1. Catalog Description  
a. EDU 5200  
b. Introduction to Educational Research  
c. 3-0-3  
d. F, S, SU  
e. Educ. Research  
f. Course assists students in the development of skills and competencies necessary to critically evaluate educational research and to develop their own proposal for conducting educational research in a setting appropriate to their program. Elementary statistics and research design are emphasized.  
g. Graduate standing  
h. Online delivery

2. Objectives of the Course  
This course has two (2) primary objectives:  
a. To help teachers and administrators become wise consumers of educational research.  
b. To help teachers and administrators develop the skills necessary to conduct meaningful educational research of their own.

3. Outline of the Course  
I. An Overview of Educational Research (150 minutes)  
   A. Purposes of educational research  
   B. Nature of educational research  
   C. Types of educational research  
   D. Tools of educational research  
II. Planning Educational Research (300 minutes)  
   A. Developing a research proposal  
   B. Ethics, legal constraints and human relations  
   C. Reviewing the literature  
   D. Critical evaluation of research  
   E. Common mistakes to avoid in planning educational research  
III. Sampling and Measurement (150 minutes)  
   A. Populations and samples  
   B. Test selection and administration  
   C. Common mistakes to avoid in sampling and measurement  
IV. Research Design and Methodology (600 minutes)  
   A. Introduction to research design  
   B. Quantitative research design  
   C. Statistical analysis  
   D. Qualitative research design  
   E. Common mistakes to avoid in research design  
V. Types of Educational Research (750 minutes)  
   A. Introduction  
   B. Survey research: questionnaire & interviews
C. Observational research  
D. Causal-comparative  
E. Correlational  
F. Experimental design  
G. Single-subject  
H.  
VI. Data Processing and Reporting (300 minutes)  
A. Organizing and processing data  
B. Preparing the research report  
C. Presenting research  

EVALUATION:  
Student achievement will be evaluated based upon the following requirements:  
1) Written critical evaluations of a minimum of four research studies  
2) Preparation of a written research proposal  
3) Presentation and defense of the written research proposal to the class  
4) Class participation  
5) Written exams  

3. Implementation  
a) Graduate faculty from the College of Education and Professional Studies with expertise in the area of educational research will be assigned to teach this course.  
b) No additional costs to the student will be incurred beyond those associated with completing course requirements  
d) Supplementary texts will be determined by the instructors.  
e) To be first offered Fall, 2001  

4. Rationale  
a) This course is designed to assist in the preparation of master teachers and educational leaders. Practicing teachers, including those seeking National Board Certification and those desiring to be educational leaders, must be prepared to be wise consumers and producers of educational research to ensure that curricular changes are based on high quality research.  
b) This is a graduate level course with the target audience being inservice educators. Graduate standing is required.  
c) ELE 5000, SPE 5900, and EDA 5900 are similar courses. ELE 5000 and EDA 5900 will be reviewed by their respective departments for possible substitution with this course. SPE 5900 will continue to be offered on a limited basis for experimental grant projects.  
d) This course is one of the approved required research courses for the M.S. in Education.  

5. Community College Transfer  
Does Not Apply  

6. Date approved by the department: N/A  

7. Date approved by the College Curriculum Committee: 9/25/00  

8. Date approved by CGS: 10/17/00