

COURSE OUTLINE

COURSE PREFIX AND NUMBER: EDF 800

COURSE TITLE: 800 Introduction to Doctoral Program and Research Design

COURSE PREREQUISITES: a graduate level course in research methods

COURSE DESCRIPTION for catalog:

(Credit 3 hours) The purpose of this course is to begin to prepare students to undertake a major research study, specifically the dissertation. Requirements and expectations of doctoral candidates as well as technology that will be used for program delivery will be addressed. This course also presents and discusses quantitative and qualitative methodologies and processes used in applied research.

OBJECTIVES:

Upon completion of this course, the students will:

Understand the structure and requirements of the doctoral program

Understand the methods of instructional delivery used in the doctoral program

Be able to explore the professional literature with regard to the substantive and methodological aspects of an issue.

Be able to synthesize the knowledge of statistics, data analysis, and research design.

Be able to critique a research article and prepare a written analysis of the critique.

TOPICAL COURSE OUTLINE:

Structure and requirements of doctoral study

Methods of instructional delivery

Ethical considerations in research

Introduction of APA format

Overview of quantitative research methodology

Overview of qualitative research methodology

Introduction to SPSS

Overview of data analysis techniques

METHODOLOGIES:

Teaching strategies will include discussions, lecture, demonstrations, group work, field experiences, and on-line instruction. Course content will be drawn from theory and research, from student experiences, and from discussions in and out of class sessions.

EVALUATION:

Students will be evaluated through written examinations, practical examinations, projects, and class participation. Each instructor reserves the right to establish additional methods of assessment. Artifacts for the Portfolio may be required.

POSSIBLE REQUIRED TEXTS:

Babbie, E. R. (2003). *Practice of social research* (10th ed). Belmont, CA: Wadsworth.

Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish* (2nd ed). Washington, DC: American Psychological Association.

Creswell, J. W. (2001). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Prentice Hall.

Field, A. (2005). *Discovering statistics using SPSS* (2nd ed). London: Sage.

Gay, L. R., & Airasian, P. W. (2002). *Educational research: Competencies for analysis and applications* (7th ed). Upper Saddle River, NJ: Prentice Hall.

RECOMMENDED REFERENCES:

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (5th ed). Washington, DC: Author.