

EDUCATION DOCTORATE PROGRAMS

Overview

Majors:

- **Higher Ed Leadership** (EDL.C.EDD)
- **K-12 Leadership** (EDD.C.EDD)
- **K-12 Leadership/Superintendency** (EDSU.C.EDD)
- **Teaching & Learning in Higher Ed** (EDH.C.EDD)
- **EDD for Education Specialist** (EDSD.C.EDD)

Doctor of Education Introduction

The Education Department has been recognized by the George Lucas Educational Foundation as one of 10 best US education programs; Dr. Arthur Levine recognized the Education Department as one of four exemplars in "Educating School Teachers" (2006). In 2019, the Learning Policy Institute, led by Linda Darling-Hammond, recognized Alverno's Education Department as a site of "deeper learning" in the preparation of educators. Internationally, the Catholic University of Argentina has adopted the framework of the Education Department in its innovative programs for preparing teachers, which have been recognized for their strength across South America. Until 2020, however, all of this had been directed at the preparation of undergraduate and graduate initially licensed teachers, graduate-level advanced licensure candidates for school leadership, and master's degrees. The Ed.D. programs in transformational educational leadership and higher education teaching extend this tradition of excellence into the doctoral level.

The EDD programs are open to students with a Masters degree. The program is offered entirely online and largely asynchronous. The program requires two residencies, one in the first semester of the program and one in the last semester of the program. Students enroll in nine credits in Fall, Spring and Summer for six semesters.

Structure and timing of coursework

Each course is offered in eight-week sessions during the Fall and Spring semesters. During the summer, two six-week courses offered in parallel over 12 weeks. Dissertation courses, offered only in fall and spring semesters, are highly personalized to each student's dissertation interests. Those courses meet biweekly over a 15-weeks. Each 15 week semester, students are enrolled in nine credits: two 3-credit content courses, one offered in the first eight week session and one offered in the second eight week session, and one 15-week dissertation seminar.

Admissions Requirements

Students applying to the EdD programs must have completed a Masters degree. People seeking Superintendency licensure must hold a principal's license in the state of Wisconsin and be eligible to pursue the Superintendent license under current state requirements.

Candidates seeking admission will be required to submit evidence of the following:

- An official transcript showing a master's degree in a field related to the student's preferred area of concentration from a regionally accredited institution with a cumulative GPA of 3.0 or above.

- All official graduate and undergraduate transcripts.
- A resume showing professional experience. A minimum of three years' relevant experience is recommended.
- Three letters of reference from persons in leadership roles in the applicant's chosen area of concentration attesting the applicant has the ability to engage in studies at the doctoral level and to conduct research.
- A in-person interview with a member of the graduate faculty representing the applicant's preferred area of concentration. For applicants where distance is a factor, an electronic medium may be utilized for the interview.
- A written statement of professional goals and topic of research interest.
- A 750-1500-word sample of the applicant's writing abilities.
- Evidence that non-U.S. applicants have received a minimum score of 550 (written), 213 (computer), or 79 (internet) on the TOEFL examination.

Residencies

Residencies are intended to provide students with experiences that online modalities do not: sense of community, physical proximity, connection to the campus, and extension to the larger Milwaukee community assets. One residency is held in the first semester of the doctoral program and is virtual; one is held at the end of the program in the student's last semester and is in-person, but may be attended virtually.

Dissertation Proposal Defense Template

The dissertation proposal presentation should include the following elements.

- Welcome and Introduction
- Acknowledgement of Committee
- Problem Statement
- Background of Problem
- Significance
- Research Question(s)
- (Optional) Key Terms
- Limitations of the Study
- Methodology
- Ethics and Participant Consent
- Closure
- Questions

A replicable presentation deck that may be used for students' dissertation defense presentations is available online (https://docs.google.com/presentation/d/1iq0bSBihOBXMMYGOB9qcDhs-Qi5zTWbh6l4WzP4_uow/edit/). (https://docs.google.com/presentation/d/1iq0bSBihOBXMMYGOB9qcDhs-Qi5zTWbh6l4WzP4_uow/edit/#slide=idp1)

Criteria for Effective Writing

Each level incorporates the previous one(s).

In a given piece of writing, the student shows the following abilities to the level indicated:

Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)

- L1 Gives audience some sense of focus and purpose (What I am telling whom and why?)
- L2 Maintains a sense of focus and purpose
- L3 Takes responsibility for own ideas and distinguishes them from those of others
- L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

As a professional, Shows explicit awareness of one's own ideas as claims rather than truths in the context of disciplinary/professional discourse / Where appropriate: Shows awareness of historical precedent

Connects with audience through VERBAL EXPRESSION (word choice/style/ tone) — reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

- L1 Uses language that shows some awareness of appropriate style/ tone and varied word choice
- L2 Uses language that shows general awareness of appropriate style/ tone and varied word choice — avoiding vague, empty, and condescending expression
- L3 Uses language that shows consistent awareness of appropriate style/ tone and varied word choice
- L4 Uses language that reflects a refined awareness of the audience

As a professional, Effectively incorporates word choice/style/ tone unique to a particular discipline or profession / Shows explicit awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences / Maintains the individuality of the writer / Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives.

Connects with audience through APPROPRIATE CONVENTIONS (usage, spelling, punctuation, capitalization, sentence structure, format, citing and documenting sources)

- L1 Generally follows appropriate conventions
- L2 Consistently follows appropriate conventions
- L3 Applies appropriate conventions to the expression of complex relationships
- L4 Shows a refined sense of appropriate conventions

As a professional, meets the stylistic requirements of a given discipline or profession

Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)

- L1 Presents a message with recognizable introduction, development, and conclusion
- L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
- L3 Without digression from the focus of the work, consistently articulates relationships between points of development
- L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts

As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

Connects with audience through SUPPORT FOR A POSITION/ DEVELOPMENT OF AN IDEA

- L1 Shows ability to use examples and/or evidence meaningful to audience
- L2 Supports most generalizations with examples and/or evidence meaningful to audience
- L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
- L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience

As a professional, Explicitly acknowledges contradictory or conflicting evidence when relevant / Relates any of own relevant work that she/he has done

Connects with audience through ORIGINAL AND APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)

- L1 Articulates ideas accurately
- L2 Demonstrates appropriate application of designated or selected ideas
- L3 Identifies key elements that indicate understanding of frameworks/theories
- L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/ theories, validating them with substantiated thinking and appropriately using valid sources

As a professional, Effectively integrates academic frameworks/theories into the context of the profession / Thoughtfully challenges existing frameworks and/or approaches

Self-Assessment

- L1 Shows awareness of a few strengths and weaknesses in a written work, based on College criteria
- L2 Shows some understanding of development in writing ability, based on College criteria
- L3 Articulates, providing evidence, a realistic sense of writing performance in all criteria areas
- L4 Shows a refined sense of strengths and weaknesses in all criteria areas

As a professional, Shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts/ Identifies reasonable plans for improvement related to one's own areas of weakness / Shows explicit awareness of the development of one's own understanding of one's own mental models

Criteria for Effective Speaking/Media

In a given speech, students show the following abilities to the level indicated: Preliminary: Follows directions: yes ___ no ___

Connects with audience through SPEAKING ON ONE'S FEET

- L1 Speaks to an audience for at least a minute with little reliance on scripted or memorized input

- L2 Communicates to an audience, long enough to suggest the speaker has internalized his/her message, with little reliance on scripted or memorized input
- L3 Communicates with the audience, giving the impression of both thinking and speaking spontaneously without reliance on scripted or memorized input
- L4 Gives a consistent impression of communicating with the audience without reliance on scripted or memorized input

As a professional, gives a consistent impression of communicating with the audience without reliance on scripted or memorized input in a variety of job related contexts.

Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)

- L1 Gives audience some sense of focus and purpose (What am I telling whom and why?)
- L2 Gives audience full sense of purpose and focus, distinguishing his/her own thoughts from those of othersL3 Takes responsibility for own ideas and distinguishes them from those of others.
- L4 Clearly articulates relationships between ideas/concepts out of an academic Framework/theory and those out of his/her own thinking

As a professional verbally,

- Shows explicit awareness of one's own ideas as claims rather than truths in the context of disciplinary/professional discourse.
- Where appropriate, shows awareness of historical precedent

Connects with audience through VERBAL EXPRESSION (word choice/style/tone—reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to n opinion, and expectation of interest)

- L1 Uses language that shows some awareness of appropriate word choice/style/tone
- L2 Uses language that shows general awareness of appropriate word choice/style/tone— avoiding vague, empty, and condescending expression
- L3 Uses language that consistently shows awareness of appropriate word choice/style/tone
- L4 Uses language that reflects a refined awareness of the audience

As a professional written,

- Effectively incorporates word choice/style/tone unique to a particular discipline or profession
- Shows explicit awareness of ambiguity, e.g., that words/ concepts may have different meanings for different audiences
- Maintains the individuality of the speaker
- Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

Connects with audience through EFFECTIVE DELIVERY (speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)

- L1 Speaks with some elements of effective delivery
- L2 Speaks with most elements of effective delivery

- L3 Speaks consistently with elements of effective delivery
- L4 Speaks with a refined repertoire of effective delivery techniques

As a professional, meets the delivery requirements of a given discipline or profession

Connects with audience through use of APPROPRIATE CONVENTIONS (usage, pronunciation, and sentence structure)

- L1 Generally follows appropriate conventions
- L2 Consistently follows appropriate conventions
- L3 Adapts appropriate conventions to the expression of complex relationships
- L4 Shows a refined sense of appropriate conventions

As a professional, meets the stylistic requirements of a given discipline or profession

Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; focusing by main point make; major/minor connections)

- L1 Presents a message with recognizable introduction, development, and conclusion
- L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
- L3 Without digression from the focus of the speech, consistently articulates relationships between points of development
- L4 Maintains a refined sense of structure in relation to an academic framework

As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

Connects with audience through SUPPORT FOR A POSITION/ DEVELOPMENT OF AN IDEA

- L1 Shows ability to use examples and/or evidence meaningful to audience
- L2 Supports most generalizations with examples and/or evidence meaningful to audience
- L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
- L4 Develops ideas with appropriate depth, variety and sufficient interest to engage audience

As a professional, explicitly acknowledges contradictory or conflicting evidence

Connects with audience through CREATION and USE OF MEDIA

- L1 Incorporates a visual that is legible, understandable, and appropriate to topic and audience
- L2 Computer-generates eye-appealing visuals, using them purposefully to enhance presentation
- L3 Smoothly incorporates high-quality and diverse media whose messages reflect the core concepts of a presentation
- L4 Incorporates professional-quality media within a specific context to aid in clarifying academic frameworks

As a professional, meets expectations for media quality for a given profession

Connects with audience through APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)

- L1 Articulates ideas accurately
- L2 Demonstrates appropriate application of designated or selected ideas
- L3 Identifies key elements that indicate understanding of frameworks/theories
- L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/ theories, validating them with substantial thinking and appropriately using valid sources

As a professional, effectively integrates academic frameworks/theories into the context of the profession • Thoughtfully challenges existing frameworks and/or approaches

SELF ASSESSMENT

- L1 Shows awareness of a few strengths and weaknesses in a presentation, based on specifically designated criteria
- L2 Shows some understanding of development in speaking ability, based on the same criteria
- L3 Articulates, providing evidence, a realistic sense of performance in all criteria areas

Shows a refined sense of strengths and weaknesses in all criteria areas

- Shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts
- Identifies reasonable plans for improvement related to one's own areas of weakness
- Shows explicit awareness of the development of one's own understanding of one's own mental models

Application & Admissions Procedures

Prospective students apply to the graduate school of Alverno College. While students are admitted to the Ed.S. program, they must first complete a Master of Science (M.S.) in Educational Psychology before formal admission into the Ed.S. program of studies occurs. Other requirements for the application include an official transcript from undergraduate education, 3 letters of recommendation, and a personal statement describing one's professional goals in school psychology.

Prerequisite coursework requirements include successful completion of at least 12 credits in undergraduate or graduate courses in psychology, education, social sciences or the equivalent. Students should have an undergraduate GPA of 3.0 or its equivalent. Applicants who do not meet this requirement may appeal for an exception based on factors such as relevant work experience, evidence of personal qualifications, or outstanding job performance.

Applicants with previously earned master's degrees who would like to apply to the Ed.S. program may do so in consultation with the Program Director. Additional coursework to address any educational gaps will be required.

Practicum, Internship, Appeals/Grievances

Developing a Professional Identity

Establishing and maintaining a professional identity as a school psychologist is important across the graduate training and professional

career for school psychologists. Students are encouraged to become student members of professional organizations such as Wisconsin School Psychology Association (WSPA) and National Association for School Psychologists (NASP) and to regularly attend conferences. Students are required to present their research from the Capstone Integrated Research Project at a professional conference or in another professional capacity. Students are also encouraged to become familiar with faculty scholarship, leadership and service and get involved in opportunities of interest that become available at the college or in other professional settings.

Practicum and Internship

Successful completion of the EDS in School Psychology, includes a practicum of 600 hours. and a year-long internship of 1200 hours. Both clinical experiences require regular supervision by a practicing school psychologist in the school(s) and supervision by a staff member. In consultation with their supervisors, students will complete assessments (student and supervisor) as evidence of their learning and performance during their practicum and internship.

For the duration of practicum, students enroll in SPY-698 and SPY-699: Practicum I & II in School Psychology, meeting biweekly with Alverno supervisors and peers. For the duration of internships, students enroll in SPY-700 and SPY-720 internship seminars, meeting monthly with supervisors and peers.

As a part of the internship seminar courses (SPY 700 and SPY 720), students must demonstrate their progression by completing a Capstone project that culminates with a formal dissemination of learning (e.g., a poster presentation or workshop at NASP, WSPA, and/or a college, university, school, community setting or its equivalent).

Students may complete the practicum hours in the district of their choice, provided adequate supervision and sufficiently broad experiences are available. Students must:

1. Share the expectations of practicum with the district and supervisor,
2. Complete an Agreement Form through Alverno College or its equivalent in circumstances where the school district has their own documentation. For students who do not have a preference or connection to a district, Alverno plays an active role in arranging for an appropriate practicum placement.

Appeals or Grievances in Internship or Practicum

If students need to complete a practicum in longer than two semesters or internship in longer than a school-year, the student must make a request known to the Program Director and Practicum/Internship Coordinator. The student describes the following: (

1. Requested length of extension (e.g., 1-2 semesters);
2. Reason for extension;
3. Evidence of written approval from the district and/or on-site supervisor for this arrangement. For practicum, students need to enroll in SPY-699: Practicum II in School Psychology until the required number of hours are complete. For internships, students must enroll in SPY-720: Internship II in School Psychology until the required number of hours are complete.

Students who are not performing appropriately during practicum or internship, or there are concerns with the Site Supervisor that cannot be remedied, the Practicum/Internship Coordinator, in consultation with the Program Director and Site Supervisor, may remove the student from the practicum or internship site. If removed from the internship site, the student must meet with the Practicum/Internship Coordinator

and the Program Director before securing another placement. The challenges from the fieldwork experience are identified and addressed in a Practicum/Internship Student Improvement Plan. Students unable to successfully complete the practicum or internship experience may be required to exit the program. The School Psychology Program Director is available to help the student with this process.

Faculty

Dr. Melissa Bonds, Ph.D. • Doctor of Education Program Director

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414-382-6227

Dr. Bonds serves as the administrative supervisor and coordinator of the EDD graduate programs, overseeing all components of the doctoral program and promoting academic quality and integrity. She is responsible for fostering the academic strength of the program and supporting the educational and professional success of its graduate students in partnership with their dissertation advisors.

Higher Ed Req

EDD Higher Education Leadership (EDL.C.EDD) Major Requirements 25-26 Catalog

Code	Title	Credits
EDD Leadership Core		
EDD-801	Principles of Respsnse/Transf Leadership	3
EDD-803	Ethical Organizational Leadership	3
EDD-812	Equity in Diverse Educational Settings	3
EDD-814	Scholarly Communication	3
EDD-850	Transf Ldrshp: Pract & Impact	3
EDD Dissertation & Research		
EDD-800	Dissertation Advisory I	3
EDD-802	Research in Educational Contexts	3
EDD-804	Research Methods	3
EDD-810	Dissertation Advisory II	3
EDD-811	Statistics & Data Analysis	3
EDD-813	Adv Research Methods & Data Analysis	3
EDD-815	Dissertation Proposal Defense	0
EDD-820	Dissertation Advisory III	3
EDD-830	Dissertation Advisory IV	3
EDD-837	Dissertation Defense	0
EDD-840	Dissertation Defense & Dissemination	3
Higher Ed Leadership Concentration		
EDD-831	Higher Ed Legal Issues & Accreditation	3
EDD-832	Higher Education Curriculum & Assessment	3
EDD-833	Assess, Tech & Data-Higher Ed Setting	3
EDD-835	Higher Ed Roles, Resp, & Leadership	3
Total Credits		54

Higher Ed Map

EDD Higher Education Leadership (EDL.C.EDD) Map¹ 25-26 Catalog

First Year				
	Fall	Credits	Spring	Credits
	EDD-800 (16 weeks)	3	EDD-804	3
	EDD-801 (8 weeks)	3	EDD-810 (16 weeks)	3
	EDD-802 (8 weeks)	3	EDD-811 (8 weeks)	3
		9		9
Second Year				
Summer	Credits	Fall	Credits	Spring
EDD-803	3	EDD-820 (16 weeks)	3	EDD-830 (16 weeks)
EDD-812 (8 weeks)	3	EDD-831 (8 weeks)	3	EDD-833 (8 weeks)
EDD-813 (8 weeks)	3	EDD-832 (8 weeks)	3	EDD-835 (8 weeks)
EDD-815 (16 weeks)	0			
	9		9	9
Third Year				
Summer	Credits			
EDD-814 (8 weeks)	3			
EDD-850 (8 weeks)	3			
EDD-840 (8 weeks)	3			
EDD-837 (16 weeks)	0			
	9			
Total Credits 54				

¹ Academic maps are to be used as a guide and assume a Fall start. Official course requirements for each student are housed in Self-Service/Student Planning. Course sequences are subject to change – check with the Academic Advising Office for updated maps.

K-12 Ldr Req

EDD K-12 Leadership (EDD.C.EDD) Major Requirements 25-26 Catalog

Code	Title	Credits
EDD Leadership Core		
EDD-801	Principles of Respsnse/Transf Leadership	3
EDD-803	Ethical Organizational Leadership	3
EDD-812	Equity in Diverse Educational Settings	3
EDD-814	Scholarly Communication	3
EDD-850	Transf Ldrshp: Pract & Impact	3
EDD Dissertation & Research		
EDD-800	Dissertation Advisory I	3
EDD-802	Research in Educational Contexts	3
EDD-804	Research Methods	3
EDD-810	Dissertation Advisory II	3
EDD-811	Statistics & Data Analysis	3
EDD-813	Adv Research Methods & Data Analysis	3
EDD-815	Dissertation Proposal Defense	0
EDD-820	Dissertation Advisory III	3
EDD-830	Dissertation Advisory IV	3
EDD-837	Dissertation Defense	0
EDD-840	Dissertation Defense & Dissemination	3

K-12 Leadership Concentration

EDD-821	Leadership, Educational Law, & Policy	3
EDD-822	Governance, Management, & Finance	3
EDD-823	Assess, Tech & Data/School Improvement	3
EDD-825	Superintendency: Climate, Personnel, & Supervision	3
Total Credits		54

K-12 Ldr Supt Req

K-12 Leadership/Superintendency (EDSU.C.EDD) Major Requirements 25-26 Catalog

Code	Title	Credits
EDD Leadership Core		
EDD-801	Principles of Respsve/Transf Leadership	3
EDD-803	Ethical Organizational Leadership	3
EDD-812	Equity in Diverse Educational Settings	3
EDD-814	Scholarly Communication	3
EDD-850	Transf Ldrshp: Pract & Impact	3
EDD Dissertation & Research		
EDD-800	Dissertation Advisory I	3
EDD-802	Research in Educational Contexts	3
EDD-804	Research Methods	3
EDD-810	Dissertation Advisory II	3
EDD-811	Statistics & Data Analysis	3
EDD-813	Adv Research Methods & Data Analysis	3
EDD-815	Dissertation Proposal Defense	0
EDD-820	Dissertation Advisory III	3
EDD-830	Dissertation Advisory IV	3
EDD-837	Dissertation Defense	0
EDD-840	Dissertation Defense & Dissemination	3
K-12 Leadership/Superintendency Concentration		
EDD-821	Leadership, Educational Law, & Policy	3
EDD-822	Governance, Management, & Finance	3
EDD-823	Assess, Tech & Data/School Improvement	3
EDD-825	Superintendency: Climate, Personnel, & Supervision	3
EDD-826	Superintendency Practicum	3
EDD-827	Superintendent Licensure Exit Portfolio	0
Total Credits		57

K12 Ldr Supt Map

EDD K-12 Leadership (EDD.C.EDD) Map¹ 25-26 Catalog

First Year				
	Fall	Credits	Spring	Credits
	EDD-800 (16 weeks)	3	EDD-804 (8 weeks)	3
	EDD-803 (8 weeks)	3	EDD-810 (16 weeks)	3
	EDD-802 (8 weeks)	3	EDD-811 (8 weeks)	3
		9		9
Second Year				
Summer	Credits	Fall	Credits	Spring
EDD-803 (8 weeks)	3	EDD-820 (16 weeks)	3	EDD-830 (16 weeks)
EDD-812 (8 weeks)	3	EDD-821 (8 weeks)	3	EDD-823 (8 weeks)

EDD-813 (8 weeks)	3	EDD-822 (8 weeks)	3	EDD-825 (8 weeks)	3
EDD-815 (16 weeks)	0				
	9		9		9

Third Year

Summer	Credits
EDD-814 (8 weeks)	3
EDD-837 (16 weeks)	0
EDD-840 (8 weeks)	3
EDD-850 (8 weeks)	3
	9

Total Credits 54

¹ Academic maps are to be used as a guide and assume a Fall start. Official course requirements for each student are housed in Self-Service/Student Planning. Course sequences are subject to change – check with the Academic Advising Office for updated maps.

Teach Lrn Req

Teaching & Learning in Higher Ed (EDH.C.EDD) Major Requirements 25-26 Catalog

Code	Title	Credits
EDD Leadership Core		
EDD-801	Principles of Respsve/Transf Leadership	3
EDD-803	Ethical Organizational Leadership	3
EDD-812	Equity in Diverse Educational Settings	3
EDD-814	Scholarly Communication	3
EDD-850	Transf Ldrshp: Pract & Impact	3
EDD Dissertation & Research		
EDD-800	Dissertation Advisory I	3
EDD-802	Research in Educational Contexts	3
EDD-804	Research Methods	3
EDD-810	Dissertation Advisory II	3
EDD-811	Statistics & Data Analysis	3
EDD-813	Adv Research Methods & Data Analysis	3
EDD-815	Dissertation Proposal Defense	0
EDD-820	Dissertation Advisory III	3
EDD-830	Dissertation Advisory IV	3
EDD-837	Dissertation Defense	0
EDD-840	Dissertation Defense & Dissemination	3
Teaching & Learning in Higher Ed Concentration		
EDD-832	Higher Education Curriculum & Assessment	3
EDD-833	Assess, Tech & Data-Higher Ed Setting	3
EDD-838	Instructional Design: Fundamentals	3
EDD-839	Teaching/Lrning in Diverse Ed Contexts	3
Total Credits		54

Ed SP Req

EDD For Education Specialists (EDSD.C.EDD) Major Requirements 25-26 Catalog

Code	Title	Credits
EDD-800	Dissertation Advisory I	3
EDD-801	Principles of Respsnve/Transf Leadership	3
EDD-802	Research in Educational Contexts	3
EDD-803	Ethical Organizational Leadership	3
EDD-804	Research Methods	3
EDD-810	Dissertation Advisory II	3
EDD-811	Statistics & Data Analysis	3
EDD-812	Equity in Diverse Educational Settings	3
EDD-813	Adv Research Methods & Data Analysis	3
EDD-820	Dissertation Advisory III	3
EDD-830	Dissertation Advisory IV	3
EDD-840	Dissertation Defense & Dissemination	3
EDD-850	Transf Ldrshp: Pract & Impact	3
EDD Elective Credit (transfer credits allowed)		15
Total Credits		54