PROPOSAL TO CONVERT FROM PROVISIONAL TO ESTABLISHED STATUS

Doctor of Education in Professional Educational Practice (EDPP)

College of Education

University of Hawai'i at Mānoa

Original document submitted by Jeff Moniz, Previous EdD Director
April 2016

Revised document submitted by Sarah Twomey, EdD Director
January 2018

Table of Contents

Introduction

The Doctor of Education (EdD) in Professional Educational Practice is designed as a professional practice doctorate—an advanced degree directed to the education of 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 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.

In response to these demands, we have implemented a new professional practice doctorate in education that is aligned with the recent distinction made by the American Educational Research Association (AERA) between research doctorates and educational practice doctorates. AERA defines education research doctorate programs as programs aimed at preparing students for careers as researchers and scholars in academic institutions, universities, research institutes and the like. Educational practice doctorates are defined as programs aimed at preparing 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.

Our doctorate is in line with similar reforms in doctoral education initiated by the Carnegie Foundation for the Advancement of Teaching. Thus, the professional practice model exemplified by our EdD Program is in keeping with recent developments in the field at other research institutions. For example, the reform of EdD degrees is supported by the Council of Academic Deans of Research Education Institutions (CADREI), the American Association of Colleges of Teacher Education (AACTE), the American Educational Research Association (AERA), the University Council on Educational Administration (UCEA), and leading experts in the field.

The professional practice degree at the College of Education is accessible to qualified candidates across the state and requires sixty-four semester hours of credit spread over three years of study. Students are organized in cohorts to encourage collaboration on projects, and courses are 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 program of study makes use of what Lee Shulman (Olson and Clark, 2009) refers to as signature pedagogies: methods of teaching by means of which professionals are initiated into a professional community. This approach to teaching includes collaboration with key stakeholders in the profession. There is a strong applied research focus in which students work on problems of

practice in institutional settings. College coursework, conducted mainly during the summer, are closely related to the field projects that are pursued during fall and spring semesters.

This degree program has kept with the interdepartmental nature of its founding as a collaborative and inclusive project. The COE Dean's Council (which includes all deans, department chairs, and directors) and the COE Faculty Senate have been kept informed of the Program's positive developments since its launch and they continue to support the idea of our cross-disciplinary practitioner doctorate. Faculty members regularly meet with the COE Dean, who continues to vigorously back the program. The program currently includes representatives from five departments within the college as well as representatives from the Hawai'i Department of Education, Hawai'i Association of Independent Schools, Kamehameha Schools, and University of Hawai'i Community Colleges.

Contact was made early in the planning process with representatives of the Carnegie Project on the Education Doctorate (CPED), and Dr. David Imig, Director of CPED, was invited to Honolulu to meet with the planning committee and University of Hawai'i administrators. Dr. Imig provided valuable input to the committee regarding similar programs at comparable institutions, and his guidance helped direct the attention of the planning committee to some of the more notable and innovative approaches that are being explored at other universities. The Program continues to work closely with CPED by participating as leading members in CPED meetings, convenings, and emerging initiatives.

In addition to studying doctoral reform efforts at comparable institutions, planning committee members attended several sessions at the American Association of Colleges of Teacher Education devoted to the planning and implementation of similar professional practice doctorates, and they acknowledge the influence of key works pertaining to doctoral education reform. See Appendix A, p. 26

(1) Is the Program Organized to Meet Its Objectives?

Statement of Goals and Student Learning Outcomes

The College of Education EdD aims to prepare educators for leadership and to become agents of change in educational settings. The goal is to provide a strong experiential basis for individual professional development—one that is informed by research into best practices. We aim to 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 program itself is cohort-based and engages participants in group projects to develop a sense of professional solidarity and leadership. By working in collaboration with experienced leaders in the field on problems arising in real settings, participants gain experience in mobilizing community resources to respond to diverse community interests.

See Appendix B for program standards and principles, p. 27.

Program Description

The program consists of sixty-four credit hours of study over a period of three years, including summers. This is consistent with similar programs at equivalent institutions. For example, the EdD program at the USC's Rossier School of Education (a competitor institution in Hawai'i) is a sixty-unit program, and the EdD in Leadership and Policy at Vanderbilt's Peabody College (the top-rated program in the country) requires nine semesters of study over a period of three years. Harvard has also recently launched a new, three-year, practice-based, cohort program in educational leadership—the EdLD. In typical professional practice programs, students are enrolled in cohort groups and instruction is provided in the summer and in the evenings and weekends. Instruction in coursework in the UH EdD is conducted during the summer semester as this is a more convenient option for participants located on neighbor islands. Online and scheduled weekend meetings are used to supplement summer instruction and facilitate direction and advising of projects.

Over the span of three summers, students in the EdD at Mānoa are required to take a total of twenty-seven credits of course work (nine credits in each of three summer session), which constitutes the principal vehicle for direct instruction in the program. A further thirty-six credit hours are devoted to supervised field projects centering on two major problems of practice—a group consultancy project and an individual applied research project. These projects require some traditional instruction—a schedule of meeting times (employing either face-to-face instruction, synchronous technology such as Blackboard Collaborate, Google Hangout, or a combination of them) provides a forum for project groups to discuss progress with their peers and advisors. The final (fourth) summer hosts a concluding program conference where students present the results of their applied research project. In keeping with UH policy, the students are required to enroll in at least one credit in this final summer semester.

Students are admitted as far as possible in cohorts of around twenty-five students. We currently are running one cohort, with no overlap with subsequent group. We have admitted two cohorts, thus far, and our next cohort of 29 students was admitted in May 2017. Students are required to complete the same set of courses in the same sequence. This arrangement is designed to take advantage of the cohort effect—"the influence of other students in the same class who form a learning community of support and critique" (Shulman, *Chronicle of Higher Education*, April 4, 2010).

Curriculum. The following table shows the distribution of credit hours across the entire course of study for our EdD Program. Each cohort commences with summer coursework, followed by fall and spring semesters of field studies and field studies meetings. The pattern repeats in the second and third years, concluding with the additional fourth summer, which is when the doctoral candidates present the results of their applied research projects, file their dissertations in practice, and graduate.

	Year One			Year Two			Year Three			Summer Conference
	summer	fall	spring	summer	fall	spring	summer	fall	spring	
Summer Coursework	9			9			9			

| | Year One | | | Year Two | | | Year Three | | | Summer Conference |
	summer	fall	spring	summer	fall	spring	summer	fall	spring	
Field Studies and Field Study Meetings		6	6		6	6		6	6	1

Total = 64 credit hours

Summer coursework. In each of the three summer semesters students take nine credits of coursework for a total of twenty-seven credits. These courses provide students with the research tools needed to operate successfully as team members and independently in practicum situations as they work on their problems of practice during the fall and spring semesters. There was no need to add any new courses as the desired content exists at the graduate level in courses that are already in existence in various COE departments. A mixed method advanced research course is being developed for the second summer of study that is designed to address a professional practice program. This course could serve as one of the research methods coursework requirements.

Core coursework in research methods and evaluation are required in each of the summer semesters for a total of twelve credits hours. In addition, a course in the use of technology (3 credit hours) is also offered. The remaining twelve hours (four courses) vary according to the makeup of the cohort. The aim of this arrangement is to provide some flexibility in adapting coursework to each cohort and to accommodate needs that may arise in the teaching of a particular group.

The aim of the summer courses is to provide the content knowledge and inquiry tools that students will put into practice in their practicum projects.

LIST OF COURSES BY SEMESTER.		
Summer One (9 crs.)	1. Qualitative Research Methods 2. Educational Systems - Leadership 3. Social and Cultural Context of Education	EDCS 632 EDEF 767 EDEF 762
Fall One (6 crs.)	Professional Doctorate Practicum: Consultancy Project	EDUC 710
Spring One (6 crs).	Professional Doctorate Practicum: Consultancy Project	EDUC 710
Summer Two (9 crs.)	1. Advanced Qualitative Research 2. Program Evaluation 3. Mixed Methods: Conceptual Foundations of Research	EDEF 678/EDCS 732 EDCS 769 EDCS 780
Fall Two (6 crs.)	Professional Doctorate Practicum: Individual Applied Research Project	EDUC 720
Spring Two (6 crs.)	Professional Doctorate Practicum: Individual Applied Research Project	EDUC 720

Summer Three (9 crs.)	1. Policy Studies in Education 2. Seminar in Technology Leadership 3. Dissertation Writing	EDEF 675 LTEC 690 EDUC 740/EDCS761
Fall Three (6 crs.)	Professional Doctorate Practicum: Individual Applied Research Project	EDUC 720
Spring Three (6 crs.)	Professional Doctorate Practicum: Individual Applied Research Project	EDUC 720
Summer Four (1 cr)	EdD Conference - Presentations of Dissertations in Practice	EDUC 730

There are five core courses (four on research methods and one in the use of technology). As the college offers several options for each of the four research methods courses, the program selects which option will be offered to a particular cohort. In addition, twelve credits of coursework will vary according to the composition and needs of the cohort. Generally, these courses are selected in advance of the formation of the cohort, but some flexibility will be retained in order to adapt coursework to the needs of the cohort. Each student in a cohort, as far as possible, takes the same courses, in the same sequence, at the same time, with their cohort.

Graduate courses that are currently offered in the College of Education provide a wide selection of graduate level coursework. See Appendix D, p. 30 for course descriptions.

Admissions. The new educational leadership doctorate is an interdepartmental offering that draws on the expertise of faculty from across the college as well as leading practitioners in the field of education. The degree focuses on the idea of educational leadership, not in the sense of administrative training, but in the sense of developing stewards of the profession who exhibit professional standards of knowledge and practice and are dedicated to the pursuit of educational change and renewal (Walker et al, 2008).

Admissions requirements. The admissions process is a critical step in determining the closeness of fit between the program and each applicant's aspirations. Care is taken to ensure that applicants understand that the EdD has a different purpose from the PhD, and *vice versa.* Candidates are selected via a different application process with due regard to candidates' commitment to pursue a professional practice degree instead of a research degree. Application materials contain a clear description of available options. Professional doctorates demand standards of rigor in professional practice—high standards of inquiry directed to improvements in practice. Candidates are therefore selected according their capacity to pursue an advanced degree of this kind. Relevant experience in the profession is expected in addition to academic ability in determining admissions.

Applicants should hold a master's degree from an accredited university with a minimum GPA of 3.0. Foreign applicants should have a minimum TOEFL of 600. Applicants should also have a minimum of five years of experience in the field, either as teachers or as administrators, or in other relevant education roles. Three professional recommendations/references are required in addition to Graduate Division application, transcripts, résumé, and leadership letter. Cohort III applicants were

were required to attend a group face to face interview as well as complete a writing sample at the time of the interview.

Degree Requirements. The program features a combination of coursework and fieldwork organized around and integrated with projects dealing with problems of practice.

In order to successfully complete the program, candidates must complete the required coursework with a GPA of at least 3.0. They must submit a group consultancy project which they have actively contributed to in proportion to the size of the group. And finally, they must complete a satisfactory action research project, action research report of around eighty pages, and present the results at a concluding public forum in the form of a conference.

Required course work. All EdD candidates are required to complete the equivalent of twenty-seven credit hours of course work. Course work varies according to the nature of the cohort groups, but all students are required to complete fifteen credit hours of fixed content that includes instruction in research and evaluation.

Group Consultancy Project and Report. All EdD candidates complete twelve credits of group fieldwork during the fall and spring semesters of the first year of the program. Participants receive a grade based on their individual participation in the group project.

Dissertation in Practice. All EdD candidates complete a total of twenty-four credits of individual fieldwork during the fall and spring semesters of the second and third years of the program. They also help to plan and make presentations of their projects at a concluding program conference in the final summer semester. The degree of EdD is awarded after successful completion of all phases of the action research project. This entails, in addition to carrying out the project in the field, the submission and presentation of a report containing sections with details of the nature of the problem, a review of literature conducted to inform the implementation of the project, an account of the plan of action and the solutions adopted, a discussion of methods used for the collection of data regarding its implementation, a summary of data collected, analysis of data, and a discussion section with recommendations for future practice.

The committee of advisors (corresponding roughly to the dissertation committee in a PhD program) composed of members of the graduate faculty, with input from professional mentors, determines who has conducted a successful action research project that meets professional and ethical standards of practice. Each candidate then makes the final presentation of their project at the conference attended by fellow participants, graduate faculty, professional mentors and other interested parties.

Assessment of Coursework and Projects. In conformity with Office of Graduate Education (OGE) requirements, students are expected to maintain a GDGPA of 3.0 or above. Students who obtain a C grade or below in any course are required to repeat the course at a later date. Assessment of the two major problems of practice (conducted in EDUC 710 and EDUC 720) are based on Rubric A, B, C. See Appendix C: Assessment Criteria for Degree Requirements, p. 29. When a student fails to achieve "acceptable" in any one or more of the requirements, they are asked to

revise their work and resubmit. If, after resubmitting their work, they fail to achieve above minimal in any or all of the requirements, they may be offered the opportunity of an extended period of one semester to complete their work satisfactorily or of joining a later cohort. If after an extended period of one semester, a student fails to attain "acceptable" on all requirements, they will be dropped from the program.

Program Administration. The EdD in Professional Educational Practice is housed in the College of Education and is a college-wide, interdepartmental offering, much in the same way that the PhD in Education is a college-wide degree. The program is directed by a graduate chair/program director selected from among the graduate faculty in Education (the same graduate faculty identified in the PhD in Education as Graduate Faculty in Education [GFE]) and appointed by the Dean of the College of Education with approval from the Graduate Division. The director is responsible for day-to-day operations of the program.

In addition, the program director chairs an EdD Program Advisory Committee (EDPAC) with representatives of the various groups involved in the day-to-day operations of the degree. Due to the practical nature of the EdD, recognition must be given to the important contribution and expertise of professionals in the field. The partnership between field experts and UH faculty in what Olson and Clark (2009) refer to as "Leader-Scholar Communities" is of critical importance to the successful conduct of the degree program and to its efficient implementation. Thus, its organizational structure makes provisions that facilitate cooperation between the university and the field, between theory and practice, and between advisors and students. Issues arising in the EDPAC will include such matters as access to the field, curriculum to be offered, professional guidance on matters of professional expertise, program evaluation, program planning, and professional mentoring. The advisory committee, chaired by the graduate chair of the EdD program, also includes representatives from the faculty who are advising in the program, representatives of participating groups, and student cohort representatives.

Program Advising. Due to the partnership nature of the EdD and the requirement that students conduct projects dealing with problems of practice in actual educational settings, program advising involves a combination of COE graduate faculty members and professional educational practitioners. Recognition of the dual nature of the required expertise in leadership experience and research know-how serves to ensure the close integration of theory with practice while recognizing the vital contribution of experts in the field. Faculty advisors help guide candidates' projects from the perspective of their own areas of academic knowledge; external field advisors, on the other hand will make vital contributions on practical matters by facilitating field work, advising on institutional matters, and sharing experiences in educational leadership.

Summary Statement
The current structures and organization of the EdD Program, including the curriculum, admissions requirements, degree requirements, along with its distinctive administrative and advising organizational structures focused on the close integration of theory with practice, effectively allow the program to meet its objectives.

(2) Is the Program Meeting its Learning Objectives for Students?

Descriptions of Major Assessments

See Appendix E - Description of Major Assessment and Raw Data, p. 34.

The following presents a brief synopsis of whether the program has succeeded in achieving it's four student learning objectives (SLO) in the context of its two major milestones: the group consultancy project and the dissertation in practice. At the time of this analysis, Cohort II had completed their consultancy projects.

Cohort 1

SLO #1: Work collaboratively to solve problems and implement plans of action.

The program has been very successful in creating an opportunity for our learners to work collaboratively to solve problems and implement plans of action. Based on Group Consultancy Project and Report for Cohort 1 in Spring 2012 (GCPR, 2012), 93% of the cohort met the target for this SLO. According to the student surveys of that report, the majority reported great satisfaction with the collaboration among group members and credit their group projects' success with the passion, diverse skills, and synergy generated when they worked together. In the words of the student mentors and advisors, they also echoed the strong collaboration they observed when working with their student groups.

SLO #2: Application of research to bring about improvements in problems of practice.

The program has succeeded in bringing about improvements in problems of practice. Based on GCPR (2012), all 28 learners of Cohort 1 received marks of "acceptable" or better with respect to the application of research methods to project, review of literature, and data collection and analysis. Furthermore, all the clients of the group consultancy project not only recognized the value as well as the short and long term benefits of this endeavor, but also since taken actions to implement the recommendations of the group consultancy projects' respective final report.

In addition, many of the cohort's dissertations focused specifically on trying to improve current problems in education. For example, given the heterogeneity of local cultures that make up the student population in Hawaii, many learners elected to research culture based education and how it can be effectively utilized to improve student performance. Especially, given the substantial number of Native Hawaiians students in Hawaii's DOE that are at educational risk, it is admirable how many recognized this and decided to try and address this situation.

SLO #3: Reflect ethically and critically on matters of educational importance.

The program has succeeded in getting their learners to reflect ethically and critically on matters of educational importance. Based on the Ed.D. Completion Survey for Cohort I conducted in 2014 (ECS, 2014), 100% reported of the importance of the professional ethics and dispositions that were gained through their experience within the program, 86% acknowledged the importance of knowing the ethics of conducting educational research particularly on human subjects, and 96% reiterated the importance of the ability to understand and critique research conducted by others.

Moreover, many of the dissertations of cohort members reflected conscious effort in researching topics of major educational importance. For example, some the dissertation areas included effective school leadership, the transformational importance of teachers to teacher-leaders, as well as determining the financial stability of small independent schools. It was the breath of those dissertations that clearly reflected the program's success in this regard.

SLO #4: Take a broad interdisciplinary perspective on educational issues.

The program has succeeded in having their learners gain experience in taking a broad interdisciplinary perspective on educational issues. According to the ECS (2014), learners recounted how networking was vital in order to gain a more comprehensive perspective when addressing problems in education. They also recollected how the Consultancy Project, in particular, was instrumental in opening their own outlook of education to new paradigms. Finally, the entire cohort was unanimous in citing how beneficial it was for them to incorporate an interdisciplinary perspective in conducting their own dissertation in practice.

In analyzing their respective dissertations, it was educationally clear that the entire cohort made great effort to take an interdisciplinary approach to researching their subject areas. For example, many learners elected to research culture based education and its implementation to student instruction. Hence, in the effort to improve its incorporation, it would be impossible for them to come about with best practices without firmly understanding current western standards and pedagogy first, before evaluating where they can be effectively infused with the culture they wish to merge. Consequently, it becomes apparent that the program was successful in cultivating the use of interdisciplinary perspectives among its learners.

Cohort 2

SLO #1: Work collaboratively to solve problems and implement plans of action.

The program has been very successful in creating an opportunity for our learners to work collaboratively to solve problems and implement plans of action. Based on the Ed.D. Consultancy Project Evaluation conducted in January 2016 (ECPE, 2016), the learners of Cohort 2 reported spending as much as 80 hours within a 1 to 2 weeks period in client meetings and as much as 160+ hours for at least a 4 week period in team meetings in working with their client, advisors, and mentors in completing their Consultancy Project. In addition, learners also reported that being members in the Consultancy Teams led to group synergy, which allowed the diverse talents of individual group members to be unleashed and utilized to complete their group tasks.

In that same evaluation, Faculty Advisors and Field Mentors confirmed their learners' responses by reporting they having spent as much as 160+ hours for at least a 4-week period in meetings and working with their assigned teams. Moreover, the Clients themselves universally reported active participation and collaboration with their Consultancy Teams with effective lines of communication throughout the process, which they felt were a major factor in the success of their assigned teams.

In 2015-2016, a group of faculty, mentors, and cohort II students implemented a research study analyzing the impacts of consultancy projects on both student and community client learning. The study used practice theory framework and analyzed both existing and new data from cohort I and II projects as well as data from community partners. The project found that consultancy

projects, as a collaborative "inquiry-in-action", demonstrate a potential to transform students' and clients' practices by enhancing the cultural-discursive, material-economic, and social-political arrangements that shape the leadership practice in consultancy project partnerships. A paper, based on this study is in print in our COE *Educational Perspectives* (attached) journal (Twomey, 2018), and another manuscript reporting on the study findings was submitted to *Studies in Higher Education* (Twomey et al, under review).

SLO #2: Application of research to bring about improvements in problems of practice.
    The program has succeeded in giving an opportunity for our learners to bring about improvements in problems of practice. Based on the ECPE (2016), the learners of Cohort 2 reported spending as much as 160+ hours for at least a 4 week period conducting all facets of the research process (i.e., literature review, data gathering, data analysis, write-up) towards completing their Consultancy Project. In addition, many learners commented how the application of research taken to complete the Consultancy Project well-prepared them for their own dissertation research. This was also confirmed by the findings of the research study that explored the impacts of consultancy project on student learning.
    Faculty Advisors and Field Mentors in ECPE (2016) also reported spending up to 80 hours for 2 weeks working with their respective learners in providing feedback and guidance; reaffirming the application of research that was taking place. Moreover, Clients of the Consultancy Project expressed their appreciation and gratitude for the work undertaken by their respective Consultancy Teams as well as shared how they intended to implement the recommendations listed in their respective final reports.
    Finally, although not yet finished their dissertations, many of the cohort's dissertation topics focuses specifically on trying to improve current problems in education. For example, current topics range from the effectiveness of coaching, to leadership and organizational structures and their potential impact on independent schools, to educational crises leadership. Hence, it currently is a promising sign that our current learners are trying to address current problems in education.

SLO #3: Reflect ethically and critically on matters of educational importance.
    Although data to measure this outcome has yet to be collected, many of the dissertation topics of cohort members do reflect conscious effort towards researching topics of major educational importance. For example, some the dissertation topics included the importance of motivation in program effectiveness, factors that contribute and the need for programs that foster entrepreneurship, and the importance digital leadership as professional development. Hence, such topics are a good sign that our learners are taking account of matters of educational importance in their own selection of dissertation topics.

SLO #4: Take a broad interdisciplinary perspective on educational issues.
    Although data to measure this outcome has yet to be collected, similar in SLO #3, in analyzing their respective dissertation topics, it was educationally clear that the entire cohort is making great effort to take an interdisciplinary approach to researching their subject areas. For example, three learners selected the impact of hoʻike on Hawaiian focus charter schools, how to reshape learning on the Leeward Coast, and Marshallese indigenous learning frameworks, respectively. All three topics are not only worthy topics for educational research, but clearly

illustrate how each learner will eventually in due course incorporate an interdisciplinary approach as they research their subjects.

(3) Are the Program Resources Adequate?

All the resources required for implementation and maintenance of this program come from tuition, fees, and the reallocation of COE resources.

a) All graduate faculty in the field of education are eligible to act as advisors in the EdD program. The list shown in the table below includes College of Education faculty, affiliates, and community mentors who have taught and advised in the EdD.

b) The library resources that are currently available are sufficient. No new resources have been required beyond the library holdings for the PhD program.

c) The College and University possess the necessary resources to offer this degree. Tuition and fees have been sufficient to fund needed staff, provide graduate assistantships, and cover costs of physical resources.

Table 6: EdD Program Faculty, Mentors, and Their Areas of Expertise

Name	Role	Area of Expertise	Cohort(s)
Hunter McEwan	Faculty, Director ('11-'14)	Educational Foundations	I and II
Jeffrey Moniz	Faculty, Director ('14-'16)	Teacher Education	I and II
Sarah Twomey	Faculty, Director ('16-present)	Curriculum Studies	I and II
Nathan Murata	Dean	College of Education	I and II
Baoyan Cheng	Faculty	Educational Foundations	I
Than Truc Nguyen	Faculty	Curriculum. Research & Development	I
Gay Reed	Faculty	Educational Foundations	I
Clifton Tanabe	Faculty	Educational Foundations	I
Kimo Cashman	Faculty	Curriculum Studies	II
Julie Kaomea	Faculty	Curriculum Studies	II
Eomailani Kukahiko	Faculty	Curriculum Studies	II
Larson Ng	Instructor	Curriculum Studies; Quant. Methods	II
Joanne Cooper	Instructor (Retired Faculty)	Educational Administration	I and II
Sanjeev Sridharan	Instructor	Evaluation Methodology	I and II
Ruth Fletcher	Instructor & Mentor	Punahou Dean; Action Research	I and II
Lori Ideta	Instructor & Mentor	UHM VC; Sociocultural Contexts	I and II
Walter Kahumoku III	Instructor & Mentor	Kamehameha Admin.; Sociocultural	I and II
Steven M. Shiraki	Instructor & Mentor	HIDOE Admin.; Leadership & Policy	I and II
Dan White	Instructor & Mentor	Island Pacific Academy Headmaster	I and II
Val Iwashita	Mentor	Iolani School Headmaster	I and II
Rod Chamberlain	Mentor	Kamehameha Admin.; Campus Educ.	I
Maya Soetoro-Ng	Mentor	UHM Specialist; Peace Education	I
Catherine Payne	Mentor	Retired HIDOE Administrator	I
Louise Wolcott	Mentor	Retired HIDOE Adminstrator	I
Makalapua Alencastre	Mentor	UH Hilo Assoc. Prof.; Indigenous Ed.	II
Mary Hattori	Mentor	UHM Outreach Coordinator; Ed. Tech.	II
Sylvia Hussey	Mentor	Exec. Director, Nat. Hwn. Ed. Council	II

14

Lloyd Hisaka	Mentor	Emeritus Dept of Kinesiology	II
Amber Makaiau	Mentor	UHM, COE – Secondary Education	II
William Pila Wilson	Mentor	UH Hilo – Hawaiian Studies	II
Kathryn Daub	Mentor	UH Hilo - Nursing	II
Randy Hirokawa	Mentor	UH Hilo - Communications	II
Robert Peters	Mentor	Hawaii Association Independent Schools	II
Julie Walsh	Mentor	UHM – Centre for Pacific Island Studies	II
Warren Nishimoto	Mentor	UHM – Center for Historical Research	II
Hiapo Perreira	Mentor	UH Hilo – Hawaiian Language Studies	II
Kathy Au	Mentor	Emeritus UHM COE	II
Kalehua Krug	Mentor	Hawai'i DOE	II

Academic Program Costs and Revenue
[See the Provisional Program Resource Template projected for Cohort III at the beginning of this document]

The program has been funded through a combination of reallocated general and special funds, funds accumulated through Outreach College, and grants. We have made no request for university funds nor are any future requests anticipated. Existing College resources have been reallocated and the initial program planning was supported by external funds from the Hawai'i Association of Independent Schools (HAIS) and Kamehameha Schools (KS). In the last Mānoa prioritization plan, the EdD was identified by the COE as a program marked for investment. Existing faculty resources supported by tuition revenue received via Outreach College have been used.

(4) Is the Program Efficient?

Typically, EdD programs of professional practice require around sixty credit hours of study, though some require more. Rutgers for example, requires a total of seventy-two hours. At Penn State, seventy-five credit hours are required. Among the more innovative programs such as those at the University of Southern California and Vanderbilt University, students work in cohort programs that require sixty credit hours of course and field work and take around three years to complete. In the Washington State University program a total of seventy-two semester hours is required for completion, of which at least twenty semester hours is devoted to an action research project. Our program requires a total of sixty-four credit hours of study. Broken down annually, this has amounted to a mean average of 617 student semester hours per school year. Year to year breakdowns of SSH are shown below in Table 8.

Table 8: Headcount Enrollment (Fall) and Annual SSH, by Cohort

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017 (Projected)
Cohort 1	30	28	28			
Cohort 2				26	25	25
SSH	705	588	770	554	535	550

The program is funded by tuition revenue administered through Outreach College. Annual revenue is shown below in Table 9. Under our funding model, Outreach College assesses a service fee of 27% of tuition. Program expenditures, including instructor salary, fringe benefits, supplies, stipends, etc., are paid from the remaining tuition revenue. This funding model nets a modest annual surplus that allows the program to provide valuable program-related learning experiences for our students and faculty, including our local program conferences, and limited faculty travel support and student travel awards to conferences as well as conversion of key components of the program to a hybrid, e-learning framework. Access to travel awards for attending academic conferences has become an important feature, especially for our students, who are not eligible for the Graduate Student Organization travel grants available to most graduate students.

Table 9: Tuition Rate Per Credit and Annual Tuition Revenue

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017 (Projected)
Tuition Rate Per Credit	$ 458	$ 532	$ 566	$ 608	$ 653	$ 701
Tuition Revenue	$ 322,890	$ 312,816	$ 435,820	$ 336,832	$ 349,355	$ 385.500

The program is sustainable because of the efficiency of our partnership with Outreach College. With our continued diligent attention to managing program costs to remain within the means of our budget, the program stands to continue offering great value that outpaces its cost.

(5) Evidence of Program Quality

Accreditation

The College of Education earned Western Association of Schools and Colleges (WASC) approval for the new EdD in Professional Educational Practice in November 2012.

External Recognition

Carnegie Project on the Education Doctorate (CPED) Dissertation in Practice Award. The achievement of having one of our students, Dr. Makaĺapua Alencastre, win the Dissertation in Practice Award from our international consortium of over 80 institutions, provides great validation for the quality of our students, our curriculum, our program processes, and the efforts of our faculty and mentors. The 2015 Dissertation in Practice competition was the first time that any of our program's EdD graduates would have been eligible to enter. I expect that our future graduates will continue to produce dissertations in practice at or near the heights achieved by our first cohort. Dr. Alencastre's dissertation, *E Ho ʻoulu ʻIa Nā Kumu Mauli Ola Hawaiʻi: Preparing Hawaiian Cultural Identity Teachers*, was selected for its high quality research and potential to impact practice in education.

EdD Day in Hawaiʻi. The Governor and Lt. Governor recognized November 11, 2014 as Doctor of Education (EdD) Day. The proclamation honored our program and its graduates, providing valuable external recognition from our state's executive leaders for the particular contributions of our EdD program. A copy of the proclamation and a photo from EdD Day at the Capitol are included in the Appendices.

College of Education ranks among the best colleges of education in the country. The EdD Program is a prominent graduate program in the 66th ranked institution, out of 255, according the *U.S. News & World Report* Best Graduate Schools, 2017 edition.

See Appendix F for selected publications and presentations of EdD graduates and students, p. 42.

(6) Are Program Outcomes Compatible with the Objectives?

Student Learning Outcomes (SLOs) Reflected in Career Advancement

Program objectives are based on our four program principles and aligned with national standards for school leaders (Appendix B, p. 27). The transformative effects of the program are reflected in the career advancement of our students and graduates. These outcomes, re-listed below are followed by examples of the program's transformative effects on the advancement our graduates' careers as leaders.

Objectives: student learning outcomes (SLOs)

- SLO 1: Leaders in professional educational practice work collaboratively to solve problems and implement plans of action.

- SLO 2: Leaders in professional educational practice are able to apply research skills to bring about improvements in practice.

- SLO 3: Leaders in professional educational practice can reflect critically and ethically on matters of educational importance.

- SLO 4: Leaders in professional educational practice are able to take a broad interdisciplinary perspective on a wide variety of educational issues.

Transformative effects. Eleven out of twenty-one (52%) survey respondents from Cohort I indicated that they changed career positions since beginning their EdD Program. Seven did so during the course of the program and four did so shortly after graduation. Consider the following comments from their program completion survey:

"Comment on how your career goals have changed since starting the EdD program" (15 responses).

1   I felt empowered to venture into administration and leadership.
2   I was a Principal and I have since taken a position as a head of school.
3   After graduation, employers at other institutions have expressed interest in hiring me. Opportunities to deliver workshops, presentations and speeches have increased in number and scope.
4   I am moving to Oahu from a neighbor island and I am becoming the administrator of a school effective March 1,2015. I already was an administrator so am changing schools now. I am also interested in the university level of education as a result of the program.
5   While my career goals have not changed, they have definitely been refined.
6   I have yet to settle on what my next pursuit may be, that said I remain open to possibilities that I may not be aware exist. Having gained research experience and a much broader circle of professional colleagues, I look forward to opportunities in which we may continue to network and utilize our collective expertise to serve the educational

community. I entered the EdD program with the desire to challenge myself intellectually and grow my professional circle of friends. I feel blessed to have accomplished both. Mahalo to xxxx, all the faculty members and mentors who were instrumental in our journey as cohort I.

7 I believe I may have other options beyond my present position.

8 I began to consider a leadership role that would have far reaching impact to on students beyond my then scope of work.

9 I am more confident and interested in pursuing a school head position at some point in the future. I wasn't sure if that's what I wanted, or was ready for, prior to the program.

10 After this program I have realized that my potential as a school leader is far greater than I originally believed. With that, I believe that I've opened myself up to more options.

11 As the result of the EdD program, I realized where I needed to position myself in the Department of Education.

12 I have gained more confidence in my ability as a leader. This confidence has opened my eyes to career opportunities that I never considered before enrolling in the Ed.D program. I am considering positions in higher ed and the government.

13 I have developed the skills and confidence to prepare to take on an administrative position in the next couple of years.

14 I feel that I have more options open to me. I believe that I am still most effective in the classroom and it is where I want to be, however, I can also be a part of other programs and initiatives, and maybe one day it will lead me to teaching at a University setting.

15 Work on our keystone project helped with my new network of professionals, and then my work now on authentic dissertations helps to steer me toward a new position.

Also, the following list of highlighted individuals is meant to show the many and various ways that those involved with the EdD Program have transformed in their professional lives:

- Graduate, Cohort I: Associate Professor of Indigenous Education at the University of Hawai'i, Hilo, continues to work with the EdD Program as a mentor; her dissertation was named as the 2015 Carnegie Project on the Education Doctorate (CPED) Dissertation in Practice of the Year Award winner.

- Graduate, Cohort I: March 1, 2015, Haleakala Waldorf School Chair of School named as Administrative Director of Honolulu Waldorf School.

- Graduate, Cohort I: May 4, 2015, Associate Professor of Information Technology, Kapi'olani Community College, became Outreach Director, Center for Pacific Island Studies, University of Hawai'i at Mānoa; continues to work with the EdD Program as a mentor and instructor.

- Graduate, Cohort I: After graduation, November 16, 2014, became Executive Director of the Native Hawaiian Education Council; continues to work with the EdD Program as a mentor specializing in consultancy projects; elected as Treasurer for the National Indian Education Association, October 19, 2015; recently, April 28, 2016, nominated to Charter School Commission.

- Graduate, Cohort I: Fall 2015, Evaluator/Instructional Specialist at Kamehameha Schools Hawai'i became an Assistant Professor of Education at University of Hawai'i – West Oahu.

- Graduate, Cohort I: Fall 2015, former Student Services Coordinator at Pearl Ridge Elementary School became an adjunct faculty member at the University of San Francisco, another CPED member institution.

- Graduate, Cohort I: In spring 2016, Complex Academic Officer for the Windward District Office, HIDOE, begins serving as a mentor for our EdD Program's Cohort II.

- Graduate, Cohort I: April 28, 2016, Principal of Pearl Ridge Elementary School appointed to Governor David Ige's Every Student Succeeds Act (ESSA) Team.

- Graduate, Cohort I: July 1, 2015, Punahou School Dean became the new Junior School Principal at Punahou.

- Graduate, Cohort I: July 1, 2015, Punahou Junior School Principal became the Head of School of the prestigious San Francisco Day School in California.

- Current Student, Cohort II: Hanalani Schools Upper School Principal named National Association of Secondary Principals (NASSP) Hawai'i Principal of the Year for 2016; 2016 NASSP Digital Principal Award winner.

This list is, by no means, exhaustive. It is meant to simply provide a broad and diverse sampling of the transformative effects reflective of the objectives involved in producing our program outcomes. The quality of our program is evident in the career accomplishments and emerging scholarship of our graduates and students.

(7) Are Program Objectives Still Appropriate Functions of the College and University?

Relationship to Campus Mission and Strategic Plan

The EdD serves the mission and strategic plan of the university 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.

One of the potential benefits of starting an EdD program in the College of Education was that it strengthened our larger doctoral program by providing an advanced degree option for many educational practitioners who do not intend to pursue careers as educational researchers. The EdD has reduced the number of PhD candidates in the COE and allowed a transfer of resources to the new degree. The enrollment in the College-wide PhD, at the time when the EdD was proposed, was around 280 students, and a number of students in the PhD program, then, expressed interest in the EdD.

Not only has the new EdD kept the College in line with national reforms in higher education, it fills an important need in the state by preparing a new generation of educational leaders. The program allows expanded access to better serve educators on neighbor islands and others who have not been able, by reasons either of location or work demands, to pursue an advanced degree. Access has been enhanced by using non-traditional scheduling, innovative teaching strategies, and emerging communication technologies that make use of synchronous and asynchronous methods of instruction and communication a important tool for our neighbor island students. A new EdD website has been designed and is currently being constructed and in partial use with the cohort III. https://programs.coe.hawaii.edu/edd/program/

Indigenous-serving. Since its inception, our new EdD Program in Professional Educational Practice has been successful in attracting and retaining Native Hawaiians pursuing our doctoral degree. Through our admissions process, we have been able to successfully attract a relatively large number of highly qualified applicants of Native Hawaiian ancestry.

UHM EdD Cohort	Number of Native Hawaiians (%)	Number of Pacific Islander Indigenous Students, not Native Hawaiian (%)	Total Number of Indigenous Students (%)	Total Number of Students in Cohort
Cohort I (2011-2014)	13 (46%)	1 (4%)	14 (50%)	28
Cohort II (2014-2017)	13 (50%)	1 (4%)	14 (54%)	26

It is also important to note that most of these students engage in group consultancy projects and dissertation research that contribute directly to their Indigenous communities, both locally and globally. Doctor of Education (EdD) projects that focus on Native Hawaiian and Indigenous professional educational practice complement the graduate programs at Hawaiʻinuiākea (UH Mānoa) and Ka Haka ʻUla o Keʻelikōlani (UH Hilo). In the spirit of our University's goal of being a model Indigenous-serving university, our Doctor of Education program positions us well to continue meeting the needs of a rising global Indigenous consciousness.

Program Evaluation as Collaborative Research. A group of program participants, including graduates, students, faculty, and mentors, from across both EdD cohorts, recently conducted a study of the impact of our program's Group Consultancy Projects. They found the following: (1) the significance of course design in facilitating the preparation of leaders at doctoral level who emphasize equity, ethics, and social justice in their practice, and (2) the interplay of theory and research (as operationalized in UH Mānoa Group Consultancy Projects) and its pivotal role in providing doctoral students in the EdD Program with the empirical knowledge to bring about

solutions of complex problems of practice within a partnership model grounded in equity and ethics. The team presented their research to a receptive audience eager to hear the results, at the CPED Annual Convening in June 2016 and will be reporting further on the impact of consultancy projects at the 2017 Annual CPED Convening.

(8) Need Factors

(a) Direct Relevance to Needs of Hawaiʻi

Four arguments justify the need for a practitioner doctoral degree program in educational leadership 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 continue to express an interest in the proposed EdD. Second, reform of doctoral education in the field of 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 Hawaiʻi.

A growing demand exists for a professional practice doctorate in both the public and independent school sectors. This program is specifically developed in response to needs expressed by the Hawaiʻi Department of Education, the Hawaiʻi Association of Independent Schools (HAIS), and Kamehameha Schools (KS). The University of Hawaiʻi community colleges and military have also expressed interest in such a program.

A needs assessment was conducted to determine the level of interest in the proposed degree. HAIS had a list of thirty-five independent school teachers and administrators indicating their interest in applying to the program. Kamehameha Schools views this as an "exciting opportunity...that will extend and improve the educational reach [of the COE] to people of Hawaiian ancestry." Depending on our capacity to provide access to candidates on other islands, KS believes that they will provide "as many as 3 to 5 candidates/cohort for a long time." In May 2010, an online survey was conducted to determine the level of interest among public and private school educators in the College offering an EdD in professional practice. By July 28, 2010, two hundred and fifty-three people had visited the site and one hundred and eighty had completed the survey. Of these, 72 percent expressed a high degree of interest in the program and a further 35 percent are interested. Ninety-one percent were interested in applying within one to three years. In addition, interest has also been expressed in the program by faculty in the UH system.

It is widely recognized that there is a looming shortage of educational leaders in Hawaiʻi in both public and independent schools. Many people in leadership positions are close to retirement and a new generation is seeking the knowledge and skills necessary to assume leadership roles in their respective institutions. It is anticipated that due to upcoming retirements there is a critical need to mobilize significant numbers of emerging leaders through advanced degree work and to provide support for educators' career advancement to higher levels of responsibility. Large numbers of Hawaiʻi State Department of Education principals are eligible for retirement, while many of the heads of schools in Hawaiʻi's independent schools have recently retired. Community colleges face

similar challenges. Urgent steps need to be taken to anticipate the loss of experienced leaders and to take advantage of their expertise while circumstances permit.

In addition, many local education professionals have no interest in pursuing a doctoral degree that will prepare them for a career as educational researchers or university faculty—the main function of the PhD. Instead, they are eager to seek ways to advance their scholarly understanding of educational issues in order to further their professional knowledge, gain access to new professional opportunities in K-12 settings, and improve understanding of educational practices that they can apply in their current positions. The demands placed on educational leaders in today's schools require considerable practical expertise in a number of complex areas of educational importance. Educators work in an increasingly complex environment and are expected to be familiar with a wide range of topics relevant to the day-to-day business of education—improving student achievement, managing personnel, implementing and maintaining technological reforms, collecting data for decision making, dealing with diverse student populations, maintaining public relations, developing 21st century skills among staff and faculty, and dealing with the intricacies of school law, finance, methods of evaluation, policy, and so on. Our EdD Program is a major contributor to helping to meet the professional, economic, social, occupational, and general educational needs of Hawai'i.

Group consultancy projects. A way of demonstrating our program's contribution to meeting Hawai'i's needs is to show our contributions via the program's Consultancy Projects. Group Consultancy Projects are independent research and reflective activities embedded in group projects. Each project is formed around an actual problem of practice submitted by external clients. Students are organized in research teams to explore problems of practice submitted by state agencies such as school districts, post-secondary institutions, philanthropic organizations, and so on. The submissions, arising from "Requests for Proposals" (RFPs), are screened for applicability and a final set prepared for the "consultancy" teams. The aim is for each group to provide a contextual analysis of their assigned problem, to research the problem, to conduct data analysis (financial, operational, evaluative and demographic, as the case may require), to consider ethical implications, to provide program recommendations, and to offer strategies for implementation. Our students, with the guidance of faculty advisors and mentors, provide valuable consultancy services to our educational communities. The following twelve consultancy projects show the variety of clients and needs that our program has addressed over our first two cohorts. See Appendix G, p. 43 for listing of consultancy projects.

Cohort I institutional affiliations and Dissertation in Practice project titles.
Our program immediately contributes to professional educational practice in Hawai'i by addressing educational problems directly related to the doctoral students' problems of practice. Students formulate an individual inquiry project that arises in the context of their own practice as professional educators. These projects are discussed in conference with an interim advisor along with a professional mentor. The object of this work is to enable EdD candidates to demonstrate their analytical skills, research ability, professional knowledge, and understanding of context and culture in which the problem is embedded. In addition, it is a chance to apply their skills by implementing a well-researched plan of action that is directed to an improvement in practice. See Appendix H, p. 46 for the variety of institutional affiliations and Dissertation in Practice project titles from Cohort I.

23

Contributions to various educational systems. Our doctorate in professional educational practice contributes to the needs of our various school systems in Hawai'i. The career transformations mentioned previously on page 21-22, coincide with the increasing impact that our graduates have been making in fulfilling the educational needs of Hawai'i. For an example in public education, consider the recent appointment of one of our graduates to Governor David Ige's new Every Student Succeeds Act (ESSA) Team. In the areas of Native Hawaiian education and charter schools, consider the recent nomination of one of our graduates to the Charter School Commission. For an example of our impact on private school education, consider how our graduates have been serving as the leaders of our state's most prestigious independent schools. These are clear examples that reflect our program's aims to prepare educators for leadership and to become agents of change in educational settings.

(b) National Needs Factor

Many universities in the US have already taken steps to address similar problems in education and in other professional fields. The trend towards degrees of professional practice is well developed in several fields of endeavor in addition to education (for example, in nursing, engineering, clinical psychology, and business administration). Not only are these reforms taking place in the US, but internationally. The development of a professional practice doctorate as a professional alternative to the current research PhD has been recommended by the Carnegie Project on the Education Doctorate (CPED) (Shulman et al, 2006). Currently, the CPED, which is researching ways to differentiate educational doctoral programs to clarify this mission, is working with twenty-four participating research universities in the US to implement this reform. (See http://cpedinitiative.org/).

(c) International Needs Factor

A growing demand exists for a professional practice doctorate in Hawai'i and across the Pacific Region. Discussions held with various Hawai'i-based agencies such as the Hawai'i Association of Independent Schools (HAIS), the Hawai'i Department of Education (HIDOE), Kamehameha Schools (KS), and UH community colleges suggest that there is a large pool of potential candidates on Oahu and on other islands. Many educators in the public and independent schools and educators on neighbor islands do not have easy access to advanced doctoral study due to their location and/or their professional schedules. The HIDOE, the HAIS, and Kamehameha Schools continue to indicate considerable interest in our program and their representatives have taken an active part in the planning and execution of our EdD Program. The EdD responds well to state and regional educational needs by allowing expanded access for teachers, administrators, and other educators who have few alternatives that match their career goals.

Our program worked to build an international exchange relationship, initiated by Cohort I, with Oxford Brookes University's (UK) EdD program. The relationship has already resulted in the cross-pollination of ideas that came about from the reciprocal visits between our institutions. Cohort I and II have also nurtured a strong relationship with indigenous Maori educators in Aotearoa (New Zealand).

(d) Basic Educational Needs Factor for Hawai'i's Population

As part of the original planning process, the committee had been in contact with a number of local agencies and institutions in order to conduct ongoing needs assessment to determine the anticipated demand for such a degree. Letters were received by the COE in support of the EdD and focus group sessions with potential candidates were conducted with the independent schools (Hawai'i Association of Independent Schools and Kamehameha Schools), the HIDOE, and Community Colleges. A web page describing the proposed EdD was set up inviting interested individuals to complete a short survey

The past HDOE superintendent, Kathryn Matayoshi, who has been supportive of the EdD, sent out a memo to DOE administrators to urge those interested to complete the survey, as had former HAIS Executive Director Robert Witt. The survey indicated a high level of strong interest, which is still evident in the hundreds of inquiries that the program continues to receive, despite only admitting a new cohort every three years.

Demand for professional education practice to meet various educational needs, as shown in the list of Group Consultancy Projects by Cohort.
See Appendix G, p. 43.

(e) Relevance of Field of Study as a Necessary Supporting Discipline

The development of our EdD program in Professional Educational Practice has had a beneficial impact on the current PhD by creating two clear options for advanced doctoral study. This better serves students in the PhD program by allowing them to focus more intently on a program of study in educational research. Previously, the PhD program struggled to meet the needs of both groups of students: those who intended to remain in their chosen field of practice and those who sought careers in one of the disciplinary fields of educational research. A cohort-based program that makes use of summer courses blended with online coursework and field practice will attract a larger number of applicants and be an attractive option for potential applicants on neighbor islands, thus widening the pool of prospective EdD candidates and reducing the number of candidates served in the PhD.

Finally, The explicit and essential difference in focus between PhD and EdD doctoral degrees is best captured in this quote from Gordon Kirk (as cited in Wergin, 2011, p. 119):

"The PhD is to _understand_ the world. The EdD is to _change_ the world." [emphasis added]

Our students are oriented towards leading systemic change. We continue to build capacity for systemic change by graduating educational leaders, at the doctoral level, who make a direct impact on our education systems (i.e., UH System, HIDOE, Public Charter Schools, Independent Schools). Our program is living up to our aims to prepare educators for leadership and to become agents of change in educational settings.

Appendix A
Research Supporting EdD Program Development

Representative sample of texts supporting the EdD program:

- Golde, C.M. & Walker, G.E. (Eds.). (2006) *Envisioning the future of doctoral dducation: Preparing stewards of the discipline*. University of Michigan: Wiley.
- Herr, K.G. and Anderson G.L. (2005). *The action research dissertation: A guide for students and faculty*. CA: Sage.
- Council of Graduate Schools. (2007) *CGS Task force report on the professional doctorate*. Washington, D.C.: Council of Graduate Schools.
- Olson, K. & Clark, C.M. (2009). A signature pedagogy in doctoral education: the leader-scholar community. *Educational Researcher*, 38 (3), 216–221.
- Brown, A & Lunt, I. (2004). *Professional doctorates: integrating professional and academic knowledge*. University of Michigan: McGraw-Hill.
- Shulman, L.S., Golde, C. M., Conklin, Bueshcel, C. & Garabedian, K. J. (2006). Reclaiming education's doctorate: A critique and proposal. *Educational Researcher*, 35 (3), 25-32.
- Sullivan, W. M. (2005) *Work and integrity: The crisis and promise of professionalism in America*. Stanford: CA: Jossey-Bass.
- Walker, G.E., Golde, C. M., Jones, L., Conklin Bueshcel, A., & Hutchings, P. (2008) *The formation of scholars: rethinking doctoral education for the 21st century*. Stanford, CA: Jossey-Bass.
- Wergin, J. F. (2011). Rebooting the EdD. *Harvard Educational Review*, 81 (3), 119-139.

Appendix B
Program Standards and Principles

Four program principles. The following four principles have helped to guide the planning and implementation of this degree:

- Principle One: The preparation of quality educators in professional practice should take place, as far as possible, in the context of thinking and acting as a leader in the profession.

- Principle Two: The preparation of quality educators in professional practice should be conducted in ways that provide opportunities for individuals to work collaboratively to solve problems and implement appropriate plans of action.

- Principle Three: The preparation of quality educators in professional practice should include opportunities for the development and application of inquiry skills so that they can apply their research skills in bringing about improvements in practice.

- Principle Four: The preparation of quality educators in professional educational practice should provide opportunities in critical and ethical reflection on matters of educational importance.

Student Learning Outcomes (SLOs). Program objectives are based on the above four principles. These outcomes are as follows:

- SLO 1: Leaders in professional educational practice work collaboratively to solve problems and implement plans of action.

- SLO 2: Leaders in professional educational practice are able to apply research skills to bring about improvements in practice.

- SLO 3: Leaders in professional educational practice can reflect critically and ethically on matters of educational importance.

- SLO 4: Leaders in professional educational practice are able to take a broad, interdisciplinary perspective on a wide variety of educational issues.

Standards for school leaders. These principles and learning outcomes are consistent with the standards for school leaders established by the Interstate School Leaders Licensure Consortium (ISLLC) and endorsed by the Council of Chief State School Officers (CCSSO) and the standards for advanced programs in educational leadership of the Educational Leadership Constituent Council (ELCC), an affiliate organization of the Council for the Accreditation of Educator Preparation (CAEP)—the agency that accredits programs in the College of Education.

These standards are as follows:

- *High quality educators develop, articulate, and implement a shared vision that promotes learning.*

- *High quality educators create a positive institutional culture that is effective in applying best practices to student learning and staff development.*

- *High quality educators promote success for all by managing the organization, operations, and resources efficiently and in ways that are ethical and fair.*

- *High quality educators work collaboratively with community members to respond to diverse community interests and needs in ways that are sensitive to larger political, social, economic, legal, and cultural contexts.*

- *Programs for quality educators should provide opportunities for candidates to synthesize and apply knowledge and skills by undertaking collaborative projects that arise in real settings, and guided cooperatively by university faculty and experienced mentors in the field.*

Appendix C
Assessment Criteria for Degree Requirements

Course: EDUC 710
Assessment Title: Rubric A: Group Consultancy Project and Report
Scoring Levels: Unacceptable (0), Acceptable (1) , Target (2), No Evidence
Scoring Criterion:
1. Collaboration and individual contribution to project
2A. Application of research methods to project
2B. Review of literature
2C. Data Collection and Analysis
3. Critical and ethical reflection on research
4. Presentation of findings and executive report

Course: EDUC 720
Assessment Title: Rubric B: Professional Practice Dissertation Project
Scoring Levels: Unacceptable (0), Acceptable (1), Target (2), No Evidence
Scoring Criterion:
1. Quality of writing
2. Review of literature
3. Methods
4. Background issues

Course: EDUC 730
Assessment Title: Rubric C: Professional Dissertation Project Final Report
Scoring Levels: Unacceptable (0), Acceptable (1), Target (2), No Evidence
Scoring Criterion:
1. Quality of writing
2. Research Questions
3. Action Plan
4. Data Collection
5. Data Analysis
6. Findings

Course: EDUC 730
Assessment Title: Rubric D: Conference - Doctorate in Professional Education Practice
Scoring Levels: Unacceptable (0), Acceptable (1), Target (2), No Evidence
Scoring Criterion:
1A. Collaboration
1B. Problem solving
1C. Action planning
2A. Understanding of research methods
2B. Application of research skill to problems of practice
3A. Ethical reflection
3B. Critical reflection
4. Ability to take broad, interdisciplinary perspective

Appendix D
EdD Course Descriptions

Here is a list of courses that are available to fulfill the variable coursework requirement:

- Professional Knowledge, Reflective Practice, and the Practitioner Researcher. Exploration of theoretical literature on the idea of the professional as a reflective practitioner. Exploration of the philosophical roots of reflection in action and application in practical situations. EDEF 660.
- Information Systems in Education. A basic understanding for personal usage and conversant enough to ask good questions of experts. Balances technology and human dimensions in problem solving. Sees possibilities of technology. EDEA 642
- Finance and Resource Management: Read financial statements and understand the utility of budgets as planning tools. Ability to analyze alternatives in financial and human resource applications. Commitment to efficient and effective use of resources. EDEA 620
- Professional and Legal Ethics. Attention to doing right things as well as doing things right. Sensitive to situations yet firm in commitment to core values. Versed in legal issues and, more importantly, disciplined to seek expert legal help when necessary. EDEA 630, EDEF 680.
- Leadership in Educational Settings. Understanding of effective teaching from experience, and of the role of the learner. Conversant in broad themes across content areas and in assessment, all in service to institutional mission. Open to new understandings and new pedagogies because of a basic belief in pragmatism with respect to teaching and learning. EDEA 775, EDEA 663, or EDEF 667C
- Foundations of Leadership and Governance. EDEF 667C, EDEA 650, or EDEA 660
- Curriculum Leadership. Curriculum trends and issues related to school organization. EDCS 667, EDEA 662
- Management/Leadership in Higher Education. Trends, research, and problems in higher education. EDEA 660.
- Politics of Education. Examination of ways that education can be viewed as political, arising from its connections to the local, state and federal governments. EDEA/EDEF 676.

Summer Four (1 credit)—EDUC 730 Action Research Conference Presentation. During this semester, students present the results of their action research projects at a conference that is specifically arranged for the purpose. This is a public forum attended by students, faculty advisors, field mentors, and interested persons. Advisors and attendees are free to ask questions of each presenter. The aim of the conference is to provide a culminating activity and an opportunity for students to share the results of their work with each other and with university faculty and the public. The conference is a requirement for graduation, but it does not carry weight in the assessment of the projects themselves. Successful completion of the capstone action research project is a requirement for presenting at the conference (See assessment of individual project on p. 11). Students who have not completed their projects in time for the conference will be given an opportunity to present at a later conference.

The professional doctorate practicum. Two major projects centered on the resolution of selected problems of practice, beginning in the first year and culminating in the final year of the program, are conducted during fall and spring semesters. The first project is a year-long, group

assignment based on a similar, innovative project that has been successfully implemented as a capstone project with EdD candidates at Vanderbilt's Peabody College. The second project is an individual practitioner research project on a problem of practice formulated by individuals, who are expected to develop a line of inquiry leading to the implementation of a plan of action aimed at an improvement in practice. Each individual is expected to write up a report of their project, which will be presented at a concluding conference to an audience of faculty and peers in the final (fourth) summer of the program.

Year One—The Group Consultancy Project: EDUC 710. In this project, individuals will be organized into consultancy teams to explore problems of practice submitted by external state agencies such as school districts, independent schools, post-secondary institutions, philanthropic organizations, and so on. The submissions, arising from "Requests for Assistance" (RFAs), will be screened for applicability and a final set prepared for the "consultancy" teams. The aim is for each group to provide a contextual analysis of their assigned problem, research the problem, conduct data analysis (financial, operational, evaluative and demographic, as the case may require), provide program recommendations, consider ethical implications, and offer strategies or recommendations for implementation. The outcome of this project is a report that will be submitted to the relevant agency at the end of the first year. Every effort will be made to ensure that each member contributes actively to the work of the group. Each participant will be required to submit a statement detailing their personal contribution to the project and the written report.

Each group will be composed of no more than five students and each group will be assigned a faculty advisor and professional mentor from one of the partner agencies (depending on the nature of the problem). Meetings will be held on three occasions during the fall semester and a further three during the spring to enable groups to interact and report on progress in their respective projects.

Years Two and Three—Dissertation in Practice: EDUC 720. The practitioner research project is a capstone experience, corresponding to, but different from, the dissertation in the PhD. The Program regularly uses the term "dissertation in practice" to refer to the practitioner research project. The project is an opportunity for each member of the cohort to pursue a project of personal professional interest. As the emphasis of practitioner research is on seeking informed solutions to problems of educational practice, the approach to be pursued is also different from a traditional dissertation. Action research problems arise in the professional experiences of practitioners and actively involve the participant researcher in an investigation into their own practice. The process involves a period of research and planning followed by implementation of a plan of action, collection and analysis of data, and reflection on the results. A written report and public presentation of the report are important later stages in the process; but the principal tasks for students as they work on the project are to prepare a plan of action and take measures to implement the plan in ways that draw on research literature and methods.

Action research dissertations are becoming widely used as a form of capstone experience in doctoral programs (Herr & Anderson, 2005). They have become an approach used by candidates in PhD programs, but their true home is the practitioner research program, especially in fields like education, social work, nursing, and business management. For example, in the Warner School of Education at the University of Rochester, students enrolled in the EdD program conduct an action

research project as a capstone experience. In addition, many of the twenty-four universities in the Carnegie Project on the Education Doctorate are developing capstone experiences that require students to conduct action research on a problem of practice as the preferred form for the capstone project.

In the EdD at the University of Hawai'i, students begin the first semester of Year 2 by formulating a project that arises in the context of their own practice as professional educators. These projects are discussed in conference with a faculty advisor along with a professional mentor or representative from the field. The object of this work is to have EdD candidates demonstrate their analytical and research skills, professional knowledge, and understanding of the context and culture in which the problem is embedded to seek solutions to actual problems of practice in the field of education. Emphasis is placed on the performance of their actions as well as their understanding of inquiry methods.

At the end of Year 2 of the program (semester four), each candidate submits a written proposal of around twenty pages to the advisor and professional mentor. The report is expected to contain details of the proposed project including a review of the literature, the proposed methods to be employed, an outline of a plan of action (including a timeline), and clearance to conduct the project from the UHM Committee on Human Studies.

At the end of Year 3, a final report of between seventy to one hundred pages is due (spring semester). The final report contains a full account of the project, including the literature review, methods employed in gathering data, action taken, and reflections on the process followed and the outcome achieved. This report is be judged by the principal advisors from the committee of advisors with input from the field mentors (external advisors).

Assessment of the projects. Ideally, each cohort of approximately twenty-five students requires the services of five graduate faculty advisors and ten external advisors—one **principal project advisor** for five students. In addition, each student works with a field mentor who acts as an **external project advisor** as well as one other committee member that has been approved by OGE. The five advisors and 20 external advisors form a **committee of advisors** whose role is to assess the quality of the projects and project reports. To avoid conflicts of interest, the external advisor acts in a purely facilitative and advisory role (see role of external advisor). The projects are judged according to a continuing assessment model in which progress is evaluated at key points in the project, notably at the end of each of the four semesters. This is accomplished in a series of meetings attended by faculty advisors and external advisors in which students report progress on their projects. These meetings are held at regular intervals throughout Year 2 and Year 3.

Role of principal project advisor. The principal project advisor (PPA) is assigned five advisees. Each advisor works closely with students to provide guidance in the development of their projects. All currently serving graduate faculty in the COE are eligible to serve as project advisors. The PPA is the instructor of record for their respective sections of EDUC 710, 720, and 730. In addition, the PPA serves as the principal evaluator on the students' action research projects.

Role of external project advisor. The external project advisor (EPA) also known as a mentor, is required to bring their professional expertise and leadership experience to the project and should

have a master's degree, at least. Currently, all of our EPAs have doctorates. They are assigned 2 or 3 advisees. The role will is facilitative and valued for the insider knowledge and leadership experience of the advisor, who acts as a gatekeeper rather than judge—someone whose knowledge of the field helps the student to apply their ideas in the field. Their input is taken into consideration in the evaluation of student projects. External advisors are selected on the basis of their years of experience as educational leaders in the field.

Role of committee of advisors. The role of the committee of advisors is to maintain standards of excellence as students work on their projects. The committee meets periodically, at least once a semester, to discuss students' progress on their projects and to consider interventions in the case of students who may be falling behind and otherwise experiencing difficulties with their work.

Status of the new EdD courses. The two projects of professional practice required the development of two new practicum courses for the EdD—EDUC 710 and EDEC 720. The one-credit conference was also approved as a new course, EDUC 730: EdD Conference. All three courses have effectively provided the course structures necessary for the Program to meet its objectives.

Appendix E
Description of Major Assessment and Raw Data

Assessment 1: Group consultancy project. This consists of individual assessments of the group consultancy reports and client presentations. Faculty assessments were made in collaboration with field mentors. They involved progress monitoring (e.g., IRB application, timely submission of proposal and drafts, executive report and report to clients) and answered the questions—Did the student work collaboratively in their group? Did student contribute fully to the project? Did student review the appropriate literature? Did student participate in collection and analysis of data? Did they engage in critical and ethical reflection on the project? Did they contribute to the executive report and presentation to clients?

Assessment 2: Midterm assessment of Dissertations in Practice. This is an individual assessment of student's progress towards their dissertation in practice according to the four program SLOs. At this stage each student was expected to have completed a dissertation proposal, to have obtained IRB approval for their research project, other approvals (DOE Data Governance approval, charter or private school approval). In addition, students made a presentation of their research project progress during fall semester 2013 attended by UH faculty and program mentors. Assessment was directed to determining progress on the four program SLOs. Did the student work collaboratively to solve problems and implement plans of action? Did the student employ research methods to bring about improvements in practice? Did student reflect critically and ethically on issues raised by their research? Did the student take a broad interdisciplinary perspective on the project?

Assessment 3: Dissertations in Practice and conference presentation. This assessment focused on two of the program SLOs: application of research skills to bring about improvements in practice and critical and ethical reflection on matters of educational importance, but by targeting specific aspects of the research such as data collection and analysis, and the application of research to practical educational problems. It answered the question that the students were applying appropriate research methods in for their respective problems of practice, that they applied data analysis to these problems and that they were reflecting critically on their work to arrive at specific findings.

The quality of student learning is indicated in the following results and analysis of student performance with regard to our SLOs. Assessment results and analysis are first reported as the percentages of students' mean scores at the target, acceptable, and minimal levels for each major assessment (Figures 1 and 2). Summary results of each major assessment and a student survey follow, presented in Tables 1-5.

Mean Assessment Scores

Figure 1 shows the distribution of students' mean scores for each major assessment completed by Cohort I. Note that most students scored at the target or acceptable level. Only one student scored an unacceptable rating for Assessment 2. Only 25 out of the original 28 members of Cohort

34

I received scores for Assessment 3. This is due to the fact that three members of Cohort I have not, yet, completed their Dissertation in Practice requirement.

Figure 1

Percentage of EdD Cohort I Scores by Major Assessment in the Unacceptable, Acceptable, and Target Ranges
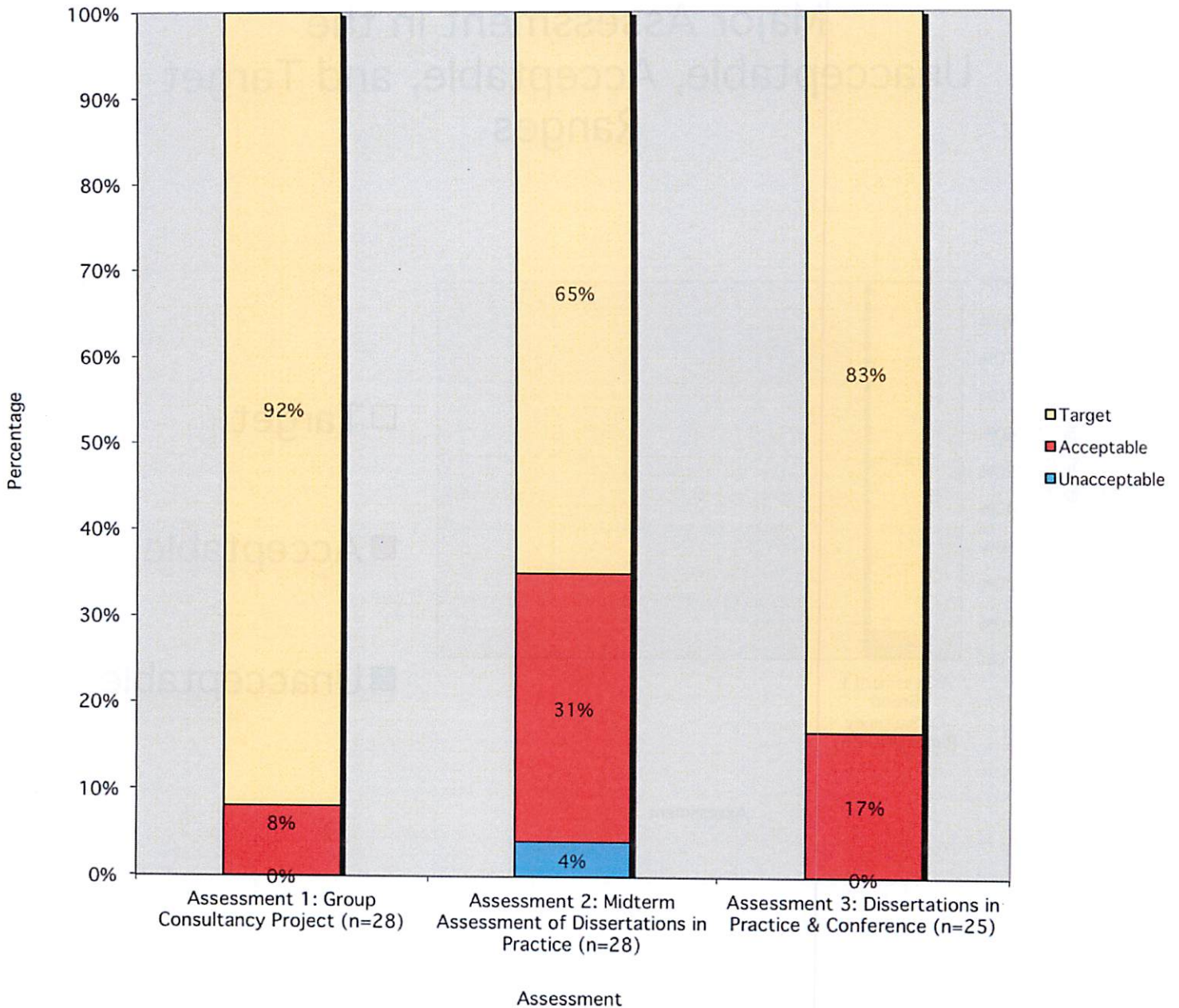
Figure 2 shows the distribution of Cohort II mean scores for Assessment 1. Note that most students scored at the target or acceptable level. Only one student scored an unacceptable rating for

Assessment 1. The student experienced an extraordinary amount of extenuating circumstances that prevented him from meeting program learning objectives, even with the tremendous amount of support provided by Group Consultancy Project partners, mentors, and faculty advisors.

Figure 2

Percentage of EdD Cohort II Scores by Major Assessment in the Unacceptable, Acceptable, and Target Ranges
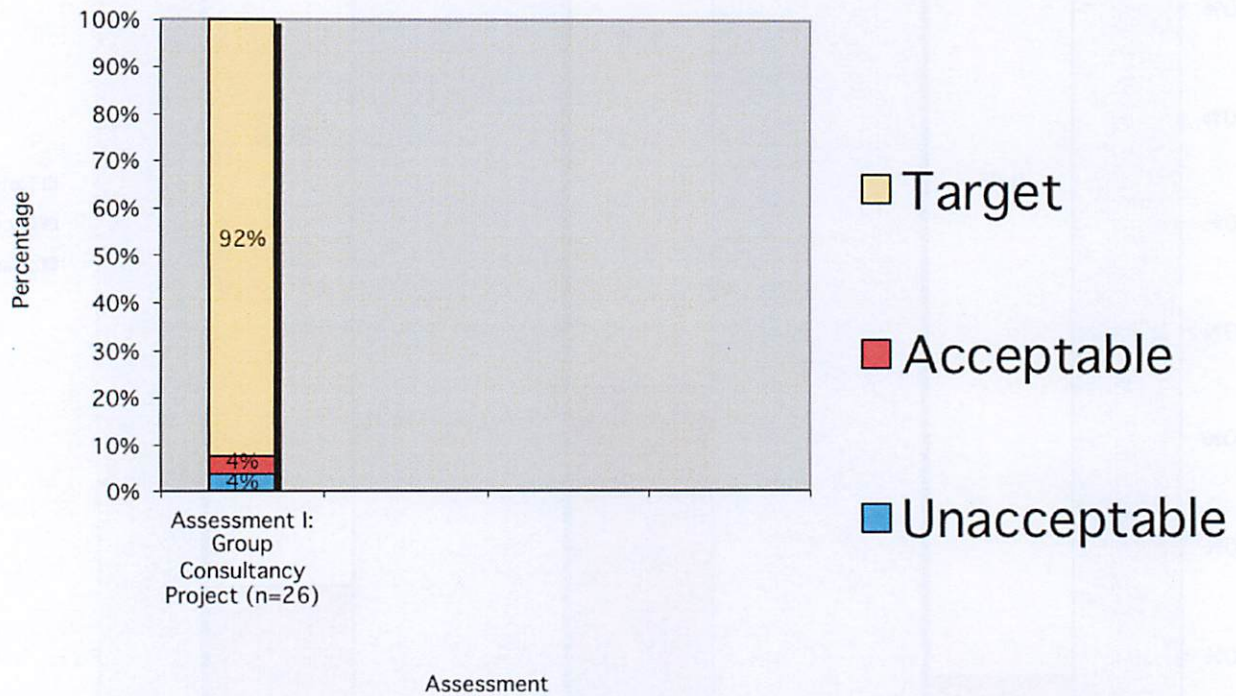
Overall, the percentages depicted in Figures 1 and 2 show that most of the students from Cohorts I and II are achieving the program's learning objectives.

Standards and Scores on Assessment Rubrics

Table 1 shows rubric scoring for each SLO embedded in Assessment 1, which concerns the Group Consultancy Project and Report. These are the results for the 28 members of Cohort I.

Table 1

Summary of Assessment 1:Group Consultancy Project and Report – Spring 2012 (Cohort I, n =28)

Requirement		Minimal	Acceptable	Target
SLO 1: Work collaboratively to solve problems and implement plans of action				
Collaboration and individual contribution to project		0	2	26
SLO 2: Application of research to bring about improvements in practice				
Application of research methods to project		0	5	23
Review of literature		0	3	25
Data Collection and Analysis		0	3	25
SLO 3: Reflect critically and ethically on matters of educational importance				
Critical and ethical reflection on research		0	0	28
SLO 4: Broad interdisciplinary perspective on project				
Presentation of findings and executive report		0	0	28

Note that all 28 scored at the target or acceptable levels on this assessment for Cohort I. This indicates that the program met its learning objectives for students, particularly for the Group Consultancy Project.

Table 2 shows the rubric scoring for each SLO embedded in Assessment 2, which was a midterm assessment of Dissertations in Practice. These are the results for all 28 members of Cohort I.

Table 2

Summary of Assessment 2: Midterm Assessment of Dissertation in Practice (Cohort I, n = 28)

Standard	Minimal 0	Acceptable 1	Target 2
SLO 1 Work Collaboratively to solve problems and implement plans of action	1	8	19
SLO 2 Application of research to bring about improvements in practice	1	12	15
SLO 3 Reflect critically and ethically on matters of educational importance	1	6	21
SLO4 Take a broad interdisciplinary perspective on the project	1	9	18

While most students scored at the acceptable or target levels, more of them scored at the target level for all four SLOs. This indicates that the program met its learning objectives for most students, at the midterm stage of the Dissertation in Practice.

Table 3 shows the ratings of how students in Cohort I performed on their Dissertations in Practice and Conference Presentations. These are the results for 25 out of the 28 members of Cohort I. Three students from Cohort I had not, yet, completed their Dissertations in Practice at the writing of this proposal.

Table 3

Summary of Assessment 3: Dissertation in Practice and Conference Presentation (Cohort I, n = 25)

Requirement	Minimal	Acceptable	Target
Quality of writing	0	1	24
Research Questions	0	1	24
Action Plan	0	7	18
Data Collection	0	8	17
Data Analysis	0	4	21
Findings	0	4	21

Of the 25 students who completed their Dissertations in Practice, most scored at the target level. All who completed their projects scored at the target or acceptable levels, indicating that the program met its learning objectives for these completers.

Table 4 shows rubric scoring for each SLO embedded in Assessment 1, which concerns the Group Consultancy Project and Report. These are the results for the 26 members of Cohort II.

Table 4

Summary of Assessment 1: Group Consultancy Project and Report – Fall 2015 (Cohort II, n = 26)

Requirement		Minimal	Acceptable	Target
SLO 1: Work collaboratively to solve problems and implement plans of action				
Collaboration and individual contribution to project		1	1	24
SLO 2: Application of research to bring about improvements in practice				
Application of research methods to project		1	1	24
Review of literature		1	1	24
Data Collection and Analysis		1	1	24
SLO 3: Reflect critically and ethically on matters of educational importance				
Critical and ethical reflection on research		1	1	24
SLO 4: Broad interdisciplinary perspective on project				
Presentation of findings and executive report		0	2	24

Like Cohort I, most members of Cohort II scored at the target or acceptable levels on this assessment. This indicates that the program met its learning objectives for students in Cohort II, particularly for the Group Consultancy Project. As reported in the discussion of Figure 2, only one student scored an unacceptable rating for Assessment 1. This was the student who experienced an extraordinary amount of extenuating circumstances that prevented him from meeting program learning objectives, even with the tremendous amount of support provided by Group Consultancy Project partners, mentors, and faculty advisors.

Finally, Table 5 shows the results of a student survey regarding the SLOs in relation to their Summer 2015 curriculum. Twenty-two out of twenty-six students responded to an online survey. All students from Cohort II were sent the electronic survey at the conclusion of their summer courses.

Table 5

Student Learner Outcomes (SLO) Survey Items – Summer 2015
(Cohort II, n = 22)

Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Weighted Average
SLO 1: My consultancy group used the Group Consultancy Work Days to make progress on our project.	0.00% 0	0.00% 0	4.76% 1	38.10% 8	57.14% 12	21	4.52
SLO 2: The summer curriculum provided me with opportunities to develop as a scholar.	0.00% 0	0.00% 0	5.00% 1	20.00% 4	75.00% 15	20	4.70
SLO 3: The summer curriculum provided me with opportunities to reflect critically and ethically on matters of educational importance.	0.00% 0	5.00% 1	5.00% 1	20.00% 4	70.00% 14	20	4.55
SLO 4: This summer, I was able to explore a variety of perspectives on issues concerning education.	0.00% 0	0.00% 0	0.00% 0	45.00% 9	55.00% 11	20	4.55

Of the 22 students who completed the survey about their summer program experience, most scored at the "Strongly Agree" level. The majority of the respondents scored at the "Agree" or "Strongly Agree" levels, indicating that the program met its learning objectives for these students, that summer.

The assessment results represented in Figures 1 and 2 and in Tables 1-5 indicate that the EdD Program is meeting its learning objectives for its students.

Appendix F
Selected Publications and Presentations of EdD Graduates and Students

The following list shows a sampling of some recent works from our graduates. The publications and presentations produced by our graduates and students reflect the scholarly and professional practitioner nature of our program and of the quality of our program's graduate and student accomplishments.

(2015) Gifts of the doctoral process. *Educational Journal of Living Theories, 8(1)*, 67-74. Retrieved from http://ejolts.net/node/249

(2015, March/April). Learning to love other schools' 990s. *Net Assets: Advancing Business Excellence in Independent Schools*.

(2015, June 29). Trusting your experience to improve your practice. In National Association of Independent Schools (NAIS) Bulletin: The Independent School Magazine Blog. Retrieved from http://www.nais.org/Independent-Ideas/Lists/Posts/Post.aspx?ID=443&_cldee=amRlbWlyYmFuQGhvbm9sdWx1d2x1d1d2FsZG9yZi5vcmci5vcmc%3d

Giving voice through the practitioner-based Ed.D. program. In V. Stead (Ed.), *The Education Doctorate (Ed.D.): Issues of Access, Diversity, Social Justice, and Community Leadership* (pp. 237-246). New York, NY: Peter Lang International Academic Publishers.

(2016). Culturally sustaining leadership: *A Pacific Islander's perspective. Education Sciences, 6(1)*. doi:10.3390/educsci6010004

(2015). Leveraging multiplicity in the Ed.D. cohort toward transformation of practice. In V. Stead (Ed.), *The Education Doctorate (Ed.D.): Issues of Access, Diversity, Social Justice, and Community Leadership* (pp. 211-222). New York, NY: Peter Lang International Academic Publishers.

On April 7, 2016, EdD graduates from Cohort I, presented their EdD research at the Smithsonian National Museum of the American Indian in Washington, DC, hosted by the American Educational Research Association (AERA) Indigenous Peoples of the Americas and the Indigenous Peoples of the Pacific Special Interests Groups.

In July 2015, Cohort I graduates and a student from Cohort II, presented internationally at the He Manawa Whenua Indigenous research conference in Aotearoa (New Zealand).

Appendix G
List of Group Consultancy Projects by Cohort

As evidence of the direct relevance of a program focused on professional educational practice to basic education needs, listed are consultancy project proposals from cohort I, II, and III. Each cohort has had increasing numbers of proposals to consider. Based on the strong interest from our prospective clients and no shortage of problems of professional practice, the program is aware of the increasingly important role that we can play in meeting the basic education needs for which there is a demand by Hawai'i's population. Consider the variety of clients and problems of practice reflected in the following list of proposals.

Cohort I Consultancy Projects

Cohort I		
Title	**Kind of Client**	**Client**
The Collective Implementation and Impact of the Character Education Initiative in the Mililani Complex Elementary Schools	Public (HIDOE) Schools	Mililani Complex Area (HIDOE)
Data-Driven Decision-Making for Hawai'i Charter Schools	Public Charter Schools	Hawai'i Public Charter School Network (HPCSN)
Financial Sustainability of Independent Schools in Hawai'i	Independent Schools	Hawai'i Association of Independent Schools (HAIS)
HIDOE Formative Assessment Through the Data Team Process	HIDOE	Hawai'i Department of Education (HIDOE)
Defining Student Success in a Hawaiian Language Immersion Charter School	Public Charter School	Ke Kula 'o Samuel M. Kamakau, Laboratory PCS
Kauhale 'O Wai'anae: Youth Enterprise and Entrepreneurship Initiative	HIDOE / Non-Profit Partnership	Wai'anae HS (HIDOE), MA'O Organic Farms, & MakahStudios

Appendix G –Cohort II Consultancy Projects

Cohort II		
Title	**Kind of Client**	**Client**
The Revised HAIS Accreditation Self-Study Manual and Process: A Study of User Experience at Four Schools	Independent Schools	Hawai'i Association of Independent Schools (HAIS) Accreditation Committee
Papakū Makawalu: Building an Appropriate Assessment	Public Charter School	Ka 'Umeke Kā'eo (on Hawai'i Island)
Looping: To Do or Not To Do	Public (HIDOE) School	Mililani 'Ike Elementary School
Lele Koa'e: A Case Study of Ke Kula 'O Samuel M. Kamakau Graduates and College Readiness, Persistence, and Completion	Public Charter School	Ke Kula 'o Samuel M. Kamakau, Laboratory PCS
Kanehunamoku	Educational / Cultural Non-Profit	Kanehunamoku Voyaging Academy
Feasibility Study for the Establishment of a Micronesian-Focused Charter School or Other Educational Programs	Non-Profit Organizations interested in Micronesian Education in Hawai'i	[Multiple] COFA-CAN, TLC, FACE, MU-BI, & WAO

Appendix G – Cohort III Consultancy Projects

Cohort III		
Title	Kind of Client	Client
Native Hawaiian Education Evaluation Design	Educational / Cultural Non-Profit	Native Hawaiian Education Council
Ea Ecoversity Indigenous Research Design	Educational / Cultural Non-Profit	Kū a Kanaka Indigenous Research Institute
Nā Hopena Aʻo: Strengthening a Culture of Learning and Collaboration	Public Schools	Hawaiʻi Dept of Education
Keeping Waldorf Education Innovative and increasing enrollment	Independent School	Waldorf Head of Schools
The Waiʻanae Teacher Development Program Effectiveness Study	Educational / Cultural Non-Profit	INPEACE Kulia & Ka Lama Education Academy
Awareness of the HTSB Code of Ethics Among In-Service Educators	Education Regulatory Body	Director, Hawaiʻi Teachers Standards Board
Koaʻe Noho i ke Alo Pali	Public Charter School	Ke Kulaʻo Samuel M. Kamakau, LPCS
Social-Emotional Learning and School Climate Initiative	Public Charter School	University Lab School

Appendix H
Leadership Roles of Students and Dissertation in Practice Titles Cohort I

Natural Resources Pathway Instructor and Career and Technical Education Coordinator, Wai'anae High School
- Ka Pō'aiapuni o Ka'aihonua

Assistant Principal, Kamehameha High School, Kapālama
- Transforming Teachers' Teaching and Learning Environment Through Moenahā, a Culture Based Instructional Framework

Associate Professor, Ka Haka 'Ula o Ke'elikōlani, University of Hawai'i at Hilo
- E Ho'oulu 'Ia Nā Kumu Mauli Ola Hawai'i, Preparing Hawaiian Culture-based Teachers

Vice Principal, Kamehameha Middle School, Kapālama
- Understanding the Implications of an Open-Space Learning Environment at KMS: A Narrative Case Study

Math Teacher, McKinley High School
- Implementing Problem-Based Learning in High School Geometry

Curriculum Coordinator, Kamehameha Middle School, Kapālama
- The Synergy of Teacher Leaders: Identifying the Characteristics of a Teacher Leader Community

Principal, Kailua Intermediate School
- Leading Professional Learning Communities that Focus on Student Learning

Chair of School for Strategic Initiatives, Haleakalā Waldorf School
- The Financial Sustainability of Maui's Small Independent Schools

Fifth-Grade Teacher, Mānoa Elementary School
- Improving Learning Outcomes in a Math Class of Fifth Grade Students: Voices from the Classroom

Associate Professor of English, Leeward Community College
- Confronting the Gatekeeper: Exploring the Impact of Success Skills in a First-Year Composition Course

Head of School, St. Mark Lutheran School
- Surviving and Thriving in Independent School Leadership: An Oral History Study of Two Enduring and Successful School Heads In Hawai'i Independent Schools

Curriculum Coach, Lanikai Elementary PCS
- Making Reading Relevant Using Hawaii Place-Based Literature as a Reading Strategy with Reluctant Readers

Associate Professor of Information Technology, Kapiʻolani Community College
- Culturally Responsive Educational Technology

Elementary School Principal, Mid-Pacific Institute
- "Learning the Other": The Evolving Identity of a Merged School

Interim Executive Director, Native Hawaiian Education Council
- Laying the Foundation for a Developmental Evaluation of the Omidyar Fellows Program, Cohort I

Evaluator/Instructional Specialist, Kamehameha Schools Hawaiʻi, Kula Waena
- Ka Moʻohelu O Ke Alana: The Accounting Of A Culture-Based Education Professional Development Course

Principal, Kamehameha Middle School, Kapālama
- The Efficacy Of Shared Design Of Building, Curriculum, And Program On Teacher Collaboration

Student Services Coordinator, Pearl Ridge Elementary School
- Bridging the Research to Practice Gap: Evaluation of RTI

Assistant Professor, Kawaihuelani Center for Hawaiian Language, University of Hawaiʻi at Mānoa
- Ka Moena Pāwehe
  Weaving the Strands of Student Transition from Papahana Kaiapuni to Kawaihuelani

Complex Academic Officer, Hawaiʻi Department of Education, Windward District Office
- Key Factors Attributing to the Development of Successful Women Leaders in the Hawaiʻi Department of Education

Principal, Pearl Ridge Elementary School
- Conducting a Developmental Evaluation among HIDOE Data Coaches

Teacher, Mililani High School
- Moʻolelo, Storytelling: Storytellers of Hawaii Give Voice to the Utilization and Preservation of a Hawaiian Tradition In Urban High Schools

Dean, Punahou School
- Understanding Reflective Practice at Punahou School: From Institutional Aspiration to Practitioner Action

Education Design Specialist, Kamehameha Schools, Kapālama
- Aʻo Aku Aʻo Mai: A Study of Educators' Professional Learning

Social Studies Teacher, Roosevelt High School
- Cultivation of Teacher Leaders in a High School Setting

Principal, Assets High School
- Serving Learning Disabled Students In Hawai'i 's Community Colleges — Stakeholders' Perspectives

Principal, K-8, Punahou School
- The Neuroscience of Decision-Making: From Heuristics to Matrices, Making Thinking Visible

Assistant Principal, Mid-Pacific Institute
- Making Meaning of School Closure

Appendix I: Proclamation Recognizing Our EdD Program

Proclamation

Presented

In Recognition of the Doctor of Education (EdD) Program at the University of Hawai'i at Mānoa

WHEREAS, the Doctor of Education (EdD) Program at the University of Hawai'i at Mānoa has graduated its 1st Professional Practice Cohort of 28 doctoral students representing a diverse mix of administrators and teachers from the public school system, the private school sector, and the University of Hawai'i System; and

WHEREAS, the College of Education at the University of Hawai'i at Mānoa along with the Hawai'i State Department of Education and the Hawai'i Association of Independent Schools collaborated in creating a redesigned, rigorous and relevant Education Doctorate that focuses on the educational practitioner and the principles of leadership, collaborative problem solving, applied research skills and critical reflection; and

WHEREAS, the University of Hawai'i at Mānoa EdD program "is a member of the Carnegie Project on the Education Doctorate—a consortium of more than 80 colleges and universities committed to the redesign of the education doctorate to make it stronger and more relevant to the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation's schools and colleges and the learning organizations that support them"; and

WHEREAS, the State of Hawai'i recognizes the commitment of the College of Education at the University of Hawai'i at Mānoa, the Hawai'i State Department of Education, and the Hawai'i Association of Independent Schools to the critical and ethical transformation of education and for meeting the needs of Hawai'i's children;

NOW, THEREFORE, I, NEIL ABERCROMBIE, Governor, and I, SHAN S. TSUTSUI, Lieutenant Governor for the State of Hawai'i, do hereby proclaim November 20, 2014, as

"DOCTOR OF EDUCATION (EdD) DAY"

in Hawai'i, and ask all citizens of the Aloha State to join us in recognizing the 1st Professional Practice Cohort graduates and the EdD program at the University of Hawai'i at Mānoa for their exceptional commitment to advancing a center of practice and learning that plays an invaluable role in the future of education in the islands.

DONE at the State Capitol, in Executive Chambers, Honolulu, State of Hawai'i, this twentieth day of November, 2014.

NEIL ABERCROMBIE
Governor, State of Hawai'i

SHAN S. TSUTSUI
Lt. Governor, State of Hawai'i

Appendix J: Photo Showing Recognition of Our EdD Program in the Governor's Ceremonial Conference Room, Executive Chambers, State Capitol – November 20, 2014

PROVISIONAL PROGRAM RESOURCE TEMPLATE

This template identifies resources needed to support the provisional program and its relationship to the existing departmental/division resources. Please include an explanation of this analysis in your established-status request narrative.

Campus: MAN

Provisional Degree/Certificate: EdD in Professional Educational Practice

Date of BOR Approval: January 20, 2011

College/Department/Division: College of Education

Other Programs offered by the College/Division: Bachelor of Education: Elementary Education, Secondary Education; Bachelor of Science:Kinesiology and Rehabilitation Science; Master of Education: Curriculum Studies, Early Childhood Education, Educational Administration, Educational Foundations, Educational Psychology, Learning Design and Technology, Special Education, Teaching;Master of Science: Athletic Training, Kinesiology and Rehabilitation Science; PhD: Education, Education Psychology, Learning Design and Technology.

Part I: Program Overview	Provisional Years: 2 yrs for Certificates; 3 yrs for Associates and Master's; 5 yrs for Doctorates; 6 yrs for Bachelor's							
A. ENROLLMENT (Fall Headcount)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	Current Year	Comments
Projected: EdD in Professional Practice	29	29	29	29				Year 1 is summer only
Actual: EdD in Professional Practice								
Undergraduate								
Graduate	29	29	29	29				
B. PROGRAM COMPLETION (Annual)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	Current Year	Comments
Projected: EdD in Professional Practice				29				
Actual: EdD in Professional Practice								
Undergraduate								
Graduate				29				
C. COURSES, SECTIONS, SSH (Annual)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	Current Year	Comments
No. Courses Offered	3	7	7	5				
No. Sections Offered	3	15	15	14				
Annual SSH	261	619	619	387				

Part II: Program Resources

D. RESOURCES/FUNDING	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	Current Year	Comments
Tuition/Special Fund Allocation	$182,961	$433,919	$433,919	$271,287				
General Fund Allocation	$0	$0	$0	$0				
Summer Session Allocation	$0	$0	$0	$0				
Program/Course Fee Allocation	$0	$0	$0	$0				
Other Allocation (grants, etc.)	$0	$0	$0	$0				
E. PERSONNEL (Instructional & Support)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	Current Year	Comments
Faculty FTE	0.25	2.00	2.00	2.25				
Faculty Salaries ($)	15,816	88,456	98,851	103,237				Includes overload
Lecturers ($)	5,482	6,569	6,756	0				
Graduate Tas ($)				6,139				
Other ($ Advisors, Lab Techs, etc.)		42,974	42,974	42,974				Mentors
F. OPERATIONAL COSTS (Equipment, etc.)	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	Current Year	Comments
Instructional Design	41,099	24,078	0	0				

reviewed by CCAO 4/26/17 for use starting Fall 2017

Food Supplies	500	9,000	9,000	10,000				
Facilities Rentals	200	0	0	1,100				Includes plant rentals
Travel	0	4,000	36,000	38,400				Includes parking
Translation Services	0	0	0	600				
Honorarium for Speakers	0	0	0	300				
Audio-Visual Services	0	0	0	200				
Protocol items	0	0	0	200				Leis
Printing	0	0	0	200				
Outreach College Fee	49,399	117,158	117,158	73,247				
COE F&A	17,616	35,421	30,795	5,312				

G. Indicate whether new facilities are needed to support the continuation of the program (include any off-campus facilities)	No new facilities are needed

H. Indicate if there are other significant resources anticipated beyond the current year.	No additional resources anticipated

I. Explain how any new program resources will be funded (e.g., reallocation, grants, contracts)	Program will be funded through tuition collected by Outreach College

J. ADDITIONAL COMMENTS:

Part III: Approvals

By signing below, I have reviewed and approve the Provisional Program Resource Template. (printed name, signature and date)

Department/Division Chair:

College/Department Administrative Officer:

Dean:

Vice Chancellor for Academic Affairs:

Vice Chancellor for Administration:

Provisional Program Resource Template Details

A. Headcount Enrollment. Headcount enrollment of majors each Fall semester. Located at URL: https://www.hawaii.edu/institutional research/enrReport.action?reportId=ENRT00 Campus data may be used when majors are a subset of enrollment reported in IRAO reports.

B. Completion. Provide counts of the number of degrees/certificates awarded annual (fall, spring, summer). Located at URL: https://www.hawaii.edu/institutionalresearch/degreeReport.action?reportId=MAPS_DEG_TOC

C. Courses, Sections, SSH. Provide annual count (fall, spring, summer) or courses offered, number of sections offered and SSH. https://www.hawaii.edu/irodr/login.do?

D. Resources/Funding. Data should come from the College/Department's Administrative Officer using the most current information available.

E. Academic Personnel. Instructional costs without fringe. Provide direct salary cost for faculty and lecturers teaching in the program for provisional period and current year.

F. Ongoing Operational Costs. Include recurring costs related to program operations, including lab equipment, maintenance costs, accreditation fees, etc.

G. Facilities. Indicate if any new facilities (classrooms, labs, buildings, etc.), including off-campus facilities, are needed to support the continuation of the program.

H. Additional Anticipated Cost. Address whether significant additional resources (human, administrative, legal, etc.) anticipated beyond the years listed in the New Program Resource Template.

I. Funding for Anticipated New Resources. Explain how the department will fund any anticipated costs beyond the current year. If reallocating resources, indicate the source and impact of the reallocation.

reviewed by CCAO 4/26/17 for use starting Fall 2017