A. COURSE DESCRIPTION

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

This course is an introduction to the fundamental principles of educational research, including the analysis and critique of quantitative, qualitative, and emerging research designs, data collection methods, and descriptive approaches. This course is taken in preparation for planning, completing and reporting on the project required in the MSPED Applied Capstone graduate program. Prerequisite(s): Admission to the MSPED program and completion of a minimum of seven required courses in the Master of Special Education degree program or by instructor consent.

B. COURSE EFFECTIVE DATES: 08/02/2023 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Qualitative Research
2. Quantitative Research
3. Single Subject Design Research
4. Action Research
5. Quality Indicators: Reliability and Validity
6. Quality Indicators: Sample
7. Quality Indicators: Analysis
8. APA Style Writing and Referencing
9. Identifying Quality Educational Research
10. Interpreting Educational Research
11. Synthesizing Ed. Research

D. LEARNING OUTCOMES (General)

1. Behavioral Objectives of Course/ Anticipated Student Competencies
2. identify and describe the characteristics of qualitative and quantitative research methodologies including single subject design and action research.
3. identify the components of the research process including: problem/ hypotheses, literature review, sampling procedures, methodology, results, and conclusions.
4. describe indicators of fidelity, reliability, and validity according to CEC.
5. describe the importance of Institutional Review Board (IRB) in educational research. (exploited populations, etc.)
6. apply the American Psychological Association’s (APA) style guidelines for writing and referencing [7th Edition].
E. Minnesota Transfer Curriculum Goal Area(s) and Competencies
   None

F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted