



DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES



COURSE DESCRIPTIONS

EDD 605 COMMUNICATION IN PROFESSIONAL SETTINGS

This course will help students to better communicate orally as individuals and in group presentations by studying and practicing strategies and methods for exceptional presentations to a variety of audiences and readers in an educational setting. (3 credit hours)

EDD 612 ADVANCED WRITING FOR EDUCATORS

This workshop will give doctoral candidates a fundamental review of both grammatical concepts and the tenets of strong writing. Candidates will write for a variety of purposes and in a variety of modes throughout this workshop using APA for formatting and documentation. Key attention will be given to the strategic use of phrases and clauses to enhance written work. Usage applications for concepts such as passive and active voice, verb tense, pronoun reference, and sentence structure will be studied. (3 credit hours)

EDD 680 SOCIAL EQUITY AND IDENTITY

With the ever-changing demographic make-up of America's school system, literacy leaders are faced with the challenge of designing curricular programs that reflect both an understanding of and respect for student identity. By looking at a variety of literary and academic publications, this course will examine ways to inform public discourse regarding social equity and determine ways to best portray a powerful voice in improving the materials and intellectual conditions of students of all ages. (3 credit hours)

EDD 701 METHODS OF EDUCATIONAL RESEARCH

This course will introduce doctoral candidates to foundational and current research methodologies such as quantitative, qualitative, mixed methodology, action research, literature review, case study, etc.

Candidates will begin to identify and develop individual research interests which will ultimately lead to their dissertation topics. Candidates will generate their dissertation research question(s) and determine the appropriate research approach(es) to utilize in order to practically answer the research question(s) posed. (5 credit hours)

EDD 705 SURVEY OF HISTORY AND SEMINAL STUDIES

Candidates will explore significant historical developments and seminal studies in educational systems in America providing important perspectives and implications for instruction, curriculum, and assessment in schools today. In this course, candidates will gain insight on the impact of theories and research; early methods; leaders in the field of education; fads and trends; technology; and cultural, social, and economic issues. Major issues in the development of instruction over time will be examined which include social purpose, systems of power, and education as a force for democratization. Engaging discussion will focus on a variety of perspectives and personal insights. (4 credit hours)

EDD 710 INITIATING RESEARCH

This course will introduce candidates to foundational and current research in education and will focus on the development of the first three chapters of the dissertation: advancing the foundational framework, ensuring the need for and significance of the candidate's study, refining research questions, structuring the methodology of the study, selecting appropriate research participants, and preparing for the dissertation proposal defense. Major quantitative and qualitative methods, mixed methods, and action research processes will be considered as candidates develop instruments for collecting data and conduct pilot studies (if need be). Once the dissertation proposal has been accepted, candidates will seek approval from the Institutional Review Board as well as appropriate stakeholders in their school communities. (3 credit hours)

COURSE DESCRIPTIONS

EDD 720 CONDUCTING RESEARCH

Once the dissertation proposal and IRB application have been approved, candidates will begin their dissertation studies. In EDD 720, candidates will learn how to manage and organize the collection of data. They will also learn how to begin preliminary data analysis. As a precursor to EDD 770 and EDD 775, candidates will reflect on their data and will begin to refine analytic methods. Candidates will also conduct ongoing reflection regarding the data collection and analysis phases of their research. Additionally, in this course, candidates will learn how to form their research into a proposal for a scholarly conference. (2 credit hours)

EDD 730 EVALUATING DATA

With data collection completed, candidates will process what their data mean in the educational arena. This course will not only emphasize the analysis of the study's results but what the findings mean. Candidates will learn to construct the following sections for the final chapters of the dissertation: results expressed and discussed, conclusions drawn, limitations described, implications stated, and recommendations for further research delineated. At the completion of this course, the candidate will be prepared for his/her dissertation defense. (2 credit hours)

EDD 740 LEADERSHIP IN THE EDUCATIONAL SETTING

This course explores the principles of effective leadership in general and specifically in the field of literacy. The strong leader's ability to function as both inspired visionary and skilled manager will be discussed. Doctoral candidates will develop process skills to build consensus, communicate effectively, and resolve conflict in order to align resources with a shared vision. Opportunity to dialogue with significant literacy leaders past and present and to explore leadership opportunities will be made available. The research, writing, and submission of grants will be a key facet of this course. (3 credit hours)

EDD 750 DESIGNING AND DELIVERING PROFESSIONAL PRESENTATIONS

The delivery of presentations in a wide range of venues is an important facet of contributing to the profession and serves as a benchmark of doctoral study. This course will focus on the components of preparing a professional presentation from the inception of an idea through its execution before an audience. Various methods of

delivery will be explored, and doctoral candidates will be immersed in an ongoing critique process as they work to strengthen specific presentations designed for a variety of audiences. (5 credit hours)

EDD 770 EDUCATIONAL STATISTICS

This course provides an introduction to statistical methods and their implications for educators and educational researchers. The logic underlying research investigation, methodology, analysis, and interpretation of data will be emphasized. Candidates will utilize readings, discussions, and appropriate computer applications to investigate populations and samples; organize, display, and summarize data; and determine probability, normal distribution, tests of significance, and correlation/simple regression. Candidates will develop competence in reading and understanding statistics provided in various sources such as dissertations, journals, and/or technical reports related specifically to the field of education. (2 credit hours)

EDD 775 QUALITATIVE DATA ANALYSIS

This workshop-style course will provide the candidates with the opportunity to pragmatically apply qualitative analysis techniques to their own and their peers' research findings. Paired with EDD 730, which runs concurrently, candidates will employ coding and dissemination strategies as they determine and explain what their raw data mean. In addition, the assigned journal articles and texts will include scholarship on the practice and philosophical underpinnings of qualitative research. Class sessions will follow a workshop format with discussions and activities related to weekly readings that explore the current terrain of qualitative research in the educational field. (2 credit hours)

EDD 785 DISSERTATION WRITING WORKSHOP

This workshop will concentrate on the revising and editing of all chapters of the dissertation. Sophisticated writing and grammatical concepts appropriate for the seasoned writer will be explored. Methods for successfully using the peer review and editing processes will be incorporated into the course. Candidates will receive significant feedback from the instructors on the final chapters and will have considerable opportunity for revision throughout the workshop. Completion of the entire dissertation will be an objective of this course. (4 credit hours)

COURSE DESCRIPTIONS

EDD 795 WRITING FOR SCHOLARLY PUBLICATION

This course will provide candidates with experience in the scholarly publishing process. In addition to studying the professional writing process and reviewing manuscript guidelines from key scholarly journals, doctoral candidates will synthesize their dissertation research into an article suitable for submission to a research journal. The receipt and delivery of criticism as part of the professional writing community will be a key component throughout the course. Manuscripts will be finalized and submitted for consideration by the end of this course as one of the doctoral benchmarks. (3 credit hours)

EDD 799 DOCTORAL DISSERTATION (2 credit hours)

EDL 610 INSTRUCTIONAL LEADERSHIP

The study of instructional leadership emphasizes the appropriate use of instructional practices within the framework of theory and research to enhance organizational effectiveness and improve school culture. The course will require students to develop a general knowledge and understanding of the use of student performance outcomes and data-driven decision making in the areas of curriculum, instruction, data gathering and analysis, goal setting, conferencing, team building, and teacher coaching and mentoring. (3 credit hours)

EDL 615 HISTORY AND PHILOSOPHY OF EDUCATIONAL LEADERSHIP

This course provides an overview of the history of educational leadership in American K-16 education from the American Revolution to the present and the major philosophies of educational leadership that have guided that history. While, at times, we will talk about educational leadership broadly, candidates can focus their learning toward K-12 or higher education contexts. In addition, this course considers the implications of educational leadership theory and practice for current contexts and will challenge candidates to examine and articulate their own philosophy of educational leadership. (3 credit hours)

EDL 630 PLANNING AND EVALUATING CURRICULUM

This course includes the historical, sociological, philosophical, and psychological examination of school

curriculum, theories, trends and curriculum structure. The course also prepares the candidates to make decisions about best practices that should be implemented in the classroom, a part of the teaching and learning process. The course emphasizes the conceptual framework and skills, as well as the values and beliefs, which inform effective school and organizational leadership. This course also explores researched based methods for implementing instruction based upon the work of theorists that have presented pedagogy. (3 credit hours)

EDL 640 SCHOOL FINANCE AND HUMAN RESOURCES

This course will focus on the skills necessary for principals to effectively work with faculty and staff. Concepts and approaches for planning and implementing activities for effective human resource management will be explored. Current theories and practices relating to recruitment, development, and appraisal of personnel will be covered. The course will examine specific personnel functions such as recruitment, selection, retention, and evaluation. Additional topics include conflict resolution, effective communication skills, managing the change process, and creating and maintaining a positive school environment. Special attention will be given to evaluation strategies, measuring results, and designing training and developing programs for faculty and staff. Evaluation of personnel for the purpose of meeting school objectives and for professional development will receive emphasis. (3 credit hours)

EDL 710 INQUIRY IN LEADERSHIP: CRITICAL AND CREATIVE THINKING

In this course, candidates learn about and embody the critical and creative thinking skills necessary to be effective educational leaders of K-16 organizations. The first part of the course will examine, broadly, the cognitive neuroscience of how our brains work and the psychology of decision-making to help us understand why we make the decisions and believe the things we do. Then, using a critical inquiry approach, candidates will discover critical and creative thinking frameworks to examine personal leadership assumptions, biases, and experiences to establish a foundation on which to expand knowledge, self-assessment, and self-realization. After introspective inquiry, candidates will look outward at the structure, organization, governance, and actors within their educational organization and imagine possibilities for creatively and critically inquiring around problems of practice. (3 credit hours)

COURSE DESCRIPTIONS

EDL 720 LAW AND ETHICS IN EDUCATIONAL LEADERSHIP

This course explores legal, ethical and political issues governing K-16 education in America and the legal responsibilities and powers of state and local governing bodies and individuals that arise in educational organizations. Emphasis is given to federal and state statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students in order to better understand the risks in education management and possible strategies to address these legal and ethical issues. (3 credit hours)

ORL 501 LEADERSHIP THEORIES AND PRACTICE

Analyzes various leadership theories. Explores strategies for personal, team, and organizational leadership. Examines issues of personal development, teamwork, motivation, influence, power, and change. Students will develop a framework for understanding and practicing leadership. Core questions related to leadership will be considered: What is leadership? Who can lead? What are the characteristics of effective leaders? Who do effective leaders do? How is leadership developed? (3 credit hours)

ORL 520 ORGANIZATIONAL CULTURE AND POLITICS

Examines behavioral science theory as well as various factors that influence the culture and politics of an organization. Students will learn how to analyze the culture of an organization, determine appropriate communication techniques, and apply them effectively. Understanding the culture and politics within an organization is a critical skill for leaders in today's society. By combining organizational theory with real life organizational examples, learners will be able to analyze culture and politics and develop communication strategies that will assist in improving overall performance. Students will have the opportunity to analyze their own organization and learn practical approaches for improvement. (3 credit hours)

ORL 525 GLOBAL LEADERSHIP: LEADING ACROSS CULTURES AND DISTANCE

This course explores cultural differences and variables, and focuses on developing necessary strategies to become an effective global leader. To this end, multicultural awareness and sensitivity coupled with interpersonal tools and skills across distances and cultures are essential. A blend of theory and practice provides insight into the many facets of working with individuals and organizations in various cultural frameworks. Students will be enabled to understand the impact of culture and diversity as well as expand their cross-cultural capabilities, which include creating mutually beneficial partnerships around the world. (3 credit hours)

ORL 610 LEADERSHIP, CHANGE AND INNOVATION

Focuses on the development of a creative and innovative mind that balances the need of the organization with the need of people within the organization for stability. Students will learn how to develop a creative mind, how to implement innovations, and how to help an organization and its people through the process of change so that innovations can be implemented smoothly and with minimal disruption to the organization. (3 credit hours)