RESEARCH (RES)

RES-901 INTRO TO SOCIAL SCIENCE RESEARCH METHOD (4 Credits)
This class introduces students to social science research methods. Students will explore how empirical research contributes to knowledge, how their worldview can shape their approach to research, and what role theory can play in a research study. The class will focus on engaging social science literature as a means to building a strong foundation for a research study. Students will learn about the role of literature reviews, especially those that support empirical research. The final deliverable for the class will be a small-scale literature review on a topic of interest to the student.
Prerequisite: Take EDL-900

RES-905 RESEARCH METHODS & MODES OF INQUIRY (4 Credits)
Building on the foundation laid in RES-901, this class introduces students to two forms of social science inquiry: empirical research and program evaluation. Students will receive a high-level overview of three research designs: qualitative, quantitative, and mixed methods. Each of these will receive particular attention in future research classes. In this class, students develop a purpose statement and research/evaluation questions to guide their study. They will select a research methodology that is responsive to their research questions and develop a plan for collecting and analyzing data. The final deliverable for the class will be a basic research proposal.
Prerequisite: EDL-901

RES-906 FUND OF STATISTICAL ANALYSIS (4 Credits)
The course introduces students to the use of data and statistics that form the basis of doctoral-level research. The organization, display, interpretation and description of statistics will be presented with the acknowledgement of how the Christian worldview and ethics inform the communication of statistical findings to lead researchers and their audiences closer to the discovery of truth.
Prerequisite: RES-905

RES-910 QUALITATIVE INQUIRY, EVAL, ACTION RES (4 Credits)
This course will focus on using classic qualitative research methods to address organizational problems. Along with narrative, phenomenological, case study, ethnographic, and grounded theory research, this course will also emphasize program evaluation and action research strategies. Learners will understand what qualitative research choices are available to help inform organizational decision making and problem solving. Specific emphasis will be given to conceptual understanding of the various qualitative techniques from a menu of choices so as to inform the culminating organizational leadership and development capstone. The second residency requirement will occur during this course.
Prerequisite: EDL-911

RES-915 QUANTITATIVE RESEARCH DESIGN/DATA ANAYS (4 Credits)
An exploration of practical statistics and data analysis choices within the framework of the respective research designs. Specific emphasis will be given to correlational (ex post facto) designs and quasi-experimental and experimental methods of organizational research. This course will focus on choosing the appropriate research design and statistical analysis to match corresponding research problems. In addition, "Big Data" and data analytics will be discussed briefly.
Prerequisite: RES-906

RES-917 COMPREHENSIVE EXAMINATION (1 Credit)
In this course students will demonstrate competency in analyzing organizational and leadership issues and applying program concepts and skills to those organizational issues. Students will conduct a case study analysis and an organizational issue analysis. They will present their analysis in two papers that will be submitted to program faculty for evaluation. The papers will demonstrate doctoral level analysis and synthesis. This course will be graded on a pass/fail basis.
Prerequisite: EDL-908

RES-920 PROJECT/RESEARCH PROPOSAL (3 Credits)
This course is designed to provide students the opportunity to complete a comprehensive literature review of current (within the last five years) and noteworthy older sources relevant to the theoretical and practical background for the student's project focus. Emphasis will be given to ensuring that all important research has been reviewed, integrated thoroughly into a unique discussion, and properly cited. This literature review should make clear the importance of the problem, clear explanation of what is known, and a clear demonstration of the need for further research. The culminating project will form Chapter Two of the capstone project and must be presented following the organization and style requirements of the Ed.D. Capstone Project Guide. Pre-requisites: all previous courses in the program.
Prerequisite: None

RES-921 PROJECT PROPOSAL I (2 Credits)
This course is designed at the end of the doctoral program course work to help students create a specific, relevant and realistic plan for the organizational leadership and development project. Using the prospectus developed in RES-905 and information learned in RES-910 and RES-915, students will expand the initial research prospectus into a full proposal that will be carried out during the last year of the doctoral program.
Prerequisite: RES-917

RES-922 PROJECT PROPOSAL II (1 Credit)
This course is designed at the end of the doctoral program course work to help students create a specific, relevant and realistic plan for the organizational leadership and development project. Students will expand their initial research prospectus into a full proposal that has been refined and improved from the RES-921 proposal, which will constitute the material for their proposal defense.
Prerequisite: RES-921

RES-925 ORGN LEAD & DEVL PROJECT (1-8 Credits)
The final project in the doctoral curriculum is designed to address a practical, real-world, organizational problem or leadership issue in an applied setting. Projects will be theory- and research-informed yet practical and will be completed in consultation with a research project mentor, the student, and a cooperating sponsor in the workplace or professional setting. The final project will focus on synthesizing knowledge, theory, research, and practice in such a way to be of benefit in a professional or clinical setting. Candidates will also be required to defend their proposal and final manuscript before a capstone project committee. Completion of the capstone must occur within seven years after starting the program.
Prerequisite: RES-922