



**Doctor of Education (EdD)**

**College of Education**

**Sport Education & Sport Administration**

Student:		Date:	
Address:		Student ID #:	
City	State:	Zip:	
Home:	Work:	Cell:	
Email(s):			

**CORE COURSE REQUIREMENTS**

<u>CORE COURSE REQUIREMENTS</u>	<u>CREDITS</u>	<u>TERM</u>	<u>GRADE</u>
EDD 8013 Foundations of Action Research in Education	3	_____	_____
EDD 8003 Leadership Theory and Strategic Operations for Ed. Admin.	3	_____	_____
EDD 8023 Evaluation and Assessment of Learning Programs	3	_____	_____
EDD 8813 Transformational Leadership and the Learning Organization	3	_____	_____
EDD 8113 Policy Analysis and Ethics in Education	3	_____	_____
EDD 8143 Leading Culturally Responsive Learning Communities	3	_____	_____
EDD 8513 Quantitative Research Methods for Practical Application	3	_____	_____
EDD 8523 Qualitative Methods for Applied Education Research	3	_____	_____

**RESEARCH PREPARATION REQUIREMENTS**

SEM 8703 Seminar I - Components of the Dissertation (online course)			
<b>OR</b>			
RES 8513 Residency I - Dissertation Topic and Proposal (live or virtual)	3	_____	_____
SEM 8713 Seminar II - The Literature Review (online course)			
<b>OR</b>			
RES 8523 Residency II - Dissertation Rsch Analysis (live or virtual)	3	_____	_____

**SPECIALIZATION COURSES –**

SPRT 8723 – Sport, Culture and Society	3	_____	_____
SPRT 8733 – Legality and Governance for Sport Leaders	3	_____	_____
SPRT 8743 – Development of Human Resource Management in Sport	3	_____	_____
SPRT 8753 – Event and Facility Management Training in Sport	3	_____	_____
SPRT 8763 – Organizational Behavior in Sport	3	_____	_____
SPRT 8773 – Strategic Planning in Sport Administration	3	_____	_____

**DISSERTATION COURSES**

EDD 9003 Doctoral Study Mentorship	3	_____	_____
EDD 9013 Doctoral Study Completion - I	3	_____	_____
EDD 9023 Doctoral Study Completion - II	3	_____	_____
EDD 9033 Doctoral Study Completion - III	3	_____	_____

**TOTAL: 60**

## **DOCTOR OF EDUCATION (EdD) – LIST W/ COURSE DESCRIPTIONS**

### **EDD 8003 Leadership Theory and Strategic Operations for Educational Administration**

This course emphasizes a modern review of leadership theory and its relationship to institutional effectiveness. As successful leaders seek to implement effective and responsive strategies that prepare the organization for long-term sustainability, they must do so within an ethical, strategic context. Students in the course will evaluate concepts like systems thinking, change implementation, resource management, group dynamics, social responsibility, and culturally-responsive leadership.

### **EDD 8013 Foundations of Action Research in Education**

The purpose of this course is to familiarize students with the goals/objectives of the EdD program at USW and provide the foundational knowledge of the research skills necessary to be successful in the program. Students will review the role of the EdD within an organizational setting, as well as the structural frameworks for conducting research intended to solve problems within that same context. The course content includes an intense focus upon professional research in practice by analyzing designs and methodologies used by the scholar-practitioner.

### **EDD 8023 Evaluation and Assessment of Learning Programs**

This course will emphasize the leadership skills and administrative knowledge required to evaluate the design and delivery of curricula within various educational programs. Students will address the modern theories and best practices when developing assessment metrics for examining, reviewing, and revising instructional programs that are equitable, ethical, collaborative, consistent, and effective.

### **EDD 8813 Transformational Leadership and the Learning Organization**

This course explores the integration of organizational learning and knowledge management by using transformational leadership as a theoretical/conceptual framework. Specifically, the course underscores the application of current research and analysis as tools for guiding and shaping organizational culture.

### **EDD 8833 Strategic Planning and Resource Allocation**

This course utilizes a holistic approach when assessing how resources are allocated within the context of an educational institution. Students will examine the modern theories of organizational development and strategies for quality educational development. Course topics will include ethical development of institutional identity, core competency development and expansion, strategic alliances/partnerships, and opportunities for innovation.

### **EDD 8113 Policy Analysis and Ethics in Education**

This course emphasizes the foundational processes and instruments for evaluating policy in educational institutions. Key concepts addressed in the course will include the dimensions of policy analysis, development of policy objectives, formative and summative policy assessment, and theoretical and empirical research methodologies for policy review. Policy assessment will include an exploration of assessment and ethical decision-making processes. A specific focus of the course will reflect the importance of understanding and balancing both individual and institutional values. Key course research and analysis topics include ethical decision-making, transparency, cultural responsiveness, innovation, and values-driven leadership.

### **EDD 8143 Leading Culturally Responsive Learning Communities**

Educational administrators must recognize and evaluate the appropriate methodologies to promote culturally-responsive programs and diverse learners. In this course, students will review the processes by which educational institutions can assess, plan, and subsequently tailor educational opportunities to create innovative, collaborative learning communities.

### **EDD 8133 Organizational Design and Management**

The purpose of this course is to assess the inter-departmental functions and collaborative opportunities educational institutions. As administrators seek to fulfill their institutional missions within the greater context of state and national influences, a firm understanding of organization design concepts is paramount to success. Students will review and evaluate modern theories of organizational design as well as theories related to effective collaboration and communication as they relate to transformational leadership in education.

### **EDD 8513 Quantitative Research Methods for Practical Application**

This course serves to provide students with the *quantitative* research skills necessary to complete the final doctoral study. As they seek out new areas for applied research in education, students will explore the use of fundamental *quantitative* techniques in their work. Course topics will include; descriptive and inferential statistics, hypothesis testing, analysis of variance, correlation, and regression. The course will also include the use of modern statistical software, as it is intended to help students choose the appropriate tools in their own doctoral research.

### **EDD 8523 – Qualitative Methods for Applied Business Research**

This course serves to provide students with the *qualitative* research skills necessary to complete the final doctoral study. As they seek out new areas for applied research in education, students will explore the use of fundamental *qualitative* techniques in their work. Course topics will include; research methodologies, case-study research, focus group studies, interview structure, and observation-based analysis.  
formal research process.

### **EDD 9003 – Dqevqt crlUwf { 'O gpvqt uj lr**

This is the first course in the dissertation phase of the program. Here, students will work directly with their committee chair to make steady progress toward completion of the doctoral study. In this course, students will; finalize the committee selection process, complete an initial draft of their research problem statement, and conduct a preliminary literature review.

### **EDD 9013 – Dqevqt crlUwf { 'Eqo r rgvkqp'/'K**

This is the second course in the dissertation phase of the program. Students must continue to work with their committee chair to make progress toward completion of the doctoral study. In this course, students will; finalize the research problem statement, complete a formal literature review, prepare an initial draft of the dissertation proposal.

### **EDD 9023 – Dqevqt crlUwf { 'Eqo r rgvkqp'/'KK**

This is the third course in the dissertation phase of the program. Students must continue to work with their committee chair to make progress toward completion of the doctoral study. In this course, students will; present and defend a formal draft of the dissertation proposal to their committee, and (upon committee approval) begin collecting data for analysis.

### **EDD 9033 – Dqevqt crlUwf { 'Eqo r rgvkqp'/'KKK**

This is the final course in the dissertation phase of the program. Students must continue

to work with their committee chair to make progress toward completion of the doctoral study. In this course, students will; analyze the data collected, draw conclusions, and present and defend a formal draft of their dissertation findings to their committee, and (upon committee approval) complete the EdD program.

### **Specialization Area: Sport Education & Administration**

#### **SPRT 8723 – Sport, Culture and Society**

This course analyzes sport from an educational, religious, economic, political and social perspectives. Students will examine of issues such as: sport and media, human rights, gender and race, gambling and sport, professionalism, corporate sponsorship and ownership. Students will be encouraged to incorporate and evaluate sociological theories and analyses of sport as it relates to contextual issues.

#### **SPRT 8733 – Legality and Governance for Sport Leaders**

Sport leaders must recognize and assess appropriate policies and procedural by-laws in an organizational or educational setting. In this course, students will be tasked with understanding legality of sport at an interscholastic, intercollegiate, and professional level. Students will have the opportunity to address issues associated with Title IX, amateurism, and national governing bodies.

#### **SPRT 8743 – Development of Human Resource Management in Sport**

The purpose of this course is to understand the necessity of human resources within a sport setting in dealing with athletes, coaches, parents, and community. Students will assess the interrelation between the organizational strategy of a sport association and human resource management strategies and policies in the sport organization.

#### **SPRT 8753 – Event and Facility Management Planning in Sport**

This course evaluates the principles, guidelines and recommendations for the management, planning, construction, and maintenance of sports facilities. Students will research and address factors in considering updating and constructing new venues and the economical impact it can have on a regional and local scale.

#### **SPRT 8763 – Organizational Behavior in Sport**

This course will address the gap in sport management literature by exploring integral organizational behavior topics such as ethics, values, leadership and diversity. Students will distinctively discuss a professional organization's ability to diversify its management team as well as discuss individual, interpersonal and processes that are fundamental to working within a sport organization.

#### **SPRT 8773 – Strategic Planning in Sport Administration**

This course is designed to assist students in conducting strategic planning, including the mission and vision statements as well as the use of benchmarking and action planning. Students will examine concepts of leadership as it directly relates to theories, principles, skills and traits that are necessary in a leadership position.