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 (3 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-900 and RES-901

RES-910 QUALITATIVE INQUIRY, EVAL, ACTION RES (3 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: RES-905

RES-915 QUANTITATIVE RESEARCH DESIGN/DATA ANAYS (4 Credits)
This class prepares students for quantitative and mixed methods studies by introducing them to statistical analysis and reasoning. Students will learn how to generate research questions and hypotheses that correspond with quantitative research designs. Students will learn how to analyze quantitative data using descriptive and inferential statistics with emphasis on correlation, t-tests, ANOVA, regression, and chi-square tests. Students will also learn how to use SPSS, a quantitative analysis software. This class will also teach students how to conduct quantitative research studies using a survey research design. Students will learn best practices for survey development and design and then will propose and conduct a small survey study in class. Students will also be introduced to mixed methods research and will consider how mixed methods might add breadth or depth to their study. The major course deliverables will be a midterm exam on statistical analysis and a survey research project and mixed methods research plan.
Prerequisite: RES-910

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: Take RES-915 and at least 5 courses from the following: EDL-901, 903, 904, 905, 907, 908, 909, 910

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-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. Prerequisites: All previous courses in the program.
Prerequisite: None