

Ed.D. in Leadership in Teaching and Learning Course Descriptions

Prerequisite Course:

GREED 703 STATISTICS AND METHODS I (Three Hours)

This course will consist of a survey of research methods; Qualitative, Quantitative, Mixed Methods and pre-dissertation prospectus. A variety of research designs will be explored for each method and noted above. Students will receive an overview of different methods including descriptive statistics, z- and t-tests of means, and correlations will be included. General research terms and processes will be discussed and reviewed during the class including tools to collect data, code data, and present the data. Excel will be used for this course when performing the statistical analysis of data. As part of the course requirements, students are required to complete a pre-dissertation prospectus using one of the following methods, Qualitative, Quantitative, Mixed method. You will also be expected to use a web-based presentation system to present your proposal presentation. **This course cannot be taken as a directed study.**

Required Core

EDAD 743 INTRODUCTION TO THE DISSERTATION (Three Hours)

This course focuses on the application of theory and organizational analysis to the strategic planning process of completing the doctoral program and for writing the dissertation. A variety of planning models and processes used by students who have successfully completed the dissertation journey will be introduced. One focus of this course will be to analyze situations using a variety of theories that focus on self-motivation and self-determination. Students will look at their abilities, choices, attitudes, character, and intentionality from Maxwell's faith-based perspective. Through the use of technological applications, applied research, and case studies, students will learn how to narrow the focus of their study, plan strategically, including time management, make ethical and moral decisions, build a collaborative culture with their colleagues and their dissertation committee, and manage the dissertation process in their professional and personal lives. Students will write an outline of chapters one and two; understand and apply APA, review the essentials of grammar and composition, and review literature related to their study. Case study analysis and field research will serve as essential components in this course. **This course cannot be taken as a directed study.**

EDUC 723 TRANSFORMATIONAL THEORIES AND APPLICATIONS (Three Hours)

This course explores different strategies for bringing about change leading to institutional improvement and reform in teaching and learning. Curriculum and best instructional practices are examined with a focus on research-based teaching and learning programs and systems that are proven to be effective and sustainable which address the needs of diverse learners. Candidates will consider the many critical factors that shape and influence efforts to bring about reform in educational institutions, including: vision, culture, climate, group dynamics, decision-making and communication processes, change theory, and influences of internal and external social systems. Special attention is given to the leader's role in creating a climate and building an

organizational capacity to change. Case study analysis and field research will serve as essential components in this course. **This course is offered only online and cannot be taken as a directed study**

EDUC 733 LEADING TEACHING AND LEARNING IN DIVERSE AND EMERGING EDUCATIONAL SETTINGS (Three Hours)

This course examines the impact of diversity, culture, ethnic origin, and societal change on teaching and learning in the educational institution. The course is designed to better prepare leaders to meet the challenges of cultural diversity and rapid societal change in organizations to close the achievement gap between groups of students. Attention is given to how language, gender, race, tradition, education, economic structure, societal transitions, and global events interact with organizational philosophy to create behavioral norms at all levels. The influence of these factors on leaders' behaviors, as well as their interactions with diverse groups both inside and outside the organization, will be studied. **This course is offered only on the Main campus during the Summer Quarter and cannot be taken as a directed study.**

GREED 753 METHODS OF INQUIRY II: QUANTITATIVE ANALYSIS (Three Hours)

The course is an in-depth study of quantitative statistical techniques and research models that can be used in the conduct of the doctoral dissertation (and are not meant to be the only body of quantitative techniques students may use). The general areas of measuring of variables, descriptive, correlational, inferential statistics and experimental design will be examined from the perspective of a change agent for the teaching/learning process functioning in the role of an organizational leader. The student is expected to learn how to analyze quantitative data using computer based package(s) that simplify arithmetic and algebraic procedures, allowing for concentration on the results and what they mean. A quantitative research proposal will be required, including a pilot data collection, which may be the precursor to the doctoral dissertation. **This course cannot be taken as a directed study.**

GREED 763 METHODS OF INQUIRY III: QUALITATIVE ANALYSIS (Three Hours)

The course is an in-depth study of qualitative techniques and research models used in the conduct of the doctoral dissertation. The narrative, phenomenological, grounded theory, ethnographic, and case study approaches will be examined from the perspective of an organizational leader analyzing aspects of the teaching and learning process. In addition, students will examine quantitative data within the context of qualitative analysis. A qualitative research analysis project will serve as the course's culminating assessment. Students will conduct studies in real-world education settings to effect positive change. Data collection, interpretation, and presentation of findings will be required. The course provides students with feedback and strategies for dissertation completion, as well. Progress on the doctoral dissertation proposal chapters must be documented through a series of revisions. **This course cannot be taken as a directed study.**

GRE 786 DOCTORAL DISSERTATION (Six Hours)

This course is the capstone to doctoral studies and is targeted at promoting change and improvement in the teaching/learning process. Normally, the student will engage in a culminating original piece of research-based school improvement activity located in a field setting at the P-12 or community college level. The student must present his/her proposal to the doctoral committee, program director, and institutional review board for approval prior to conducting the research. The dissertation will be defended at a public presentation scheduled by the University. **This course cannot be taken as a directed study.**