



UNIVERSITY
of HAWAII®

MĀNOA


December 1, 2010

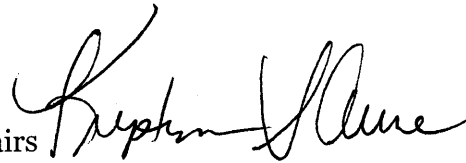
MEMORANDUM

TO: Howard H. Karr
Chairperson, Board of Regents

VIA: M.R.C. Greenwood
President

VIA: Virginia S. Hinshaw
Chancellor

FROM:  Reed Dasenbrock
Vice Chancellor for Academic Affairs



SUBJECT: Establishment of a Doctor of Education in Professional Educational Practice, College of Education, University of Hawai'i at Mānoa

SPECIFIC ACTION REQUESTED:

It is requested that the Board of Regents approve the Doctor of Education in Professional Educational Practice as a provisional program, administered by the College of Education at the University of Hawai'i at Mānoa.

RECOMMENDED EFFECTIVE DATE:

Spring 2011

ADDITIONAL COST:

No additional funds are requested. The proposed program will utilize existing faculty and resources in the College, and external experts and clinical settings in the community. Tuition and fees associated with the program will cover program costs.

PURPOSE:

The Doctor of Education in Professional Educational Practice (EdD) aims to prepare educators for leadership, and to become agents of change in educational settings. The program provides a strong experiential basis for professional development informed by research into best practices.

The proposed three-year professional doctorate, which is modeled after the Executive MBA, is designed for educational practitioners in three distinct groups: (1) school leaders (principals, superintendents, and curriculum specialists); (2) teacher leaders (community college and four-year college faculty, school-based teachers, and clinical teacher educators); and (3) leaders in educational organizations (professional staff at organizations and agencies, and community college leadership).

The program consists of sixty-four credit hours of study over a period of three years, including summers. A professional (clinical) fee of \$1,000 per semester will support the program (submitted as a separate request). This is consistent with similar programs at equivalent institutions.

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BACKGROUND:

Pursuant to Board of Regents Policy 5-1, the Board of Regents has the authority to approve new degree programs upon the recommendation of the President.

The emergence of professional doctorates in education is a response to prevailing demands for change within the profession and schools of education. There is a recognized need for educational professionals to develop advanced skills that are relevant to their professional work, to reflect both critically and ethically on the nature of their professional practice, and to learn to work collaboratively with colleagues and other professionals in related fields. Colleges of education are also under pressure to engage students in more relevant field-based projects—in work that is of immediate practical value and concerned directly with the kinds of problems and issues that educational professionals deal with on a day-to-day basis.

The proposed degree was created as a response to these demands and is aligned with the recent distinction made by the American Educational Research Association between the research doctorate (PhD) and educational practice doctorate (EdD).

- The education research doctorate (PhD) prepares students for careers as researchers and scholars in academic institutions, universities, and research institutes.
- The educational practice doctorate (EdD) prepares students for leadership roles at all levels of education and other policy or practice positions where the *utilization* of research is an essential component of professional performance.

The proposed EdD is in line with similar reforms in doctoral education initiated by the Carnegie Foundation for the Advancement of Teaching, thus, the professional practice model that is proposed is in keeping with recent developments in the field at other research institutions. The reform of EdD degrees is supported by the Council of Academic Deans of Research Education Institutions, the American Association of Colleges of Teacher Education, the American Educational Research Association, the University Council on Educational Administration, and leading experts in the field.

Four arguments justify the need for an educational practice doctorate at UHM. First, a strong demand exists within the state for such a program. Public and private K-12 schools, community colleges, small private colleges, and the military have expressed interest in the proposed EdD. Second, reform of doctoral education at the UHM is necessary to stay current with national reforms at benchmark institutions. Third, the College of Education needs to adopt more practical approaches to the delivery of leadership education in order to expand access to educators across the state. Fourth, the College of Education has a responsibility to adopt programs that exemplify and promote best practices in improving education in Hawai'i.

A growing demand exists for a professional practice doctorate in both the public and independent school sectors. This program specifically responds to needs expressed by the Hawai'i Department of Education, the Hawai'i Association of Independent Schools, and Kamehameha Schools. The University of Hawai'i community colleges have also expressed interest in such a program.

The proposed Doctor of Education requires approximately sixty-four semester hours of credit spread over three years of study. Students will be organized into cohorts to encourage

collaboration on projects, and courses will be conducted in a combination of face-to-face instruction during the summer, fall, and spring (40%); online instruction (20%); and participation in field-based projects during fall and spring semesters (40%).

The EdD will produce graduates who are reflective practitioners equipped with essential understandings of research; who can work collaboratively with other community members in response to diverse interests and needs; who consider the practical and ethical implications of their work; who are able to take a broad, interdisciplinary perspective on a wide variety of educational issues; and who are adept at applying their skills and knowledge to solving practical educational problems.

The proposed program supports the University of Hawai'i System's strategic plan by

- improving educational effectiveness across the P-16 spectrum,
- increasing access by Hawai'i residents to public higher education, particularly advanced study,
- strengthening partnerships with public and private educational institutions,
- partnering with the Department of Education to improve the overall effectiveness of public education in Hawai'i, and
- employing the most up-to-date information and communication technology to enhance instructional activities, on campus and globally.

The proposed Doctor of Education in Professional Educational Practice has the support of the dean and the faculty of the College of Education, has been reviewed and recommended for approval by the Mānoa Faculty Senate, and has the support of the Systemwide Council of Chief Academic Officers.

Board of Regents Policy 5-1(a) provides that all new academic programs, once approved, shall have provisional status until a review is conducted. As a doctoral degree program, the required review would be scheduled to take place during the 2015-2016 academic year.

ACTION RECOMMENDED:

It is recommended that the Board of Regents establish the Doctor of Education in Professional Educational Practice, to be administered by the College of Education at the University of Hawai'i at Mānoa, to be effective Spring 2011.

Attachments

c: Vice President Linda Johnsrud
Vice Chancellor Ostrander
Dean Sorensen