The mission of the Doctor of Education in Educational Leadership degree program is to prepare students and professionals to become effective leaders who value diversity and academic integrity and have the competencies essential for shaping the future within complex educational environments. The program promotes a commitment to fostering innovation, collaboration, scholarship, and service. Throughout the program students will be educated in the concepts, knowledge and skills necessary to make valuable contributions to the field of education and society.

**EDD/CI 003 Requirements**

The Doctor Of Education In Educational Leadership With A Specialization In Curriculum And Instruction requires a minimum of 62 credits, which may come from a combination of required and elective courses.

**DOC700 Developing The Doctoral Identity**

This foundational course is designed to promote active doctoral-level inquiry and establish the School of Advanced Studies' integrated scholarship, practice, and leadership approach. Students participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, informed voice, and community building. Students will demonstrate the initiative needed to take next steps in their intellectual/doctoral journey through iterative improvements to critical thinking, reading and writing skills by applying faculty feedback, writing resources, and personal insights to a doctoral-level writing assignment. Competencies: Explain how the scholarship-practice-leadership program mission, structure, and resources align with personal context and goals. Self-assess doctoral program readiness, including detailed strategies to successfully engage at the doctoral level. Apply critical inquiry to thinking, reading, and writing skills across multiple contexts and boundaries to create original, substantive analysis and synthesis. Interpret and create an effective response to faculty feedback that promotes continuous improvement. Explore research interests to properly align with the chosen program domain of study. Engage in community building practices relevant to doctoral level education. (1 credits)

**LDR711A Leadership Theory And Practice**

This course provides an opportunity for students to examine leadership from various theoretical and practical perspectives in historical and contemporary contexts. Students will identify and develop leadership skills to enhance their role as a scholar, practitioner, and leader within their organizations. Competency A: Analyze historical, theoretical, and practical leadership concepts and concerns through doctoral-level research. Competency B: Synthesize, contextualize, and evaluate leadership models and theories. Competency C: Articulate the relationship between the theory and practice of leadership. Competency D: Analyze the role of leadership in fostering organizational development and innovation. Competency E: Integrate personal experience, scholarly inquiry, and reflexive approaches to learning and development. (3 credits)

**DOC705R Creative And Critical Thinking**

This course challenges the student to become a creative leader or problem-solver and to begin the process of personal transformation by questioning assumptions and conventional patterns of thinking. Throughout the course, students demonstrate characteristics of creative and critical thinking in individual and collaborative situations. Competencies: Actualize theory and practice to cultivate personal and group learning. Integrate critical and creative processes to initiate lifelong leadership development. Develop a scholar-practitioner-leader voice to communicate across boundaries. Review and apply models of ethical, inclusive, and compassionate behavior within the doctoral learning community. Apply research-based reflective processes to understand individual and shared epistemological and ontological positions. (3 credits)

For more information about this program, including important consumer disclosures, please visit [http://www.phoenix.edu/content/altcloud/en/programs/ge/default/edd-ci.html](http://www.phoenix.edu/content/altcloud/en/programs/ge/default/edd-ci.html).
RES709 Research Conceptualization And Design
This course provides an overview of social science research methodologies and their application in context to the student's degree program. Foundational concepts include the examination and application of theoretical frameworks, critical analysis of scholarly literature and interpretation of data through a theoretical lens. Students also explore quantitative, qualitative and mixed research methods and the core elements of an effective research plan. Competencies: Describe how conceptual and theoretical frameworks provide the foundational elements of social science research and inform the interpretation of data and other research findings. Identify the significance of scholarly literature and how gaps in extant literature provide a direction for new research. Summarize the ethical issues of research involving human subjects. Identify and explain quantitative and qualitative research methods and assess their appropriateness for different research problems. Assess quantitative and qualitative research studies and discuss the concepts of methodological rigor, credibility, validity and reliability. Evaluate the research topic, research question, and purpose and problem statements for methodological and theoretical alignment. Establish strategies for formulating clear, concise research questions that are methodologically sound, theoretically grounded and researchable. (3 credits)

EDD711 Social Contexts And Contemporary Issues
This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus. Competency A: Synthesize the influences of historical developments and trends on current educational practices and policies. Competency B: Correlate the relationships between different educational philosophies and educational practices. Competency C: Analyze social theories relevant to education. Competency D: Analyze contemporary issues in the educational environment. Competency E: Evaluate implications of contemporary issues affecting educators and educational institutions. (3 credits)

CUR713 Curriculum, Developmental, And Learning Theories
(3 credits)

RES710 Statistical Research Methods And Design I
This course introduces students to an array of quantitative research methods and their appropriate application in empirical research. Students will be introduced to basic statistical concepts, theory and the assumptions that govern the methodology. An overview of descriptive and inferential statistics, including nonparametric statistics will be provided. The analysis of data, data visualization and the language used for the presentation of data in the social sciences will be emphasized. Competency A: Analyze peer reviewed quantitative research and explain how the results of quantitative analysis can inform data driven decision making. Competency B: Explain the fundamentals of quantitative data analysis procedures, assumptions, and their appropriateness to different types of research design. Competency C: Discuss philosophical theories and fundamentals of quantitative methods and their applications to different types of research problems. Competency D: Determine appropriate data analysis procedures for a quantitative research design and demonstrate how to use various quantitative data analysis procedures. Competency E: Explain parametric and nonparametric statistical procedures and their appropriate use. Competency F: Conduct quantitative data analysis using statistical analysis software (IBM/SPSS) and interpret results. Competency G: Evaluate the reliability and validity of quantitative data analysis techniques. Competency H: Compose brief reports to present results of statistical data analysis. (3 credits)

DOC720R Doctoral Seminar I
DOC/720R is the first step in the formal development of the doctoral dissertation. You will review and clarify problem and purpose statements, create and refine research questions and hypotheses, identify sample populations, research methodologies and data gathering procedures and complete a précis that serves as a framework for the dissertation. The intended impact of the student's dissertation on society, the discipline, and practitioners will be discussed. (2 credits)

EDD724 Instructional Leadership
This course analyzes the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating staff and students, and creating dynamic learning environments. The importance of faculty development and their involvement in research and public service are of special focus. Competency A: Analyze curriculum structure, articulation, and alignment critically throughout the educational continuum. Competency B: Formulate solutions to improve identified issues within curriculum. Competency C: Evaluate the effectiveness of instructional programs. Competency D: Develop strategies to facilitate faculty professional development and build a professional learning community. Competency E: Examine the relationships and alignment among curriculum, instruction, and assessment. Competency F: Apply educational data to decision making within academic settings. (3 credits)
RES720 Statistical Research Methods And Design II
(3 credits)

CUR721 Curriculum Design
In this course, learners focus on the creation of systemic models of curriculum development, including consideration of schedule, structure, stakeholder involvement, and end products. Learners will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach. Competency A: Apply curriculum theory to leadership in curriculum development. Competency B: Craft a systematic cycle for development and review of curriculum including specification of cycle phases. Competency C: Analyze participation, authority, responsibility, and interrelationships of stakeholders in curriculum development. Competency D: Develop plans for scheduling curriculum development over time with consideration of resource implications. Competency E: Formulate strategies for effective communication and conflict resolution related to curriculum. Competency F: Design a comprehensive curriculum development system. (3 credits)

RES724 Qualitative Methods And Design
This course presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this preexisting foundational understanding, the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies. Competency A: Differentiate between the various qualitative designs i.e. phenomenological, case study, ethnographic, grounded theory, and content analysis. Competency B: Evaluate the alignment of the qualitative designs to identified problems. Competency C: Evaluate the components of qualitative data collection and the appropriateness of each approach to an expressed conceptual framework. Competency D: Analyze the limitations of qualitative research and approaches for overcoming research challenges. Competency E: Analyze issues and concerns regarding the concepts of reliability and validity as they relate to qualitative research. Competency F: Address ethical issues that are inherent in qualitative research. Competency G: Develop a research methodology for a study incorporating best practices of the qualitative design chosen. (3 credits)

CUR722 Instructional Models
This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs and staff development are of special focus. (3 credits)

DOC723 Doctoral Seminar II
In this course students refine the requisite skills necessary to further their dissertation concept for review and approval. Students expand their work from Second-Year Residency by applying critical analysis to refine the research method, inform the selection of a research design, and to develop a focused literature review. Competencies: Articulate knowledge gaps in a selected field by synthesizing relevant literature in content, theoretical/conceptual framework, and research methodology and design. Define appropriate research methodology and design for a research study. Describe the scope, limitations and delimitations, population, sample, and possible instrument(s) used in a research study. Evaluate the relevance of research studies related to the selected research topic. Synthesize historical and current sources of literature plus theoretical/conceptual and methodological/design literature relevant to the selected research topic. (3 credits)

CUR723 Assessment Of Student Learning
This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics is outcomes-based assessment à such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes. Competency A: Explain the fundamental concepts and terminology associated with assessment and measurement. Competency B: Analyze the purpose and appropriateness of assessment measures to learning outcomes. Competency C: Create research-driven assessment measures to assess learning outcomes. Competency D: Evaluate the reliability and validity of various assessments. Competency E: Analyze assessment results to make decisions for improving learner performance. Competency F: Examine issues in assessment and accountability for learning organizations. (3 credits)

DOC733R Doctoral Seminar III
(3 credits)

DOC734R Doctoral Seminar IV
(2 credits)

CUR731 Supervision Of Curriculum And Instruction
This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed. Competency A: Evaluate the process for supervising and evaluating curriculum and instruction. Competency B: Analyze the effectiveness of various supervision and evaluation methods. Competency C: Create a new model for the supervision and evaluation of instruction based on research. Competency D: Apply leadership skills to lead oneself, individuals, groups, and organizations to instructional improvement through organizational change. (3 credits)
**RES725 Descriptive And Comparative Data Analysis**

Course Description
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T², MANOVA, and related techniques. Depending on the learners’ needs, other approaches may be covered.

Course Competencies
- Demonstrate understanding of how and when to use various quantitative data analysis procedures.
- Demonstrate understanding of nonparametric testing procedures and parallel parametric procedures and when to use them.
- Select appropriate data analysis procedures for a quantitative research design.
- Perform statistical analysis using the appropriate software.
- Interpret results of quantitative data analysis procedures.
- Evaluate the reliability and validity of quantitative data analysis procedures and result reporting.

(3 credits)

**RES726 Correlational Methods Of Analysis**

This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Students will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the students’ needs, other approaches may be covered. Competency A: Examine different models of multiple regression and how those models address different research questions. Competency B: Apply the fundamental statistical concepts in multiple regression analyses. Competency C: Analyze the relationship among ANOVA, regression, and correlation. Competency D: Evaluate common data visualization strategies used in correlation and regression analysis. Competency E: Conduct data analysis for regression and correlation research. Competency F: Present results of correlation and regression analysis and interpretation. (3 credits)

**RES727 Approaches To Phenomenological Inquiry And Data Analysis**

This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research with the primary focus on data collection, analysis, interpretation, and presentation. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research. Competency A: Differentiate between transcendental and hermeneutic phenomenology. Competency B: Develop a phenomenologic attitude toward researching a phenomenon. Competency C: Develop and refine research questions to align with phenomenological research design. Competency D: Apply phenomenologic concepts, tools, and techniques to data analysis of a phenomenon. Competency E: Develop and refine a research tool and interviewing techniques to elicit desired data. Competency F: Analyze techniques for presenting research findings based on phenomenologic orientation. Competency G: Evaluate reliability, internal and external validity, and transferability in phenomenological inquiry. (3 credits)

**RES728 Qualitative Case Study**

This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research. Competency A: Explain the epistemological stance, uses, and approaches of case study research. Competency B: Determine how to define the boundaries of a case to address research issues. Competency C: Articulate the influence of the researcher on the process and outcomes of a research study. Competency D: Determine the types of data that can be collected from a defined case. Competency E: Determine appropriate methods for sample selection and data collection for a defined case. Competency F: Apply appropriate data analysis or interpretation techniques to a set of case study data. Competency G: Evaluate reliability and validity in case study inquiry. Competency H: Evaluate the ethical issues involved in choosing a sample, gathering data, and reporting the results of case study research. (3 credits)
RES729 Ethnomethodology And The Study Of Culture
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.
Competency A: Explore the theoretical evolution of ethnography through cultural and social anthropology. Competency B: Examine philosophies and methodologies underpinning ethnographic research. Competency C: Determine appropriate ethnographic design, data collection methods, and analysis techniques for various applications. Competency D: Apply ethnographic design to an identified researchable issue. Competency E: Analyze ethnographic results to present findings appropriately to stakeholders. (3 credits)

RES745 Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in higher level qualitative approaches that was originally applied to social science research; but can now be found in the fields of business, education, and health care, where the research objective is the development of theory through data saturation. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method and situational analysis. Focus is placed on the steps and procedures for analyzing data primarily through interviews and focus groups within the grounded theory context.
Competency A: Demonstrate understanding of the philosophical and historical background, concepts, and multiple theories pertaining to grounded theory. Competency B: Distinguish between the current theories and the application of grounded theory. Competency C: Recognize the importance of data collection, preparation, and analysis to identify different techniques pertaining to various grounded theory methods. Competency D: Explain the process of developing a grounded theory design using one of the theoretical models. Competency E: Apply the principles of grounded theory to data collection, preparation and analysis processes. Competency F: Produce an original grounded theory research study framework. (3 credits)

CUR732 Program Evaluation
This course explores program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined. Competency A: Apply evaluation theories to support decision making in program evaluation. Competency B: Select appropriate research design and data collection methods for program evaluation and improvement. Competency C: Formulate effective evaluation plans based on the context of the program. Competency D: Determine leadership roles and responsibilities in designing, implementing, and reporting program evaluation. Competency E: Analyze data in the framework of programmatic evaluation. Competency F: Examine the relationship between programmatic evaluation and accreditation. (3 credits)

DOC742 Doctoral Project IV
(3 credits)

DOC741R Annual Renewal Residency
(2 credits)