



College of Education

Self-Design

Student: _____ Date: _____

Address: _____ Student ID #: _____

City _____ State: _____ Zip: _____

Home: _____ Work: _____ Cell: _____

Email(s): _____

<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 8833 Strategic Planning and Resource Allocation	3	_____	_____
EDD 8113 Policy Analysis and Ethics in Education	3	_____	_____
EDD 8143 Leading Culturally Responsive Learning Communities	3	_____	_____
EDD 8133 Organizational Design and Management	3	_____	_____
EDD 8513 Quantitative Research Methods for Practical Application	3	_____	_____
EDD 8523 Qualitative Methods for Applied Education Research	3	_____	_____
 <u>RESEARCH PREPARATION REQUIREMENTS</u>			
SEM 8703 Seminar I - Components of the Dissertation (online course)			
OR			
RES 8513 Residency I - Dissertation Topic and Proposal (live or virtual)	3	_____	_____
 SEM 8713 Seminar II - The Literature Review (online course)			
OR			
RES 8523 Residency II - Dissertation Rsch Analysis (live or virtual)	3	_____	_____
 <u>SPECIALIZATION COURSES – Select 4 from complete course list</u>			
EDD 8XX3 (See Course List)	3	_____	_____
EDD 8XX3 (See Course List)	3	_____	_____
EDD 8XX3 (See Course List)	3	_____	_____
EDD 8XX3 (See Course List)	3	_____	_____
 <u>DISSERTATION COURSES</u>			
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.

RES 8513 Residency I – Dissertation Topic and Proposal

This is the first residency that students will complete during the EdD program. The residency will be structured as a multi-day intensive workshop/seminar. The purpose of the residency is to provide an overview of the dissertation process and offer guidance for students as they begin exploring a dissertation topic and research proposal. The residency will provide students the opportunity to meet their peers, faculty, and staff as they begin considering the focus of their research. Students are not expected to formalize their dissertation topic at this time. Rather, the residency will provide the necessary guidance for students as they begin the topic/committee selection process.

RES 8523 Residency II – Dissertation Research Analysis and Findings

This is the second residency that students will complete during the EdD program. The residency will be structured as a multi-day intensive workshop/seminar. The purpose of the residency is to provide student guidance specific to conducting the research and analysis required to complete the final doctoral study. This residency will offer sessions that guide students through key dissertation milestones including; identifying gaps in knowledge through a literature review, preparing a problem statement, gathering/collecting data, analyzing data, and drawing conclusions. The residency will provide students the opportunity to make formal requests of faculty for committee representation. Students are not expected to complete their dissertation at this time. Rather, the residency will provide the necessary guidance for students as they begin the

formal research process.

EDD 8043 Institutional Effectiveness in Education

This course combines leadership principles with the fundamentals of data analytics to prepare students for the challenges of decision-making as an educational administrator. While administrators use data to assess institutional effectiveness, they must be prepared to make recommendations for continuous improvement. With an emphasis on making strategically-sound, data-driven decisions, course content includes a mix of assessment best practices and applied statistical modeling.

(Recommended for Higher Education Administration Emphasis)

EDD 8453 Leading and Managing Change

In this course, students will evaluate and develop a plan for implementing a change initiative within the context of educational administration. New initiatives must launch effectively if they are to become a long-term element of the institution's identity.

(Recommended for PK-12 Emphasis)

EDD 8463 Educational Technology in Learning Organizations

The purpose of this course is to provide students with a professional assessment of the technology needs in the modern classroom. Rapid changes in the educational environment, combined with the proliferation of new technologies, have given rise to emergent, dynamic educational models. The modern educational administrator must be cognizant of such models and the technology expectations therein.

(Recommended for PK-12 Emphasis)

EDD 8413 Contemporary Trends in Education

This specialization course emphasizes the contemporary trends in education and examines foundational frameworks to propel administrative decision-making. Trends in education will be evaluated to support social change and generate a positive impact on student success.

(Recommended for PK-12 Emphasis)

(Recommended for Higher Education Administration Emphasis)

EDD 8423 Personnel Administration and Management

This specialization course examines the strategic function of personnel administration in PK-12 education. The course emphasizes the management of recruiting, hiring, evaluating, compensating and developing talented faculty and staff for the administrator.

(Recommended for PK-12 Emphasis)

EDD 8433 Curriculum & Instructional Leadership

This specialization course addresses best practices in education to identify and problem-solve barriers to student learning through active inquiry at the systems level. Candidates will gain expertise in the capacity to cultivate support systems, instructional coaching/mentorship models, and professional learning communities to promote equitable, accessible, and culturally responsive curricula.

(Recommended for PK-12 Emphasis)

EDD 8443 Collaborative Relations for Schools and Communities

This specialization course examines the theories and competencies required for administrators to foster sustainable partnerships within the school community. An emphasis is placed on the importance of collaborative relations that support students, families, and community stakeholders to enhance student success.

(Recommended for PK-12 Emphasis)

EDD 8723 The Administration of Higher Education

An exploration of educational administration and management at both the institutional level and the program level. Topics include the culture of the organization, transformational leadership within the administration, communication, and collaboration.

(Recommended for Higher Education Administration Emphasis)

EDD 8733 Funding in Higher Education

A study of financial institutional development, including operational budgeting, capital budgeting, policy issues, funding structures, and issues that influence the financing of higher education. Designed for non-financial managers.

(Recommended for Higher Education Administration Emphasis)

EDD 8743 Student Services in Higher Education

An examination of the theories in student services, the professional roles associated with the profession, and competencies and techniques used to assist students in the profession of higher education.

(Recommended for Higher Education Administration Emphasis)

EDD 8753 Adult Learning in Higher Education

The exploration of adult learning and development theories, including the role of culture within the learning process. The course will provide candidates an opportunity to apply these theories to their educational practices as scholar-practitioners.

(Recommended for Higher Education Administration Emphasis)

EPSY 8103 Psychology of Learning

Psychology of Learning will examine the inquiry of psychological, cognitive, and precursors to learning.

EPSY 8203 Advanced Study in Education Psych

This course covers the latest topics, lines of research, and disciplinary focus currently being addressed in the field of Educational Psychology in order to gain in-depth knowledge and understanding of the field.

EPSY 8303 Study of Motivation -Theory, Research, & Application

Study of Motivation will cover the relevant theories, issues, and practices of educational psychology and the research that backs them.

EPSY 8403 Advanced Study of Brain Research

This course will cover how we use our brain every day, and how neuroscience can explain the common problems afflicting people today.

SPED 8003 Expert Learning for Inclusive Schools

This specialization course addresses best practices in inclusive education to foster expert learning through Universal Design for Learning (UDL). Candidates will gain expertise in the capacity to implement the UDL framework district-wide and lead operational efforts to enact effective inclusive practices.

SPED 8013 Sustaining and Supporting Meaningful Change

This specialization course emphasizes effective inclusive practices for special education leaders and offers strategies for sustaining and supporting meaningful change efforts. Candidates will evaluate and develop a plan for implementing a change initiative for special education.

SPED 8023 Special Education Administrative and Leadership Opportunities

This specialization course examines the function of special education leadership and administrative roles. Candidates will gain expertise in the capacity to implement job-embedded professional development and instructional coaching. The course emphasizes leadership, administrative roles, and management responsibilities that include organizing, coordinating, directing, and evaluating special education programs and teachers.

STEM 8103 Equity, Policy, and Social Justice in STEM Education

The course covers the interactions of diversity, equity, policy, and social justice as related to science education. It also explores the diverse perspectives on purposes/scope of science education. It addresses the consequences for diversity, equity, access, social justice, empowerment, and educational policy.

STEM 8203 Learning Theory and Classical Research in STEM Education

The course includes the theories and classical research in educational fields of science, technology, engineering and mathematics.

STEM 8303 Nature of Inquiry in STEM Education

The course involves the topics on teaching/learning/teacher education through evaluation of national teaching standards, current research, and current cognitive theories of learning in educational fields of science, technology, engineering and mathematics.

STEM 8403 Current Issues and Trends in STEM Education

The course discusses the current issues and trends in STEM education to emphasize the importance of the findings and recommendations from past research reports and spark new thinking and action by researchers, policy leaders, community partners, and other stakeholders.

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.

EDD 9003 – Doctoral Study Mentorship

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 – Doctoral Study Completion - I

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 – Doctoral Study Completion - II

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 – Doctoral Study Completion - III

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.