSU¿s Institutional Review Board procedures for appropriate use of human subjects and complete CITI certification for ethical research practices.
6. learn and apply the American Psychological Association¿s (APA) style guidelines for writing and referencing [current APA guideline].
7. use formatting tools within word processing programs to create ADA compliant documents for online sharing with students and their families or for academic purposes.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus
G. SPECIAL INFORMATION

None noted