



## **Learning, Design and Technology Doctoral Concentration**

### **Ed.D. in Educational Leadership (48 credit hours)**

**Delivery Method:** The Learning, Design and Technology concentration courses are offered in an online format, the rest of the courses are offered hybrid or face to face.

The Concentration in Learning, Design and Technology is designed for those interested in careers as senior-level leaders in Learning, Design and Technology positions in higher education, K-12, corporate, government or military settings. To ensure the effectiveness and competence of individuals in such positions, coursework within the program is comprised of foundational work in educational leadership, research, and learning, design and technology specialization courses. Prospective students should already have a Master's degree in an appropriate and related field. They are not required to hold North Carolina P-12 licensure and will not receive a license when they graduate with the Ed.D. Degree.

Learning Design and Technology doctoral concentration prepares educational leaders interested in advanced professional knowledge and scholarly inquiry in varied learning, design and technology settings.

### **Courses**

#### **Foundation Courses (9 credit hours)**

ADMN 8110	Organizational Theory and Behavior
ADMN 8181	Equity and Social Justice in Adult Education
ADMN 8610	Interdisciplinary Seminar

#### **Learning, Design and Technology Concentration (15 credit hours)**

##### *Required*

ADMN 8695	Doctoral Seminar in Teaching and Learning
EIST 8102	Research in Learning, Design and Technology

##### *Choose 3 courses from the following.*

EIST 8000	Topics in Learning, Design and Technology
EIST 8100	Foundations of Learning, Design and Technology
EIST 8110	Instructional Design
EIST 8120	Current Trends in Learning, Design and Technology
EIST 8121	Advanced Instructional Design
EIST 8130	Instructional Multimedia Development

- EIST 8135 Learning Media, Resources and Technology
- EIST 8150 Design, Development, and Evaluation of Online Learning Systems
- EIST 8160 Designing Learning Systems with Simulation and Game Technology
- EIST 8170 Human Performance Technology
- ADMN 8171 The American College Student
- ADMN 8125 Doctoral Seminar in Instruction
- ADMN 8660 Instructional Leadership Seminar

**Research and Evaluation Courses (15 credit hours)**

- RSCH 8210 Applied Educational Research
- RSCH 8110 Descriptive & Inferential Statistics **OR** RSCH 8111 Qualitative Research Methods
- RSCH 8120 Advanced Statistics **OR** RSCH 8121 Qualitative Data Collection and Analysis
- RSCH 8196 Program Evaluation Methods
- RSCH 8890 Special Topics – Applied Dissertation Proposal

**Dissertation Courses (9 credit hours)**

- ADMN 8699 Dissertation Proposal Seminar (3 credit hours)  
*(taken after successful submission of the portfolio and the presentation to the Portfolio Review Committee)*
- ADMN 8999 Dissertation Research (minimum 6 credit hours)

**Dissertation**

Students must take a minimum of six credit hours of ADMN 8999 only after all other coursework in the program is completed, beginning with the semester following ADMN 8699. Students must maintain continuous enrollment in ADMN 8999 until degree completion and must be enrolled during the semester in which they graduate. Failure to maintain continuous enrollment in ADMN 8999 will result in dismissal from the program.

Students must complete and defend an applied dissertation focused on a specific problem or question relevant to the Learning, Design and Technology Concentration. Defense of their dissertation is conducted in a final oral examination that is open to members of the University community.

**Advising**

Phase I - Doctoral students have the benefit of two phases of advising as they pursue their degree. The doctoral coordinator or an assigned faculty member serves as the advisor when students enter the program. During this phase, the advisor plans a course of study with students during the initial stages of the program. DegreeWorks is used to guide the advising process. A program planning sheet is used to document tentative plans for projected coursework. This advisor serves as a guide through the completion of the coursework. This person also serves as the coordinator of the process to complete the Portfolio Requirements. This advisor, in consultation of the student, has the responsibility for creating a “portfolio committee” that is made up of the faculty who prepares and evaluates the written and oral comprehensive portfolio requirements. (See Portfolio section.) This advisor also helps the

student identify faculty whose research interests and expertise are congruent with the student's probable area of inquiry for the dissertation.

Phase II - Upon successful completion of the portfolio requirements, they may then select a dissertation advisor and a dissertation committee and complete a "Change of Advisor Form," if needed. These committee members are appointed to serve on the committee with mutual consent between the student and each faculty member. The committee consists of four members of the Graduate Faculty: the Department of Educational Leadership Chairperson, two other members from the department, and one member appointed by the Graduate School from outside the Department of Educational Leadership.

The purpose of this process is to provide students with an opportunity to develop a direct working relationship with several faculty members. At the same time, it provides an individualized and personalized approach to the advising process. For example, some students may choose to keep the same faculty member to serve as both the program advisor and the dissertation advisor. Likewise, the doctoral committee and the dissertation committee could include some or all of the same faculty.

### **Portfolio Requirement (As Electronic Evidence)**

In addition to coursework and the dissertation, students must complete a portfolio of achievements related to the three focus areas of learning, design, and technology. This portfolio must receive satisfactory ratings from the Portfolio Review Committee and serves as the qualifying examination. Example products in this portfolio include: 1) an applied instructional design project, 2) research-based paper, and 3) a research project proposal. Students will present this portfolio in an oral presentation to the Portfolio Review Committee. Students have to successfully submit and present the portfolio before they can enroll in the dissertation proposal seminar course.

### **Application for Degree**

Students may submit an Application for Degree during the semester in which they successfully defend their dissertation proposal. Adherence to Graduate School deadlines is expected. Degree requirements are completed when a student successfully defends the dissertation and files the final copy of the dissertation in the Graduate School.

### **Admission Requirements**

Completed applications (including all transcripts, recommendations, and test scores) submitted by the priority deadline (March 1<sup>st</sup>) receive highest departmental consideration. It is recommended that all applicants complete the GRE or Miller Analogies Test at least one prior to the application deadline. Completed applications will be reviewed beyond these dates on a space available basis.

The online application is completed through the Graduate School at <https://mygradschool.uncc.edu/default.asp>

*The application for this program is not open yet but will open shortly.*

1. Applicants are required to have a minimum of a master's degree from an accredited college or university.
2. Transcripts for all post-secondary academic work attempted. Unofficial transcripts are accepted to process the application; however, if admitted the official transcript with degree conferral is required.
3. Official report of score on the GRE or MAT that is no more than 5 years old. Our school code is 5105. The Ed.D. in Educational Leadership does not waive the standardized test score requirement. See exceptions to testing on the Graduate School Admissions website.
4. Official TOEFL scores if the applicant's native language is not English.
5. Three references from individuals who know the applicant's current work and/or academic achievements in previous degree work. Graduate Admissions has a specific form in the application portal that must be completed.
6. Statement of Purpose essay describing prior educational and research experiences and objectives for pursuing doctoral studies.
7. A current resume or vita.
8. Interviews may be scheduled with select applicants.

### Contact Information

If you have any questions, contact the Learning, Design and Technology Doctoral Program Coordinator, Dr. Florence Martin or Ed.D. Doctoral Program Director, Dr. Cathy Howell at Department of Educational Leadership, Cato College of Education

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