EDUC 715

QUANTITATIVE METHODS OF RESEARCH

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi

Course Charts

Professor’s Notes
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding)

1. **How would you rate the overall level of difficulty of this course?**  
   Level of demand = 10  
   Comments:  

2. **How would you rate the level of the reading requirements in this course?**  
   Level of demand = 10  
   Comments:  

3. **How would you rate the level of the lecture requirements in this course?**  
   Level of demand = 0  
   Comments: There are no lectures as it is a distance course.  

4. **How would you rate the level of the online exam requirements in this course?**  
   Level of demand = 10  
   Comments:  

5. **How would you rate the level of the discussion board requirements in this course?**  
   Level of demand = 5  
   Comments:  

6. **How would you rate the level of the written paper requirements in this course?**  
   Level of demand = 8  
   Comments:  

**Additional comments:**

Comments:
# COURSE CHART

**EDUC 715**


<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
<th>DATE DUE</th>
</tr>
</thead>
</table>
| 1           | Ary et al. Ch.3 (pp.45–59, 60–66) & Ch.4  
Exercises 1, 5, 6, 7 (p.64) & 1,2,6–10 (p.93)  
Glatthorn & Joyner pp.17–18, 29–30, 78, 85–95 | DB Forum 1  
JRA 1  
Quiz 1 | 50  
100  
100 |          |
| 2           | Ary et al. Chs.5 & 7  
Exercises 1–12 (pp.112–113) & 1–28 (pp.212–214) | DB Forum 2  
JRA 2  
Quiz 2 | 50  
100  
100 |          |
| 3           | Ary et al. Ch.6  
Exercises 1–25 (pp.162–163) | DB Forum 3  
JRA 3  
Quiz 3 | 50  
100  
100 |          |
| 4           | Ary et al. Chs.8 & 9  
Exercises 1–7, 9–11 (pp.239-240) & 1–23 (pp.278–281) | DB Forum 4  
Quiz 4  
JRA 4 | 50  
100  
100 |          |
| 5           | Ary et al. Chs.10 & 11  
All exercises on pp.321–323 & p.353  
Glatthorn & Joyner pp.35–45, 97–105 | DB Forum 5  
JRA 5 | 50  
100 |          |
| 6           | Ary et al. Chs.12 & 13  
Exercises 1–11 (pp.373–374), 1–3, 5–20 (pp.395–397) | DB Forum 6  
JRA 6  
Quiz 5 | 50  
100  
200 |          |
| 7           | Ary et al. Ch.14  
Exercises 1–16 (pp.445–447) | DB Forum 7  
JRA 7 | 50  
100 |          |
| 8           | Ary et al. Ch.18 (pp.570–580 & Ch.19 (pp.598–611)  
Exercises 1,3,9,11,12,14–18 (pp.594–595) & 1–10 (pp.614–616)  
Glatthorn & Joyner pp. 127–207 | Quiz 6  
FINAL EXAM  
Research Proposal | 200  
1000  
1000 |          |

**TOTAL** 3850

DB = discussion board  
JRA = Journal Reading Assignment
COURSE SYLLABUS

SCHOOL OF EDUCATION

EDUC 715
QUANTITATIVE METHODS OF RESEARCH

COURSE DESCRIPTION

This course is designed for those planning to write a dissertation. An examination of quantitative designs for educational research topics will be considered. These are: developing a research problem, reviewing the literature, the hypothesis, descriptive statistics, sampling and inferential statistics, tools of research, validity and reliability, experimental research designs, ex post facto research, correlational research, survey research, guidelines for writing a quantitative research proposal, and interpreting and reporting results for quantitative research.

RATIONALE

This course is necessary to prepare the student for the process of writing the required proposal and dissertation within the SOE doctorate of education program. The Ed. D. program requires the presentation of a proposal for research as a first step in the process of dissertation writing. This course gives the student the specific knowledge, skills and practice needed to write a successful quantitative doctoral dissertation proposal.

I. PREREQUISITE

EDUC 712

II. REQUIRED RESOURCE PURCHASES


Subscription to the American Educational Research Association (AERA). Go to the link provided below and order the one-year student membership for $35. Go to: http://www.aera.net and then the membership link. This membership will be used in other EDUC graduate courses such as EDUC 740, 712, 717 and 787.

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio and video equipment
B. Internet access (broadband recommended)
C. Microsoft Word, PowerPoint and Publisher
   (Microsoft Office is available at a special discount to LU students.)

IV. **COURSE OBJECTIVES**

Upon successful completion of this course, the student will be able to:
A. Demonstrate professional responsibilities by consistent course participation and completion of all assignments in a timely manner.
B. Integrate a Biblical worldview and principles throughout the course.
C. Utilize technology competencies for effective college teaching and learning.
D. Conceptualize appropriate research strategies.
E. Conceptualize an appropriate research problem.
F. Develop the research problem.
G. Conceptualization into a research proposal.
H. Write at a graduate level in all assignments.
I. Write the research proposal using the class rubric.
J. Write the research proposal in correct APA style and format.

V. **COURSE REQUIREMENTS AND ASSIGNMENTS**

A. Textbook readings, lecture notes and recommended websites
B. Discussion Board Forums (7)
   Most forums will be completed in two parts: the student will post a thread in answer to the question presented and reply to at least one other classmate’s thread unless instructed otherwise. The thread is due on Thursday at 11.59 pm (ET) and the replies are due on Sunday at 11.59 pm (ET) of the same week. Further details are provided in the About You Course area of this online course.
C. Quizzes (6)
   The student will complete open-book quizzes which reflect upon material covered in the course.
D. Journal Reading Assignments (7)

Each week students will critique one journal article on specific topics using proper APA style and format. Further guidelines for completing the reviews may be found in the Essential Elements folder found in the Course Overview and Guide section.

E. Research Proposal (Benchmark Assignment)

During Module 8, each student will prepare a research proposal. This proposal will be written at a professional graduate level manner using APA style and format. Further details are provided in the About Your Course section of this online course.

F. Final Exam

Students will complete a final exam covering all the quizzes. The student is expected to read, study, and complete the application exercises in the main text which will prepare them adequately for the final exam.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Forums (7 at 50 points)</td>
<td>350</td>
</tr>
<tr>
<td>Quizzes (2 at 200 points, 4 at 100 points)</td>
<td>800</td>
</tr>
<tr>
<td>Journal Reading Assignments (7 at 100 points)</td>
<td>700</td>
</tr>
<tr>
<td>Research Proposal (Benchmark Assignment)</td>
<td>1000</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3850</strong></td>
</tr>
</tbody>
</table>

B. Scale

A = 3620 and above  B = 3619–3234  C = 2695–3233  D = 2310–2694
F = Below 2310

A = 94%  B = 84%  C = 70–83.995  D = 60–69.99%  F = Below 60%

C. Late Assignments

A 10% deduction is taken off during the first week and an additional 10% for a second week late. Assignments will not be accepted after the deadline for the course. A zero grade will be assigned to work not completed after two weeks after the due date.

D. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.