COURSE TITLE: Integrative Independent Study Project A
COURSE NUMBER: MGT 7710

Technical Requirements that may be required to utilize technology in this course:

- A headset or microphone.
- A webcam.

COURSE DESCRIPTION:
This course is an introduction to organizational research. It focuses principally on the qualitative research paradigm used by practitioners to solve organizational problems. In this course, students learn and apply the ethical foundations for research and also a research process that includes the development of research problems and questions, the use of literature in research, and the establishment of a methodology for solving problems or creating new learning. The course is intended to prepare the student for their capstone MGT 8800 Integrative Independent Study Project B through the development of a research proposal that may be taken into the student’s culminating independent study project.

MAJOR INSTRUCTIONAL GOALS:

GOAL A: Identify problems worthy of research at the graduate level.
Learning Outcome: The student will:
A-1 Identify a new problem that can potentially be solved through research efforts.
A-2 Conceptualize and develop the problem into a clear problem statement.
A-3 Collaborate with peers and the instructor on the validity of the problem and the clarity of the problem statement and make adjustments to enhance the research effort.

GOAL B: Develop research questions and conduct a review of the literature to answer those questions.
Learning Outcome: The student will:
B-1 Develop a research question from the problem statement developed in GOAL A above.
B-2 Collaborate with peers and the instructor on the validity of the research question, using feedback in a way that makes the question succinct and robust.
B-3 Use the process and methods learned in GOAL C below to review literature that is relevant to the question posed.
GOAL C: Develop skill in conducting an electronic literature search.
Learning Outcome: The student will:
C-1 Understand the steps in conducting a literature search, including the use of key words.
C-2 Develop skill in using electronic databases for literature found in the University library and Boolean search techniques.
C-3 Develop general information literacy skills that can be used in a wide search of literature through such means as search engines and web sites.

GOAL D: Perform a literature review in the chosen area of organizational research utilizing refereed journals.
Learning Outcome: The student will:
D-1 Conduct a search of literature using electronic databases to identify refereed journals.
D-2 Develop a Literature Review of the chosen sources and submit for review.
D-3 Utilize the refereed sources identified in the search to develop a sound review that integrates the literature in good APA form.

GOAL E: Gain an understanding of research methodology and design.
Learning Outcome: The student will:
E-1 Define the general differences between qualitative and quantitative methodologies.
E-2 Understand how to design a research methodology.

GOAL F: Apply critical thinking skills in order to develop sound application of research to organizational problems.
Learning Outcome: The student will:
F-1 Develop a presentation on the research effort that demonstrates the thinking that has gone into the effort through all steps of the process.
F-2 Explain and defend the research proposal including the problem statement, research question, rationale, definitions, hypothesis, literature review, and methodology to peers.

GOAL G: Develop the skills necessary to read, understand, and analyze research critically.
Learning Outcome: The student will:
G-1 Assess and analyze the efficacy of an article and learn to incorporate articles into the research effort.

GOAL H: Develop skills and gain an understanding of using human participants in research.
Learning Outcome: The student will:
H-1 Complete the training for use of protecting human participants in research at http://phpr.nihtraining.com and ensure that the research effort is completed through sound ethical principles.
H-2 Complete the Human Subjects protocol papers required of all researchers within Wilmington University.

SUPPLEMENTAL GOALS:
Each student will demonstrate the ability to present and defend his or her research proposal to his or her peers.

PROGRAM COMPETENCIES: (Intended student learning outcomes)
- Develop an understanding of contemporary leadership and management models and theories.
- Develop an understanding and the ability to apply change frameworks and models.
- Articulate personal values and goals as guideposts to personal behavior.

WILMINGTON UNIVERSITY GRADUATION COMPETENCIES: (Broad based goals)

Oral Communication
- Speak with confidence, clarity, and conciseness.
- Research, prepare, and deliver professional presentations.

Written Communication
- Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
- Use appropriate APA format for scholarly writing.

Disciplined Inquiry
- Use quantitative, qualitative, and scientific reasoning to solve problems.
- Exercise critical thinking strategies including reasoning, problem solving, analysis and evaluation.
- Define a problem or issue and develop questions and methods to address the problem or issue and/or create new knowledge.

Information Literacy
- Access and use information effectively, efficiently, and appropriately.
- Evaluate the quality of sources and content.
- Use technology to effectively locate and communicate information.

Ethics
- Demonstrate knowledge and application of prescribed ethical codes and/or behaviors promoted by professions.

METHODODOLOGY:
A. Teaching Methods: Describe what methods will be used to convey information
to students.

B. Evaluation Procedures: Describe specifically how course objectives/outcomes will be evaluated (e.g. essays, projects, discussions, quizzes/exams, etc.)

C. Major Assignments used for Outcomes Assessments: Describe any Outcomes Assessments mandated in the course. For example, Peregrine testing. Any OA assessments required should be supplied by the Chair. This is a mandatory assessment used in all sections of all courses.

COURSE SCHEDULE AND CHECKLIST:
Provide a list of assignments by week, point values, and due dates (e.g. Sunday of Week 1). For online sections, Your instructional designer can help you build this table from the Grade Center in Blackboard.