Ed 600 Introduction to Doctoral Research (3 sch)

Summer, 2018

Jim Carroll, Ph.D.

Franz 338

503 943-7251

[carroll@up.edu](mailto:carroll@up.edu)

**Course Description**

Candidates review basic issues in quantitative and qualitative research design. Basic computer skills are reviewed relative to research data collection and analysis. Five-chapter dissertation design is presented. Candidates apply library skills to complete a literature review.

**Course Rationale**

Introduction to Doctoral Research is intended to ensure that EdD candidates have introductory research skills before entering Ed 601 and Ed 602 advanced research methods courses.

**Texts**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Internet Resources**

Course webpage: <http://teaching.up.edu/edresearch>

**Technology**

This course requires extensive use of technology. It is suggested that candidates will have a laptop computer with wireless capabilities and Microsoft Office Suite. Microsoft Office is available to all UP candidates at no cost through the Pilots webpage.

The specific technology related competencies that will be developed through the course are:

* The use of Microsoft Word to include table building, editing through Track Changes, and some analysis tasks for qualitative research.
* Ability to access and use online statistical resources.
* Ability to use bibliographic tools (i.e., Zotero).
* Advanced level literature search capabilities using a variety of search engines including the UP Library access.

Direct instruction of these uses of technology will occur at appropriate points in the curriculum. Even though technology skills will not be assessed directly, each of the course assignments will assume the ability to use technology based on course instruction.

**Course Objectives**

Core Education Doctorate courses are based on the Carnegie Project for the Education Doctorate (CPED) principles. Two of those principles are addressed in this course.

**CPED 5: The professional doctorate is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.**

*Course objectives aimed at developing this characteristic:*

1. Candidates will be able to use quantitative and qualitative procedures to analyze example data.

**Activity**: After classroom presentation candidates will work through data gathering problems. Methods practiced will include predominantly descriptive statistical methods.

**Assessment and Evaluation**: Candidates will be tested at the end of the course on relevant research procedures.

2. Candidates will be able to locate and evaluate prior research around a selected topic.

**Activity**: Candidates will complete a literature review based on a selected topic. Requirements for the review are listed below.

**Assessment and Evaluation**: The literature review will be evaluated based on the criteria listed on the assignment page. The paper will account for 25% of the course grade.

**CPED 6: The professional doctorate emphasizes the generation, transformation, and use of professional knowledge and practice.**

*Course objectives aimed at developing this characteristic:*

1. Candidates will develop specialized skills in using Excel.

Activity: Candidates will develop skills in the application of Microsoft Excel relative to educational research.

**Assessment and Evaluation:** Candidates will be tested at the end of the course at which time they will demonstrate learned Excel skills.

**Attendance**

Attendance will account for 20% of the course grade. Because so much of this course is designed based on class activities and discussions it is important that everyone attends each class. Time missed will affect your grade. If you haven't warned me ahead of time that you will miss any of the class it will affect your grade to a greater extent. All other School of Education policies related to attendance will be followed.

**Literature Review Assignment**

1. Based on your current interest in a research topic, define a narrow focus for a review of the literature.
2. Conduct a literature review to understand the current knowledge related to your topic. You should be reviewing primary research articles (not secondary).
3. Your paper will be around 15 pages long and have referenced about 20 articles. It must follow APA guidelines for both writing and references. The paper will be evaluated based on your ability to find relevant references, summarize them in a logical manner, write the review in a clear and concise manner, and follow APA writing guidelines. This assignment will represent 25% of your grade for the course.
4. **The paper (key assessment) is due no later than July 22nd**. Email the paper to me as a Word document. Then upload the paper into the Taskstream system (see below).

**Taskstream**

All School of Education courses include key assessments that are linked to program standards and provide program feedback for continuous improvement. When you complete a course assignment that is designated as a key assessment, you are required to upload that assignment to [Taskstream](https://login.taskstream.com/signon/).

All students enrolled in a School of Education course will have access to Taskstream and an account will be automatically created for them. The student’s username will be their UP email address, including the “@up.edu” at the end. For instructions on how to login to Taskstream for the first time, please [click here](https://education.up.edu/_files/soed_documents/how-to-login-to-taskstream-for-the-first-time.pdf). For instructions on how to upload/submit a key assessment to Taskstream, please [click here](https://education.up.edu/_files/soed_documents/how-to-upload-a-course_based-assessment.pdf). Please contact Chris Greene ([greenec@up.edu](mailto:greenec@up.edu) or 503-943-8534) with any questions related to Taskstream.

Information Required in All Syllabi

**Academic Integrity**

This is a major expectation of this and all courses taught at the University of Portland. Students are expected to complete all work and course expectations honestly according to the specifications of the instructor. Note: Field experience requirements, when applicable, are an integral part of the course and are a requirement for a passing grade in some courses. Hours are to be reported accurately, and all forms should contain the appropriate signatures. Every student should review the sanctions for cheating listed in the bulletin to understand some of the consequences for inappropriate behavior. The consequences for failure to meet the expectations of academic integrity are harsh and are described in both the Student Handbook and the University of Portland Bulletin.

**University of Portland's Code of Academic Integrity**

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

**Academic Regulations**

Policies governing your coursework at the University of Portland can be found in the [University Bulletin](http://up.smartcatalogiq.com/en/current/bulletin/University-Academic-Regulations).

**Assessment Disclosure Statement**

Student work products for this course may be used by the University for educational quality assurance purposes.

**Accessible Education Services**

Students who experience a disability and require an accommodation to fully participate in this class should contact the Accessible Education Services (AES) office located in Buckley Center Room 163 or call 503-943-8985. If you have an AES accommodation plan that includes academic accommodations that apply to this course, make an appointment to meet with me to discuss how your accommodation will be implemented. You are responsible for giving me sufficient notice for timely implementation of your accommodation; therefore it is recommend that you speak with me in the first week of the semester or as soon as your accommodation plan is activated. Also, you should meet with me if you have an AES Safety Plan and/or wish to discuss emergency medical information or special arrangements in case the building must be evacuated. Requests for an alternate location for exams and/or extended exam time should, when possible, be made two weeks in advance of the exam, and must be made at least one week in advance of an exam.

**Shepard Academic Resource Center (SARC)**

The Learning Commons, located in Buckley Center 163 within the SARC, provides peer assistance tutoring for writing, math, speech and presentations, languages, sciences, and business and economics.

* Writing: Go to <https://www1.up.edu/learningcommons/writing-center>. You will need to register as a user the first time you go to the website. If you cannot make any of the posted office hours, you can arrange an appointment by emailing writing@up.edu.
* Math: Math assistants are available on a walk-in basis. Please go to <https://www1.up.edu/learningcommons/math-resource-center> for a current schedule of hours math assistants are available.
* Speech & Presentations: See <https://www1.up.edu/learningcommons/speech-and-presentation-lab>. Speech assistants from the Communication Department are available by appointment only. Just send a request to [speech@up.edu](mailto:speech@up.edu).
* International Languages: Language assistance is available by appointment; go to <https://www1.up.edu/learningcommons/language-assistance> and send an email to the target language.
* Biology & Chemistry:The Chemistry Department offers peer mentoring on a walk-in and appointment basis. The Biology Department offers peer mentoring on a walk-in and appointment basis. See <https://www1.up.edu/learningcommons/sciences> for details.
* Business & Economics:In collaboration with the Pamplin School of Business, the Learning Commons offers peer learning support in Economics and Business Law by appointment only. Go to [https://www1.up.edu/learningcommons/economics-and-business](https://www1.up.edu/learningcommons/economics-and-business/index.html) for appointment information.
* Group Projects: Go to [https://www1.up.edu/learningcommons/group-project-lab](https://www1.up.edu/learningcommons/group-project-lab/) for assistance with strategies and skills for successful teamwork and appointment information.

Learning Assistance Counselor: Learning assistance counseling is also available in Buckley Center 163. The counselor teaches learning strategies and skills that enable students to become more successful in their studies and future professions. The counselor provides strategies to assist students with reading and comprehension, note-taking and study, time management, test-taking, and learning and remembering. Appointments can be made in the on-line scheduler available to all students in Moodle or during posted drop-in hours.

**Assessment of Professional Dispositions**

Demonstration of professional dispositions is a foundational expectation in all School of Education courses and will be assessed by faculty. The Dispositional Rating Form can be viewed [here](https://goo.gl/GhV4FD).

**Mental Health**

As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at <http://www.up.edu/healthcenter> or at 503-943-7134. Their services are free and sessions are confidential, and if necessary they can provide same day appointments. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

**Community Against Violence**

University of Portland Faculty, Staff, and Students are committed to creating a community free of interpersonal violence, in which all members feel safe and respected.  Each of us has a personal responsibility to reject violence or intimidation of any kind.  Resources for those experiencing or wishing to report violence can be found on our Community Against Violence website: <http://www.up.edu/cav>