



### *Core Course Descriptions for EdD in Learning and Leadership Program*

#### **EDD 710 - Leadership Perspectives and Reform – 3 credit hours**

This course is an overview of basic concepts and theories of leadership. The primary focus of the course is for participants to use leadership theory to analyze various situations and create and apply solutions grounded in leadership theory. In addition, participants will engage in several self-assessments of their own leadership style preferences, and will evaluate their potential effectiveness as a leader based on identified strengths and weaknesses.

#### **EDD 711 - Organizational Development and Policy – 3 credit hours**

This course is an overview of learning applications in organizations, including organizational theory, systems theory, human resources development, community relations, policy development and resource development.

#### **EDD 720 - Ethics in Leadership– 3 credit hours**

Leadership is a moral enterprise and problems that arise in organizations often have an ethical dimension. This course provides an overview of the major ethical theories in the history of philosophy and their application in learning environments; e.g., punishment, intellectual freedom, equity, social justice, diversity, and due process. This is an applied ethics class in that much of the instruction involves the analysis of case studies.

#### **EDD 725 – Organizational Theory: A Basis for Reform – 3 credit hours**

The history of educational reform can be understood in the context of three developments: socio-political change, the occupation of educational administration, and movements to change the curriculum. Understanding of this history is accomplished through the reading of primary texts, independent study of particular aspects of this history, and class discussion.

#### **EDD 730 – General Research Methodology – 3 credit hours**

Research as applied to educational environments is both quantitative and qualitative in nature. The course provides an overview into methodologies and practices associated with such research. This course is an application of techniques and processes used in addressing a significant issue for a group with which the participant is affiliated. The product is a research paper properly formatted and documented in APA style.

**EDD 731 – Quantitative Analysis – 3 credit hours**

Quantitative Analysis will be taught using a combination of readings, problems, web sites, and distance learning. Much of the traditional analyses of data sets will focus on statistical data sets representing a spectrum of learning organizations. These data sets are available from electronic archives representing collections by federal and state government, higher education, and educational research agencies. The emphasis is on real life data, data that has been gleaned and exported from an organization on topics such as achievement, gain, climate, and government.

**EDD 733- Qualitative Research Methods- 3 credit hours**

This course is designed to provide graduate students an introduction to qualitative research concepts and research procedures. Origins and development of the research orientation will be discussed and students will receive grounding and experience in specific qualitative research techniques. The course does not assume or require pre-requisite experience with qualitative research.

**EDD 740 – Foundations of Human Learning Theories – 3 credit hours**

This course will provide an overview of and reference for contemporary views of human learning. Emphasis will be placed on the development of sufficient background to guide instructional efforts in professional settings. Major models of learning theory will be discussed and participants will demonstrate advanced skills in two major theoretical models.

**EDD 750 - Curriculum Models and Instructional Design - 3 credit hours**

This course will offer students the opportunity to investigate supervision theories as well as curriculum models. It will offer participants the opportunity to become acquainted with important models of curricular design and with issues related to curriculum and instruction. The focus will be on gaining a broad base of knowledge about several curriculum models and about the theories and characteristics of each. Students will develop significant knowledge about and will demonstrate proficiency in evaluating factors related to curriculum models. Specific emphasis will be given to the interrelated nature of supervision theories in education settings and their impact on curriculum. In addition, relevant research and best practices will be explored with an effort to relate these specifically to educational enterprise.

**EDD 751 - Curriculum Implementation, Governance and Assessment - 3 credit hours.** The purpose of this course is to explore the foundations, design, development and implementation of curriculum in preK-12 and other settings and to examine the administrators', instructors', and leaders' roles in curriculum decision-making, development and implementation. Students completing this course should be able to apply the concepts and information to a variety of professional settings. In addition, the role of the supervisor in curriculum development and faculty effectiveness will be studied.

**EDD 760 – Program Evaluation I – 3 credit hours**

This course will introduce the learner to the background and theory of program evaluation applied to learning environments. Participants will investigate the various models that have emerged, will determine the relative merits of each model and its suitability and requirements in specific organizational evaluation activities. Building upon these attained competencies the participant will develop and complete an evaluation design to be applied to a professional setting.

**EDD 761 – Assessment in Professional Organizations– 3 credit hours**

This course will discuss contemporary individual and group approaches to the assessment of learners. Traditional assessment models will be examined and critiqued and more novel approaches will be discussed. Strengths of each approach will be described and the utility of each will be examined in reference to the desired outcome of the planned measurement.

**EDD 762 – Program Evaluation II – 3 credit hours \*ELECTIVE COURSE\***

This course will provide an opportunity for the student to evaluate professional settings from the multiple vantage points of learning theory. Students will be expected to apply concepts acquired in EDD 760 to the requirements of the course.

**EDD 770 –Learning and Leadership Seminar – 3 credit hours**

This is an on-going learning experience consisting of seminars, small-group learning, and independent investigation leading to the successful completion of the program. The purpose is to develop the student's knowledge base and competence in the pursuit of a scholarly agenda related to learning and leadership. Through individual assessment, small-group learning, seminars as needed, and the individual pursuit for excellence in scholarship, each learner will establish an intellectually rigorous research agenda that leads ultimately to the successful completion of a dissertation proposal.

**EDD 780R – Dissertation – 3-12 credit hours**

Each doctoral participant must complete a dissertation as a major requirement for the Ed.D. degree. The dissertation topic will be selected by the candidate with the advice and approval of the participant's dissertation committee. The participant must present a dissertation proposal describing the research project for review and approval by the committee prior to beginning work on the dissertation. The candidate will confer frequently with the dissertation committee for mentoring and advice throughout the process. The dissertation is the primary means by which the candidate demonstrates proficiency as an independent scholar.

*Note:*

**EdD core courses are offered in 6 hour course “blocks” each semester for seven consecutive semesters (summer/fall/spring)**