



ED.D. PROGRAM - CONCENTRATION IN DESIGN OF LEARNING ENVIRONMENTS

I. PROGRAM DESCRIPTION: The goal of this concentration is to educate students on the “science” of designing learning environments/contexts, and on the principles, frameworks, and theories of learning that undergird the design of learning environments. This concentration will prepare students to engage in the various aspects of design and evaluation. The concentration is intended for individuals who have a particular focus on the design of learning contexts and interventions in a wide range of settings from formal to informal, in-person to online, and that may benefit from the use of tools that include collaboration and technology. This includes individuals who work in museums or libraries, are extension educators (4H), educators in other informal environments, corporate training staff, education software designers, classroom teachers, district curriculum developers, teacher educators, or various higher education professionals.

II. APPLICATION DEADLINES:
Summer admission – January 15 deadline

III. APPLICATION REQUIREMENTS: To be considered for admission to the program, applicants must provide the following before the deadline:

1. Personal statement
2. Current Resume or Curriculum Vitae (CV)
3. Academic writing sample
4. Undergraduate and graduate transcripts
5. (Optional) 1-2 letters of recommendation

Applicants must have a master’s degree from an accredited college or university.

IV. HOW TO APPLY: Applications are submitted online at the Graduate Admissions website:

<http://gradstudy.rutgers.edu/>

1. Click on “Create Account or Login” and follow the instructions given.
2. Under “Start an application today!”, click **Apply Now**
Application Selection
3. For “Level of Application”, select **Graduate**
4. For “Applicant Type”, select **Degree**
5. Continue filling out the application, following the on-screen instructions.
Program of Study
6. Under “Program Information”, make sure **Degree** is selected for “Applicant Type”
7. For “Degree Type”, select **Doctoral’s (e.g. PhD, EdD, DNP)**
8. For “Area of Study”, select **Education**
9. For “Location/Instructional Method”, select **New Brunswick**
10. For “Program Selection”, select **Education - Design of Learning Environments (EDD) New Brunswick**
11. Complete the rest of the application by providing the requested information.
12. Enter payment information for the non-refundable application fee.
13. Submit your application.

V. PROFESSIONAL EDUCATION REQUIREMENTS: The Ed.D. program is comprised of three interrelated program components- the core, a concentration, and a dissertation/capstone experience.

Part I: The Core (18 credits)

Course Number	Course Name	Credits
15:255:612	Leadership II: Change Process	3
15:255:615	Social Contexts I: Sociocultural Foundations of Education	3
15:255:617	Social Contexts II: History of Educational Reform	3
15:255:606	Key Principles of Learning – Learners and Learning	3
15:255:603	Inquiry I	3
15:255:602	Inquiry II	3
Total Credits		18

Part II: The Concentration (18 credits)

Students are required to take 3 courses for the Design of Learning Environments concentration (see list below). With the help of their adviser, students must select an additional three elective courses that will enhance content area knowledge and/or technical or methodological expertise.

	Course Number	Course Name	Credits	
			Grad	Total
Design Courses	15:262:603	Design of Learning Environments	3	9
	15:262:610	Design-Based Research	3	
	15:262:625	Design Research Practicum	3	
Electives (choose 3 from this list or by advisement)	15:262:620	Learning in Informal Contexts	3	9
	15:262:622	Cognition, Collaboration, and Technology	3	
	15:295:510	Cooperative and Collaborative Learning	3	
	15:295:620	Problem-Based Learning	3	
Total Credits			18	

Part III: The Capstone/Dissertation (24 credits)

The Ed.D. culminates with a yearlong capstone/dissertation experience. The dissertation requires students to identify and investigate a problem of practice systematically using current literature, and inquiry methodology. Students are to write a final report that is presented publically that may include a conference presentation, journal article or book chapter, or presentation to a local community. Students will have the option of working on their dissertation projects individually or in groups organized around key topics of interest.

VI. TYPICAL SCHEDULE: Most students will complete the program in three years following the schedule below. This will allow them to function as a cohort.

	Course Number	Course Name	Credits	
			Grad	Total
Summer 1	15:255:606	Key Principles of Learning – Learners and Learning	3	6
	15:255:615	Social Contexts I: Sociocultural Foundations of Education	3	
Fall 1	15:255:603	Inquiry I	3	6
	15:262:603	Design of Learning Environments	3	
Spring 1	15:255:602	Inquiry II	3	6
	15:262:625	Design Research Practicum	3	
Summer 2	15:255:612	Leadership II: Change Process	3	6
	15:255:617	Social Contexts II: History of Educational Reform	3	
Fall 2	15:262:610	Design-Based Research	3	6
		Concentration Elective	3	
Spring 2		Concentration Elective	3	6
		Concentration Elective	3	
Summer 3		Dissertation: Proposal	6	6
Fall 3		Dissertation: Data Collection	6	6
Spring 3		Dissertation: Writing and Analysis	6	6
Summer 4		Dissertation: Writing and Analysis	6	6
Total Credits			60	