University of Hawai'i
Code Request Form

Name: __Stuart Lau__   Date: __3/1/11__

Title: __University Registrar__

Phone Number: __956-8010__

Email Address: __stuartl@hawaii.edu__

Campus/Office/Department/Address: 2600 Campus Rd, 001
                                      Honolulu, HI 96822

Action Requested:
- XX NEW Program Code (new major/concentration, etc.)
- ❑ NEW Subject Code
- ❑ Change of existing code
  Type (subject, program, etc):

Old: _____
New: _____
❑ OTHER: _____

Academic program code preferences for consideration:

XX NEW Program Code   Effective Term (semester/year): __Spring 2011__

Major: ____PEP____ Major Description: __Professional Education Practice__ Is this major financial aid eligible?   XX YES ❑NO

Is the major code being used the same way at other UH campuses?   ❑YES XX NO   Comment: _____

Does the same or similar major code exist in Banner?   ❑YES XX NO   If YES, please list code: _____

Concentration (if applicable): _____ Concentration Description: _____

Is the concentration code being used the same way at other UH campuses?   ❑YES ❑NO

Does the same or similar concentration code exist in Banner?   ❑YES ❑NO   If YES, please list code: _____

Attach concentration to program code?   ❑YES   ❑NO

Level: ❑Undergraduate XX Graduate ❑First-Professional   ❑Other: _____

Degree/Certificate: __Doctor of Education (EDD)__

College: ____50____   Department: __EDEF__

If requesting a program name change, will current students be grandfathered in under the old program name?   ❑YES   ❑NO

If requesting a program name change, will the old code be available for:

Recruitment?	❑YES	❑NO	List the end term of old code:	_____
Admissions?	❑YES	❑NO	List the end term of old code:	_____
General Student?	❑YES	❑NO	List the end term of old code:	_____
Academic History?	❑YES	❑NO	List the end term of old code:	_____

❑ NEW Subject Alpha/Code   Effective Term (semester/year): _____

Code: _____ Description: _____

College: _____   Department: _____

Does the same or similar subject code exist in Banner?   ❑YES ❑NO   If YES, please list code: _____

Is the subject code being used the same way at other UH campuses?   ❑YES ❑NO

☐ **OTHER:** _____

_____

Please briefly describe your request and explain why you are requesting the codes: _____

See attached approval for new program.

_____

II. SUPPORTING DOCUMENTATION

Please attach the required supporting documentation. See *Guide to Academic Program Actions and Approval* at:
http://www.hawaii.edu/vpaa/cms/guide_to_acad_prog_121006.pdf

☒ BOR minutes from ___January 20, 2011___ (date) meeting with supporting documentation provided to BOR
☒ Memo from campus Chancellor / OVCAA
☐ Signed memo from UH President
☐ None required according to the Guide to Academic Program Actions and Approval
☐ Other: _____

IV. CAMPUS VERIFICATION

The appropriate parties (faculty, administrators, registrar) have been consulted.

Stuart Lau	*[signature]*	3/1/11
Name of Requestor (print or type)	Signature	Date

Send completed form with supporting documentation to:
Institutional Research Office ● 1633 Bachman Place ● Sinclair Annex 2, Room 4 ● Honolulu, HI 96822
Fax: 808-956-9870   Phone: 808-956-7532

FOR IR OFFICE USE ONLY

Appropriate Documentation Received: ☐YES   ☐NO
Approval Status: NOTES:
Major code: ☐YES   ☐NO   _____
Concentr. code: ☐YES   ☐NO   _____
Program code: ☐YES   ☐NO   _____
Subject code: ☐YES   ☐NO   _____

Entered into SMAPRLE/SOACURR: _____   Code processing completion date: _____
Entered into STVMAJR: _____   Copies sent to: _____
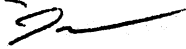Entered into STVSUBJ: _____
Other:

UNIVERSITY
of HAWAI'I'
MĀNOA

February 25, 2011

MEMORANDUM

TO: Christine Sorensen, Dean
College of Education

FROM: Reed Dasenbrock
Vice Chancellor
for Academic Affairs

SUBJECT: Approval of the Establishment of the Provisional Doctor of Education
in Professional Educational Practice

This is to inform you that on January 20, 2011, your request to establish a Doctor of Education in Professional Educational Practice was approved by the Board of Regents. The effective term for this new program is Spring 2011.

In accordance with Executive Policy E5.201, III.E.1., all new programs approved by the Board are placed on provisional status during their first cycle of operation. Since this is a doctoral degree program, it will be reviewed for established status after five years, or in AY 2015-16.

If you have questions, please contact this office at 68447.

c: Vice Chancellor Gary Ostrander
Associate Vice Chancellor Alan Yang
Interim Dean Pat Cooper
Interim Associate Vice Chancellor Krystyna Aune
Registrar Stuart Lau
Program Officer Wendy Pearson
Catalog Coordinator Diane Nakashima

Approval of Establishment of Provisional Doctor of Education in Professional Educational Practice, College of Education

And

Approval of Establishment of a Professional (Clinical) Fee through Outreach College for the Doctor of Education Program in the College of Education

UH-Mānoa Vice Chancellor for Academic Affairs, Reed Dasenbrock, said that the Degree in Second Language Studies is also known as English as a second language. This proposed degree fits in with a number of programs where there are strong graduate programs and thus UH-Mānoa is moving to develop strong undergraduate programs to match the graduate programs.

Regent Gee asked about other peer institutions that have similar degrees. Kenton Harsch, the director of UH-Mānoa's English Language Institute, said there are 32 programs throughout the United States and the world, including Northern Iowa, and Wisconsin-Green Bay. Brigham Young-Hawai'i and Hawai'i Pacific also offer the program. Regent Gee asked if the proposed model is an original one, or if it is patterned after Best Practices. UH-Mānoa Dean of the College of Languages, Linguistics and Literature, Robert Bley-Vroman, said UH-Mānoa has the best program and other universities model their programs after UH-Mānoa's undergraduate and graduate program. It is a well-accepted program.

Regarding the Provisional Doctor of Education in Professional Educational Practice, College of Education, Vice Chancellor Dasenbrock said it matches an important national trend that tries to create professional practice doctorates. The model is similar to the executive MBA program at UH-Mānoa. It is a three-year degree program that focuses on people who already have teaching positions and are already in administrative leadership or moving into administrative leadership. There is a strong market for the degree.

The Doctorate in Education program is more expensive to run because of the need to pay for new faculty and field mentors. The Professional (Clinical) Fee is requested for one year to pay for the cost of those field mentors. Then, with the potential establishment of graduate differential tuition instead of graduate fees with the upcoming tuition schedule, UH-Mānoa would propose in the new schedule that the Professional Fee would be rolled into differential tuition in the Doctor of Education program.

Regent Gee said that the proposal was well written and meets current needs. He noted that a survey on the interest of the program was performed and one subject that continually emerged was financial assistance. College of Education Dean, Christine Sorensen, said that UH-Mānoa has secured a commitment from Kamehameha Schools for $30,000 to support the program, plus additional scholarships specifically for Kamehameha students. Additionally, the Hawai'i

UNIVERSITY
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MĀNOA

MEMORANDUM

RECEIVED

December 1, 2010

'10 DEC 14 A10 :46

TO: Howard H. Karr
        Chairperson, Board of Regents

UNIVERSITY OF HAWAII
PRESIDENT'S OFFICE

BOR APPROVED 1/20/11

c: J. Itano
    S. Furuto
    D.Mongold

VIA: M.R.C. Greenwood
        President

VIA: Virginia S. Hinshaw
        Chancellor

FROM: Reed Dasenbrock
        Vice Chancellor for Academic Affairs

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

SPECIFIC ACTION REQUESTED:

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

RECOMMENDED EFFECTIVE DATE:

Spring 2011

ADDITIONAL COST:

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

PURPOSE:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Attachments

c: Vice President Linda Johnsrud
       Vice Chancellor Ostrander
       Dean Sorensen

Proposal for a Doctoral Degree in Professional Educational Practice

(EdD)

College of Education

University of Hawai'i at Mānoa

December 9, 2010

Administrative Locus
College of Education

Planning Committee

Hunter McEwan (chair),	Dept. of Educational Foundations
Neil A. Pateman	Dept. of Curriculum Studies
Stacey B. Roberts	Dept. of Educational Administration
Ellen S. Hoffman	Dept. of Educational Technology
Marie Iding	Dept. of Educational Psychology
Nathan Murata	Dept. Kinesiology and Rehab Science
Jeffrey A. S. Moniz	Institute for Teacher Education
Daniel E. White	Hawai'i Association of Independent Schools
Walter Kahumoku III	Kamehameha Schools
Robert E. Campbell	Hawai'i Department of Education
Ronn Nozoe	Hawai'i Department of Education
Steven Shiraki	Hawai'i Department of Education
Louise Pagotto	Kapi'olani Community College

Degree Proposed
Education Doctorate (EdD) in Professional Educational Practice.

Proposed Date of Implementation
Summer Semester, 2011

Table of Contents

Executive summary

This proposal concerns the establishment of a new degree at the doctoral level in the College of Education—the Doctor of Education (EdD) in Professional Educational Practice. The EdD 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 seek to implement 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 proposed 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 that is proposed in this document 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 proposed professional practice degree at the College of Education will be accessible to qualified candidates across the state and require approximately sixty-four semester hours of credit spread over three years of study. Students will be organized in cohorts to encourage collaboration on projects, and courses will be conducted in a combination of face-to-face instruction during the summer, fall, and spring (40%); online instruction (20%); and participation in field-based projects during fall and spring semesters (40%).

The program of study will make 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 will include collaboration with key stakeholders in the profession. There will be a strong applied research focus in which students will work on problems of practice in institutional settings. College coursework, conducted mainly during the summer, will be closely related to the field projects that will be pursued during fall and spring semesters.

The planning process for this degree has been conducted, in keeping with its interdepartmental nature, 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 developments and have unanimously endorsed the idea of a cross-disciplinary practitioner doctorate. The COE Graduate Council has signaled its unanimous support of planning activities. Faculty members have met with the COE Dean, who has given vigorous backing to the concept. The planning committee includes representatives of seven departments within the college as well as representatives from the Department of Education, Hawai'i Association of Independent Schools, Kamehameha Schools, and University of Hawai'i Community Colleges. In May 2010, the COE Senate voted unanimously in support of this proposal, with no abstentions.

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 has helped direct the attention of the planning committee to some of the more notable and innovative approaches that are being explored at other universities.

In addition to studying doctoral reform efforts at comparable institutions, planning committee members have 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 have reviewed numerous documents pertaining to doctoral education reform, of which the following is a small but representative sample:

- Golde, C.M., et.al. (2005) *Envisioning the Future of Doctoral Education: Preparing Stewards of the Discipline.*
- Herr, K.G. and Anderson G.L. (2005). *The Action Research Dissertation: A Guide for Students and Faculty.* Cal: Sage.
- Lynch, C. & Hulse, C. (2007) *Task Force Report on the Professional Doctorate.*
- Olson, K. & Clark, C.M. (2009). A Signature Pedagogy in Doctoral education: The Leader-Scholar Community. *Educational Researcher.* Vol. 38,#3, pp. 216–221.
- Scott, D., A. Brown, I. Lunt, and L. Thorne (2004). *Professional Doctorates: Integrating Professional and Academic Knowledge.*
- Shulman, L.S., et.al. (2006) *Reclaiming Education's Doctorates.*

- Shulman, L.S. (2000) *Rethinking the Doctorate.*
- Sullivan, W. (2005) *Work and Integrity: The Crisis & Promise of Professionalism in America.*
- Walker, G.E., et.al. (2008) *The Formation of Scholars: Rethinking Doctoral Education for the 21st Century.*

Statement of Goals and Objectives

The proposed 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 will be cohort-based and engage 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 will gain experience in mobilizing community resources to respond to diverse community interests.

The following four principles have helped to guide the planning for 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.

Objectives based on above four Principles
- Objective One: Educators in professional educational practice will work collaboratively to solve problems and implement plans of action
- Objective Two: Educators in professional educational practice will be able to apply research skills to bring about improvements in practice.
- Objective Three: Educators in professional educational practice will reflect critically and ethically on matters of educational importance.
- Objective Four: Educators in professional educational practice will be able to take a broad, interdisciplinary perspective on a wide variety of educational issues

These principles 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 National Council for the Accreditation of Teacher Education (NCATE) — 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.

Program Justification

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 have expressed 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 Hawai'i.

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 Hawai'i Department of Education, the Hawai'i Association of Independent Schools (HAIS) , and Kamehameha Schools (KS). The University of Hawai'i community colleges and military have also expressed interest in such a program.

Needs assessment have been conducted to determine the level of interest in the proposed degree. HAIS has a list of thirty-five independent school teachers and administrators who have indicated 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 ability 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 (http://manoa.hawaii.edu/coe/edd/index.html). 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 are interested in applying in the next 1 to 3 years. (See Needs Assessment for a complete analysis of the results of these surveys). In addition, interest has also been expressed in the program by faculty in the UH community colleges.

It is widely recognized that there is a looming shortage of educational leaders in Hawai'i 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. Approximately 80 percent of current Hawai'i State Department of Education principals are eligible for retirement within the next two to three years, while many of the current heads of schools in Hawai'i's independent schools will be retiring within the next five years (See

letter from Robert Witt, July 10, 2009). 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.

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/).

One of the potential benefits of starting an EdD program in the College of Education is that it will strengthen the current PhD program by providing an advanced degree option for many educational practitioners who have no interest in pursuing a career as educational researchers. The EdD will gradually reduce the number of PhD candidates in the COE and allow a transfer of resources to the new degree. The current enrollment in the College-wide PhD is high (around 280 students), and a number of students currently in the PhD program have expressed interest in the EdD.

Not only will the new EdD keep the College in line with national reforms in higher education, it will fill an important need in the state by preparing a new generation of educational leaders. The program will allow 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 will be 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.

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 proposed UH EdD will be mainly conducted during the summer semester as this is likely to be a more convenient option for participants located on neighbor islands. Online instruction and scheduled weekend meetings will be used to supplement summer instruction and facilitate direction and advising of projects.

Over the span of three summers students in the EdD at Mānoa will be required to take a total of twenty-seven credits of course work (nine credits in each of three summer session), which will constitute the principal vehicle for direct instruction in the program. A further thirty-six credit hours will be devoted to supervised field projects centering on two major problems of practice — a group consultancy project (Appendix I, p. 31) and an individual applied research project (Appendix II, p. 35). These projects will require some traditional instruction — a schedule of meeting times (employing either face-to-face instruction, synchronous technology such as Elluminate, or a combination of them) will provide a forum for project groups to discuss progress with their peers and advisors. The final (4th) summer will host a concluding program conference where students will present the results of their applied research project. In keeping with UH policy, the students will be required to enroll in at least one credit in this final summer semester.

Students will be admitted as far as possible in cohorts of around twenty-five students. Students will be 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).

	9			9			9				
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Total = 64 credit hours

Summer Coursework

In each of the three summer semesters students will take nine credits of coursework for a total of twenty-seven credits. These courses will 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 is 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.

Core coursework in research methods and evaluation will be 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) will be offered in the first summer to prepare students to make full use of the available technology during their studies. The remaining twelve hours (four courses) will 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. A list of possible courses is provided on page 13.

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. Quantitative Research Methods 2. Seminar in Using Technology 3. Three credit course from list below	EDEA 629 or EDEP 601 ETEC 690 See following list
Fall One (6 crs.)	Consultancy Project	EDUC 710
Spring One (6 crs).	Consultancy Project	EDUC 710
Summer Two (9 crs.)	1. Action Research Methods 2. Program Evaluation Course 3. Three credit course from list below	ETEC 601 or EDEF 678 EDEP 616 or EDCS 769 See following list
Fall Two (6 crs.)	Action Research Project	EDUC 720

Spring Two (6 crs.)	Action Research Project	EDUC 720
Summer Three (9 crs.)	1. Qualitative Research Methods 2. Three credit course from list below 3. Three credit course from list below	ETEC 606 or EDCS 732 or EDEA 604 See following list See following list
Fall Three (6 crs.)	Action Research Project	EDUC 720
Spring Three (6 crs.)	Action Research Project	EDUC 720
Summer Four (1 cr)	Conference for presentations of action research projects	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 will select 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 will be 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 will, as far as possible, take the same courses in the same sequence.

Graduate courses that are currently offered in the College of Education will provide a wide selection of graduate level coursework. Here is a list of courses that will be 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 will present the results of their action research projects at a conference that will be specifically arranged for the purpose. This will be a public forum attended by students, faculty advisors, field mentors, and interested person. Advisors and attendees will be 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 will 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. 15). 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, will be 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 will be expected to develop a line of inquiry leading to the implementation of a plan of action aimed at an improvement in practice. Each individual will 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. "Free riding" will be discouraged and 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. These will be held in the evenings or weekends to enable people to attend in person or "on camera" using synchronous technology such as Elluminate.

(A full description of this course and assessment procedures is provided in Appendix I).

Years Two and Three—The Practitioner Research Project: EDUC 720.
The practitioner research project is a capstone experience, corresponding to, but different from, the dissertation in the PhD. 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, K.G. and Anderson G.L., *The Action Research Dissertation: A Guide for Students and Faculty,* Cal: Sage, 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 proposed EdD at the University of Hawai'i, students will 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 will be 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 will submit a written proposal of around twenty pages to the advisor and professional mentor. The report will 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 will be due (spring semester). The final report will contain 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 will be judged by the principal advisors from the committee of advisors with input from the field mentors (external advisors).

Assessment of the projects. Each cohort of approximately twenty-five students will require the services of five graduate faculty advisors and ten external advisors—one **principal project advisor** for five students. In addition, each student will work with a field mentor who will act as an **external project advisor.** The five advisors and ten external advisors will form a **committee of advisors** whose role will be to assess the quality of the projects and project reports. To avoid conflicts of interest, the external advisor will act in a purely facilitative and advisory role (see role of external advisor). The projects will be 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 will be accomplished in a series of meetings attended by faculty advisors and external advisors in which students will report progress on their projects. These meetings will be held at regular intervals throughout Year 2 and Year 3.

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

Role of external project advisor. The external project advisor (EPA) will be required to bring their professional expertise and leadership experience to the project and should have a master's degree, at least. They will be assigned 2 or 3 advisees. The role will be facilitative and valued for the insider knowledge and leadership experience of the advisor, who will act as a gatekeeper rather than judge — someone whose knowledge of the field will help the student to apply their ideas in the field. Their input with be taken into consideration in the evaluation of student projects. External advisors will be selected on the basis of their years of experience as educational leaders in the field. See Appendix III for a list of potential external advisors.

Role of committee of advisors. The role of the committee of advisors will be to maintain standards of excellence as students work on their projects. The committee will meet 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.

See syllabus for EDUC 720 in Appendix II for a fuller description of the action research project.

Early in the fourth summer session of the program, each candidate will present the results of their action research projects at a conference. These presentations will be made at a public forum (conference) that will include an audience of faculty, fellow students, and other educators.

These two projects of professional practice require the development of two new practicum courses for the EdD — EDUC 710 and EDEC 720. UHM-1 forms for both courses are submitted along with this proposal. The one-credit conference is also proposed as a new course, EDUC 730: EdD Conference.

Admissions

The new educational leadership doctorate is envisioned as an interdepartmental offering that will draw on the expertise of faculty from across the college as well as leading practitioners in the field of education. The degree will focus 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 should be taken to ensure that applicants understand that the EdD has a different purpose from the PhD, and *vice versa*. Candidates will be selected by a different application process with due regard to

candidates commitment to pursue a professional practice degree instead of a research degree. Application materials will 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 will therefore be selected according their capacity to pursue an advanced degree of this kind. Relevant experience in the profession will be 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 three years of experience in the field, either as teachers or as administrators, or in other relevant education roles. An important part of the admissions process will be an interview using a group interview procedure, such as the one that has been used with great success in the Master of Education in Teaching program at UHM. Candidates will be interviewed in groups of three. Each interview will be conducted by a faculty member and a representative from the field. Group interview procedures provide valuable insights into the applicant's capacity to work in collaborative situations and also sends the message that team work and collaborative engagement is an important feature of the program. Three professional letters of reference are required in addition to Graduate Division application, transcripts, résumé, and statement of objectives.

Degree Requirements

The program will feature 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 will be required to complete the equivalent of twenty-seven credit hours of course work. Course work will vary according to the nature of the cohort groups, but all students will be required to complete fifteen credit hours of fixed content that includes instruction in research and evaluation.

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

Action Research Project. All EdD candidates will 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 will also help to plan and make presentations of their projects at a concluding program conference in the final summer semester. The degree of EdD will be awarded after successful completion of all phases of the action research project. This will entail, 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, will determine who has conducted a successful action research project that meets professional and ethical standards of practice. Each candidate will then make a final presentation of their project at a special meeting or conference attended by fellow participants, graduate faculty, professional mentors, and other interested parties.

Assessment of Coursework and Projects. In conformity with Graduate Division (GD) requirements, students will be expected to maintain a GDGPA of 3.0 or above. Students who obtain a C grade or below in any course will be required to repeat the course at a later date. Assessment of the two major problems of practice (conducted in EDUC 710 and EDUC 720) will be based on Rubric A (p. 31), Rubric B (p. 35) and Rubric C (p. 36). If a student fails to achieve "acceptable" in any one or more of the requirements, they will be 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 will be housed in the College of Education and will be a college-wide, interdepartmental offering, much in the same way that the PhD in Education is a college-wide degree. The program will be 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 will be responsible for day-to-day operations of the program.

In addition, the program director will chair 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, with affinities to clinical degrees such as the MD, 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 should make provisions that will 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 will be chaired by the graduate chair of the EdD program, 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 will involve 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 will serve to ensure the close integration of theory with practice while recognizing the vital contribution of experts in the field. Faculty advisors will 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.

Relationship to Board of Regent Criteria

Relationship to campus mission and strategic plan.

The EdD will serve 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.

Similar programs at comparable institutions

The trend towards degrees of professional practice is well advanced in other fields of endeavor such as nursing, engineering, pharmacy, clinical psychology, theology, and business administration. In addition, the Carnegie Project on the Education Doctorate (CPED) recommends the development of professional practice doctorates in colleges of education (Shulman et al, 2006). Currently, the CPED is working with twenty-four participating research universities in the US to study better ways to differentiate educational doctoral programs, to clarify their mission, and to implement program reforms. Dr. David Imig, the CPED director, has consulted with faculty in the College of Education regarding this work and the planners have made considerable use of ideas employed in developing EdD programs at similar institutions.

The growth of professional practice doctorates is also well advanced internationally, especially in Australia and Britain where work on "second generation" EdD programs commenced in earnest in the 1990s. In addition, many of the UH benchmark institutions offer a PhD route for scholars and an EdD for practitioners. Mānoa benchmark institutions such as the University of Florida and University of Maryland (College Park) are actively pursuing professional practice doctorates as members of CPED.

As a result of these national and international initiatives, the EdD degree is widely conceived as a distinct degree from the PhD in education. The model of differentiating the educational doctorates is in keeping with recent developments at other colleges of education and is supported by the Carnegie Foundation for the Advancement of Teaching (CF), 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.

Several aspects of the proposed EdD are comparable to EdD offerings at a number of other institutions. CPED, for example, provides a list of the following institutions that have embarked on similar reforms:

- University of Connecticut
- Duquesne University
- University of Florida
- University of Houston
- University of Kansas
- University of Kentucky
- University of Louisville
- University of Maryland
- University of Missouri-Columbia
- University of Nebraska-Lincoln
- Northern Illinois University
- University of Oklahoma
- Pennsylvania State University
- Rutgers University
- University of Southern California
- University of South Florida
- University of Vermont
- Vanderbilt University
- Virginia Commonwealth University
- Virginia Polytechnic Institute & State University
- Washington State University

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.

Professional practice degrees in education characteristically devote considerable time to field work and the resolution of problems of practice. They are also designed to be completed by persons who are already employed and do not intend to interrupt their careers by attending university full time. Whereas the PhD is typically a series of courses followed by a dissertation, EdD programs are characterized by the integration of theory with practice. Field work and inquiry projects are ongoing. Thus, many institutions that are developing this new generation of professional practice degrees are exploring capstone projects that are alternatives to the traditional dissertation (University of Connecticut, Vanderbilt, University of Vermont, and Harvard, for example). Some refer to these projects as "practical research dissertations" to distinguish them from traditional research dissertations. The University Council for Educational Administration recommends the use in EdD programs of "well-designed

applied research of value for informing educational practice that reflects theory or knowledge for addressing decision-oriented problems in applied settings" (http://www.ucea.org/rethinking/). The EdD in Leadership and Innovation at Arizona State University, a typical example, requires graduate students to complete an action research project as a culminating experience. The capstone project in the EdLD program at Harvard is entirely based in practice and students "undertake a paid residency, working in a meaningful leadership role in a partner organization" (http://www.gse.harvard.edu/academics/doctorate/edld/faq.html).

Relationship to other programs at UHM

It is anticipated that the development of an EdD program in Professional Educational Practice will have a beneficial impact on the current PhD by creating two clear options for advanced doctoral study. This will better serve students in the PhD program by allowing them to focus more intently on a program of studies in educational research. Currently, the PhD program struggles to meet the needs of both groups of students: those who intend to remain in their chosen field of practice and those who seek 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.

In 2008, one hundred applications were made to the college-wide PhD program in the COE; in 2009, there were ninety-six. Approximately fifty percent of the applicants are accepted into the program. There are currently over two hundred PhD students enrolled in the COE. The expectation is that a large proportion of future applicants will apply instead to the EdD in preference to the PhD program as many of them are full time employees in schools and colleges who have no aspirations to become University faculty. A proportion of currently enrolled PhD students, judging from interest expressed by them, may elect to transfer to the EdD now that there is a clear option available for those who wish to pursue a practitioner degree and those who wish to pursue a degree in research.

The current PhD in the college changed from an EdD degree in 1999. This change was, in effect, a change in title and not a programmatic change. The old EdD was conceived as a practitioner degree when it was first approved in 1974, but efforts to transform this doctorate into a research degree began with reforms initiated in the 1980s. The result of these changes is that the present PhD functions very well in preparing people for academic positions in research universities but is less well adapted to meet the needs of many professionals—teachers and administrators—who wish to pursue advanced studies that are relevant to their careers in K-12. This is a national problem and one that the new generation of EdD degrees is designed to deal with. (For a fuller account of the development of the PhD degrees in education at UHM see McEwan, H. and Slaughter, H. (2004). "A Brief History of the College of Education's Doctoral Degrees," *Educational Perspectives*, Vol. 37, No. 2, pp. 3-9).

Anticipated student demand and enrollment

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 (H-DOE), 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 H-DOE, the HAIS, and Kamehameha Schools have indicated considerable interest in such a program and their representatives have taken an active part in the planning of the proposed degree. The EdD will better respond 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.

Needs Assessment

As part of the planning process, the committee has been in contact with a number of local agencies and institutions in order to conduct a needs assessment to determine the anticipated demand for such a degree. Letters have already been received by the COE in support of the EdD and focus group sessions with potential candidates have already been conducted with the independent school (Hawai'i Association of Independent Schools and Kamehameha Schools) or are under way (DOE and Community Colleges). A web page describing the proposed EdD has been set up inviting interested individuals to complete a short survey
(See http://manoa.hawaii.edu/coe/edd/index.html).

The HDOE superintendent, Kathryn Matayoshi, who supports the proposed EdD, has recently sent out a memo to DOE administrators to urge those interested to complete the survey, as has Robert Witt of the HAIS. The survey is ongoing, and an initial report based on data collected has been completed and is available for examination (see Appendix V).

Anticipated Cost

In estimating costs, we have assumed cohorts of about twenty-five students being admitted on a bi-yearly schedule as noted in the table below.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Cohort 1	25	25	25			
Cohort 2			25	25	25	
Cohort 3					25	25
Total	25	25	50	25	50	25

a. How will be program be funded?

The program will be funded through a combination of reallocated general and special funds, funds accumulated through Outreach College, and contracts and grants. The planning committee will also seek approval to request a special program fee to help pay for the participation of experts in the field who will collaborate with COE faculty in the supervision of field projects. A grant from Kamehameha Schools of $30,000 has already been received to support the development of this program.

b. Does the current or proposed budget (Department/College/Campus) include funds or a request for funds for the proposed program?

No request for university funds is anticipated. Existing College resources will be reallocated and external funds will be sought. The EdD was recently identified by the COE in the Mānoa prioritization plan as a program marked for investment.

c. Given a "flat budget" situation, how will the proposed program be funded?

Existing faculty resources and tuition received by Outreach College will be used. Coordination will either be absorbed or will be supported through external sources. An increasing demand for the EdD will eventually result in a reduced demand for the PhD. Thus, rising costs in one program will be offset by diminishing costs in the other.

d. Mini Cost Revenue Template

A cost revenue template based on a cohort of twenty-five students is attached in Appendix IV.

Resources required and resources available

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

a) All graduate faculty in the field of education are eligible to act as advisors in the EdD program. A list of faculty who are interested in teaching and advising in the EdD is attached in Appendix III.

b) The library resources that are currently available are sufficient. No new resources will be 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 are sufficient to fund needed staff, provide a graduate assistantships, and cover costs of physical resources.

Assessment of student performance

The EdD will seek accreditation as an advanced program by the National Council for Accreditation of Teacher Education (NCATE).

Advanced programs are defined by NCATE as

> Programs at post-baccalaureate levels for (1) the continuing education of teachers who have previously competed initial preparation or (2) the preparation of other school professionals. Advanced programs commonly award graduate credit and include master's, specialist, and doctoral degree programs as well as non-degree licensure programs offered at the post baccalaureate level. Examples of these programs include those for teachers who are preparing for a second license at the graduate level in a field different from the field in which they have their first license; programs for teachers who are seeking a master's degree in the field in which they teach; and programs not tied to licensure, such as programs in curriculum and instruction. In addition, advanced programs include those for other school professionals. Examples of these are programs in school counseling, school psychology, educational administration, and reading specialists. *(NCATE Glossary, http://www.ncate.org/documents/GlossaryIntentForms.pdf).*

The following table shows the transition assessment points consistent with the requirements for NCATE accreditation of advanced programs. There are three key assessments.

- Assessment One: Faculty assessment of individual contributions to the group consultancy project at the end of the first year of the program. See Rubric A in Appendix I (p. 34).
- Assessment Two: Faculty assessment of the individual practitioner research proposal at the end of the second year of the program. See Rubric B in Appendix II (p. 38).
- Assessment Three: Committee assessment of individual practitioner research project at program completion (after submission of project report and conference presentation). See Rubric C in Appendix II (p. 39).

Transition Point Assessment for the EdD in Professional Practice

•Graduate school application •Faculty assessment of EdD program applications			
	Assessment of literature review and contextual analysis.	Assessment of literature review	
			Assessment of practitioner research project
		Assessment of plan of action	
	Faculty assessment of group process.		Assessment of project results
	Assessment of ethical implications and individual reflections.		

Curriculum Map

The following table shows at which points in the program the objectives are introduced, reinforced, and mastered.

Year One	Reading research studies		introduced		
	Professional knowledge, reflective practice, practitioner research	introduced		introduced	
	Information systems in education				introduced
	School finance/resource management				introduced
	Group consultancy project	Mastered and assessed	practiced	practiced	practiced
Year Two	Conducting Research Studies		reinforced		
	Professional and legal ethics			introduced	
	Organizational culture/change				reinforced
	Curriculum leadership				reinforced
	Individual action research project I & II		advanced practice	advanced practice	advanced practice

Year Three	Measurement and Evaluation		reinforced		
	Foundations of leadership				reinforced
	Politics of Education				reinforced
	Professional/techn ical writing		reinforced		
	Individual action research project III & IV		Mastered and assessed	Mastered and assessed	Mastered and assessed

Program Outcomes
- Outcome One: Educators in professional educational practice will work collaboratively to solve problems and implement plans of action
- Outcome Two: Educators in professional educational practice will be able to apply research skills to bring about improvements in practice.
- Outcome Three: Educators in professional educational practice will reflect critically and ethically on matters of educational importance.
- Outcome Four: Educators in professional educational practice will be able to take a broad, interdisciplinary perspective on a wide variety of educational issues

Other Assessments of Program Effectiveness
The advisory committee will be an important mechanism in ongoing formative assessments of the EdD program. Discussions based on results obtained from the above assessments will be used to make decisions about the program. Other assessments will be obtained from course evaluations and a concluding program survey that will be conducted during the final program conference after the candidates have presented their projects. All courses taught during the summer will be assessed using CAFE.

Appendix I

Syllabus for EDUC 710
Professional Doctorate Practicum: Consultancy Project

Introduction

EDUC 710 is a practicum course — to be completed in Year One of the program — in which students are engaged in a group consultancy project. The project will be conducted over two semesters and involve a total of twelve credit hours (six in fall semester and a further six in the following spring semester).

The group consultancy project is an independent research and reflective activity embedded in a group project dealing with a problem of practice. Each group of students will be presented with a real-world problem of practice that originates from ideas (problems) submitted by external practitioners and policy makers. This project is derived from a similar EdD project that has been successfully implemented at Peabody College of Education and Human Development at Vanderbilt University. Students will work in groups of four to five, and select a problem in consultation with the group's COE advisor. In addition to the faculty advisor, each group will be assigned a field advisor. Each of the group members will agree on assigned tasks and develop a written statement of their responsibilities with respect to their role in producing a final report. Each team member will work with fellow group members to develop and implement a plan and develop a report that will include recommendations for action.

The final report will be about fifty to eighty pages in length (this may depend on the size of the group. Generally four or five members.). Each report will provide an introduction describing the social and historical contexts of the problem, an account of the activities conducted in researching the problem (stakeholder meetings, data collection, data analysis, etc.). In addition, the final report should provide a list of recommendations for administrators and policy makers, with further details about how these may be effectively implemented. The report should also include an annotated bibliography of references consulted. This project is an opportunity for students to bring their experience as educators, research skills, and analytical ability to bear on a problem of practice. It is also an opportunity to develop skill in working in a professional and collaborative context on a common problem of practice. Care will be taken in assessing group work that there has been a fair distribution of work across all participating members of a group and to ensure that there has been no "free riding" by any individuals.

Advisors are responsible for meeting and conferring regularly with individuals and groups, providing feedback, advising, and mentoring. The role of the COE faculty advisor will be consult on questions of research and methods, whereas the role of the field advisor will be to provide professional input on matters of practice. Their role is, thus, a facilitative one of ensuring access to people and institutions in the field.

Evaluation

The two sections (12 credits) of this course will provide an initial introduction to the four program outcomes. Specifically —

- *Objective One:* Educators in professional educational practice will work collaboratively to solve problems and implement plans of action.
- *Objective Two:* Educators in professional educational practice will be able to apply research skills to bring about improvements in practice.
- *Objective Three:* Educators in professional educational practice will reflect critically and ethically on matters of educational importance.
- *Objective Four:* Educators in professional educational practice will be able to take a broad, interdisciplinary perspective on a wide variety of educational issues.

Semester I (6 credits)

The course will begin with an orientation in which advisors are assigned to each of the groups. Two advisors will work with each group—a COE faculty advisor and a field advisor (a person with leadership experience as an educator in an area that is connected with particular problem that the group is researching). Groups will be expected to work on their problem for at least six hours a week and to consult with each other on a regular basis either face-to-face or via electronic communication. Each group will be assigned an online space to facilitate communication among group members and advisors. In addition, at least three meetings will be held during the semester either at the weekend or in the evening. These meetings will normally be face-to-face, although arrangements can be made to accommodate students who are from other islands. The main work of the first semester will be for individuals to study the context of the problems, share insights, collect data, and read up on any literature that may inform the project. At the end of the fall semester, a draft report will be submitted to the group advisors that includes a context analysis, report of measures taken or planned to collect data, a review of appropriate literature, and a time line for completing the consultancy report in the following semester.

Semester II (6 credits)

The second section of EDUC 710 will follow a similar pattern of work and meetings to the first semester. Students will remain with the same advisors over the two semesters of the project.

Timeline for Completion of Project.

Semester One

August—Initial meetings to discuss responsibilities of individuals in the group.
September—Applications to human studies.
September/October/November—Review of literature, observations, data collection
December—Presentations of progress to cohort and advisors.

Semester Two

January/February—Data collection and analysis
March/April—Preparation of reports.
May—Formal presentation of reports.

Assessment of Group Consultancy Project

Description of Project

In this project individuals are organized in research teams to explore problems of practice submitted by external state agencies such as school districts, 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 the 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.

If a student fails to achieve "acceptable" in any one or more of the requirements, they will be 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.

Rubric A

Requirement	Minimal	Acceptable	Target
Quality of Writing	The report is poorly written, unorganized and contains spelling, punctuation, and grammatical errors.	The quality of writing is acceptable. The thesis is coherent and contains a few spelling, punctuation, and grammatical errors.	The quality of writing is above average. As a whole it is well organized, shows logical consistency, and is free of spelling, punctuation and grammatical errors.
Knowledge of research methods	The methodology section is disorganized and the methods selected are inappropriate for the project to be researched.	The methodology section is adequately organized and the methods are sufficient to provide an acceptable level of support for the thesis.	The methodology section is well organized. The methods chosen are appropriate for the study and have been implemented judiciously.
Ability to work collaboratively in solving problems	Individual contribution to the work of the group was inadequate.	Individual contribution to the work of the group was sufficient to	Individual made important contributions to the work of the group.
Capacity to reflect critically and ethically on matters of educational importance	The report failed to show evidence of critical reflection on ethical issues raised by the project.	Evidence of critical engagement with ethical and other issues.	Evidence that important ethical issues were raised and that problem solving occurred.

Appendix II

Syllabus for EDUC 720
Professional Doctorate Practicum:
Individual Applied Research Project

Introduction

This is a practicum course in which you will be engaged in an individual applied research project over a two-year period. It requires the completion of four semesters of work and a total of twenty-four credit hours. The goal of the four semesters of field work is that you will plan and implement an applied research project that deals with a problem of practice that you are familiar with and arises in the context of your own professional practice. It may, for example, deal with problems of curriculum such as how to implement a new reading program in the school, or it may deal with instructional issues such as how to advance the idea of instructional learning communities in a group of 8th grade teachers. Practitioner research is a form of inquiry that provides a systematic way for professionals to investigate their work with the aim of bringing about improvements in practice or "actionable knowledge." It includes such traditions as action research, program evaluation, needs assessment, and design-based research.

In order to facilitate the work on your projects, students will be organized into support groups (Leader-Scholar Communities) of approximately five students with a faculty advisor and a field mentor for the duration of the program. This arrangement will encourage sharing of material, provide opportunities to report on progress, and encourage group problem solving on issues arising from individual projects. Groups will interact electronically using a range of collaborative tools.

In addition to working on projects, there will be three full cohort meetings a semester, arranged on weekends or evenings. The aim of these sessions will be to provide instruction on research methods, the ethics of applied research, and other relevant content. These sessions will be conducted face-to-face when possible or, if needed, electronically with students who are not located on Oahu. Electronic communication will provide students with routine opportunities to discuss issues and report progress with advisors.

In this series of four courses you will:
- formulate an applied research project;
- strategize with appropriate stakeholders to determine project requirements;
- review the literature relevant to the problem that you have chosen;
- submit your project for human studies review;
- consider the ethical implication of you proposed project;
- choose appropriate methods for the collection of data;
- develop a plan of action that can be reasonably implemented in the time available;
- implement your plan;
- monitor and document your actions;
- collect and analyze your data;
- reflect on implications;
- develop recommendations for the field for future steps;

- write up your report;
- collect feedback from stakeholders; and
- share the results of your work.

Fall, Semester I (6 credits)

The principal task of this semester is the formulation of an individual applied research project. Experienced professional educators often have a good idea of problems that they'd like to address but formulating a problem as an applied research project takes extra effort and reflection. Sharing progress at the problem formulation stage is a useful strategy that will help you in clarifying your goals and refining your strategies. The second goal of this semester is to review the relevant literature. This is something that you worked on in your group consultancy project. The aim is to read the relevant literature and to incorporate these ideas into your own plans.

September meeting: Problem exploration.

October meeting: Problem definition and methodologies.

November meeting: Ethics and politics of applied research.

December meeting: Formal progress report to faculty.

Spring, Semester II (6 credits).

As the main task of this semester is the development of your plan of action, attention will be paid to selecting appropriate methods for implementation, reviewing material you learned in your summer courses. In addition, you will submit your application for review of your project with the Committee on Human Studies.

February meeting: Working with stakeholders in applied research.

March meeting: Instrumentation development.

April meeting: Action plans, change strategies, and implementation timelines.

May meeting: Progress reports

Fall, Semester III (6 credits).

During this semester you will be focused on the implementation of your plan of action. This will also entail data collection and analysis.

September meeting: Issues in field work.

October meeting: Review of data analysis.

November meeting: From analysis to conclusions and recommendations.

December meeting: Progress reports.

Spring, Semester IV (6 credits).

It is expected that at this stage, you will be focused on completing and writing up your report so fewer full group meetings will be scheduled and more attention will be paid to individual advising. The final report of your applied research project is a professionally written document (approximately 70–100 pages) and a public presentation of the project at a concluding conference.

Assessment

Assessment of the applied research project will be ongoing. However, the year-end reviews (spring terms) will be the most critical. The first will occur at the end of year two of the program and at the completion of twelve credits of EDEF 720 (See Rubric B). The second will occur at the end of the second year of the program and after the completion of twenty-four credit hours of EDEF 720 (See Rubric C). Each student will write up a final paper of approximately seventy to one hundred pages, including a review of literature, research methods employed, and discussion of actions taken. Final assessment will occur after the project presentations at the program conference. A committee of the research advisors who worked with the students will have overall responsibility for assessment and ensuring the quality of the projects. After this assessment, you will be required to present the results of your work at a public forum (conference) before the degree of EdD is conferred.

If a student fails to achieve "acceptable" in any one or more of the requirements, they will be 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.

Readings

McNiff, J. & Whitehead, J. (2009). *You and Your Applied Research Project*, 3rd. edition. London: Routledge.

Herr, K.G. and Anderson G.L. (2005). *The Action Research Dissertation: A Guide for Students and Faculty*. Cal: Sage.

Other reading to be arranged.

Assessment of Individual Practitioner Research Proposal

Description of Project

Students will formulate an individual inquiry project that arises in the context of their own practice as professional educators. These projects will be 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.

Rubric B

Component	Minimal	Acceptable	Target
Quality of writing	The proposal is poorly written, unorganized and contains spelling, punctuation, and grammatical errors.	The quality of writing is acceptable. The proposal is coherent and contain only a few spelling, punctuation, and grammatical errors.	The quality of writing is above average. As a whole the proposal is well organized, shows logical consistency, and is free of spelling, punctuation and grammatical errors.
Review of the literature	Number of sources insufficient. Review is poorly related to the project	The review is based on a sufficient number of sources and the relationship between the literature and proposed research is adequate.	The review section contains a synthesis of the material and provides a clear statement of the candidates position with respect to the literature.
Methods	The methods proposed in conducting the research are inadequate. Research questions are too broad and the proposed methods of data collection are unclear or vaguely expressed	The methods proposed in conducting the research are sufficient. Some further efforts should be made to connect data collection procedures to research questions.	Methods are clearly stated and appropriate to the research questions. Data collection procedures are well thought out and methods of analysis proposed.
Background issues	Inadequate discussion. Shows limited understanding of context.	The proposal shows an understanding of the social and historical background within which the problem arises.	The proposal provides a thorough analysis of the social historical context of the problem

Assessment of Individual Practitioner Research Project

Description of Project

A final report (approximately 70–100 pages) will be submitted at the end of the third spring semester and prior to the final conference at which a summary of the findings of the applied research project will be made. The report will include

Rubric C

Quality of writing	The report is poorly written, unorganized and contains spelling, punctuation, and grammatical errors.	The quality of writing is acceptable. The report is coherent and contains only a few spelling, punctuation, and grammatical errors.	The report is well written. It conforms to APA style throughout. As a whole it is well organized, shows logical consistency, and is free of spelling, punctuation and grammatical errors.
Research Questions	Research question is poorly defined and inappropriately in relation to the action project. Poorly aligned with literature review.	Research questions are clearly articulated, but the relationship between questions, data collection, and analysis are unclear.	The project was clearly articulated and the research questions concisely stated.
Action Plan	Action plan was not well formulated and poorly implemented. Lack of data.	Action plan was carried out and actions taken were sufficient to answer research questions and support conclusions.	The action plan was well thought out, thoroughly organized, and effectively implemented with attention to research questions
Data Collection	Data sources are limited, insufficient information to support aims of project. Inadequate information about data collection procedures.	Data sources are appropriate and data collection methods sufficiently described	Appropriate methods were followed and the data collected provided valuable project information.
Data Analysis	Methods of analysis are not explained. Failure to include all data collected. Poor interpretation of data	Methods of analysis are appropriate, though other methods may have been employed to generate conclusions.	Analysis of data was insightful and provided useful implications for practice.
Findings	Findings are presented in an unorganized way. Little interpretation of data, and/or conclusions presented that are unrelated to data.	Findings are presented that connect with the data, but are incomplete.	Findings are well organized and consistent with research questions and data.

Appendix III

List of faculty who have indicated that they are interested in teaching in the EdD program.

Hunter McEwan	Educational Foundations	I 5
Stacey Marlow	Educational Administration	I 4
Ellen Hoffman	Educational Technology	I 4
Neil Pateman	Curriculum Studies	I 5
Jeff Moniz	Institute for Teacher Education	I 4
David Ericson	Educational Foundations	I 5
Baoyan Cheng	Educational Foundations	I 3
Marilyn Taylor	Institute for Teacher Education	I 4
Xu Di	Educational Foundations	I 5
Nina Nakayama	Institute for Teacher Education	I 3
Kelly Merrill	Educational Administration	I 3
Hannah Tavares	Educational Foundations	I 4
Clifton Tanabe	Educational Foundations	I 3
Gay Reed	Educational Foundations	I 5
Donna Grace	Institute for Teacher Education	I 5
Beth Pateman	Institute for Teacher Education	I 5

Faculty who have expressed a willingness to act as practicum advisors

Name		
Hunter McEwan	Educational Foundations	I 5
Neil Pateman	Curriculum Studies	I 5
Jeff Moniz	Institute for Teacher Education	I 4
David Ericson	Educational Foundations	I 5
Judy Daniels	Kinesiology and Rehab Sciences	I 5
Helen Slaughter	Curriculum Studies	I 5
Hannah Tavares	Educational Foundations	I 4
Christine Sorensen	Dean, Educational Technology	I 5
Sarah Twomey	Curriculum Studies	I 3
Clifton Tanabe	Educational Foundations	I 3
Kelly Merrill	Educational Administration	I 3

List of potential External Advisors

Name	Position	Highest Degree
Dan White	Headmaster — Island Pacific Academy	PhD
Steven M. Shiraki	Administrator, Comprehensive Student Support Services, HDOE	PhD
Walter Kahumoku III	Director, Kauhale Kīpaipai Department, Kamehameha Schools	PhD
Maya Soetoro-Ng	Education Specialist-East West Center	PhD
Ruth Fletcher	Academy Dean, Punahou School	PhD
Diane Iwaoka	Retired principal, state educational specialist	PhD
Karen Moriyama	Retired principal, complex area superintendent	PhD
Catherine Payne	Retired principal	MEd
Raymond Sugai	Retired Principal	Educational Specialist Degree
Louise Walcott	Retired principal, complex area superintendent	PhD

1 Academic Cost and RevenueTemplate - New Program (adjust template for appropriate number of years)

3 ENTER VALUES IN YELLOW CELLS ONLY

4 CAMPUS/Program — MANOA/Doctor of Education

5 Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doct

			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
7	ENTER ACADEMIC YEAR (i.e., 2004-05)		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16		
8	Students & SSH									
9	A. Headcount enrollment (Fall)		25	25	50	50	25	25		
10	B. Annual SSH		225	525	750	850	525	825		
11										
12	Direct and Incremental Program Costs Without Fringe									
13	C. Instructional Cost without Fringe	$	35,966	$ 157,362	$ 181,764	$ 305,453	$ 181,810	$ 171,386		
14	C1. Number (FTE) of FT Faculty/Lecturers		0.20	2.20	2.20	4.20	2.20	2.20		
15	C2. Number (FTE) of PT Lecturers		0.75	0.75	0.75	0.75	0.75	0.75		
16	D. Other Personnel Costs	$	10,000	$ 50,598	$ 53,018	$ 75,459	$ 51,922	$ 52,408		
17	E. Unique Program Costs	$	31,211	$ 70,922	$ 108,020	$ 133,143	$ 92,468	$ 64,880		
18	F. Total Direct and Incremental Costs	$	77,177	$ 278,882	$ 342,802	$ 514,055	$ 326,200	$ 288,674		
19										
20	Revenue									
21	G. Tuition	$	93,375	$ 240,450	$ 378,000	$ 470,900	$ 320,250	$ 218,075		
22	Tuition rate per credit	$	415	$ 458	$ 504	$ 554	$ 610	$ 671		
23	H. Other	$	–	$ 50,000	$ 50,000	$ 100,000	$ 50,000	$ 50,000		
24	I. Total Revenue	$	93,375	$ 290,450	$ 428,000	$ 570,900	$ 370,250	$ 268,075		
25										
26	J. Net Cost (Revenue)		-16,198	-11,568	-85,198	-56,845	-44,050	20,599		
27										
28										
29										
30	Program Cost per SSH With Fringe									
31	K. Instructional Cost with Fringe/SSH	$	195	$ 395	$ 314	$ 479	$ 457	$ 712		
32	K1. Total Salary FT Faculty/Lecturers	$	20,000	$ 141,000	$ 148,050	$ 287,753	$ 163,225	$ 171,886		
33	K2. Cost including Fringe of K1	$	27,000	$ 190,350	$ 199,868	$ 388,467	$ 220,354	$ 231,372		
34	K3. Total Salary PT Lecturers	$	15,966	$ 16,362	$ 33,714	$ 17,700	$ 18,585	$ –		
35	K4. Cost including fringe of K3	$	16,764	$ 17,180	$ 35,400	$ 18,585	$ 19,514	$ –		
36	L. Support Cost/SSH	$	469	$ 469	$ 469	$ 469	$ 469	$ 469		
37	Non-Instructional Exp/SSH	$	551	$ 551	$ 551	$ 551	$ 551	$ 551		
38	System-wide Support/SSH	$	72	$ 72	$ 72	$ 72	$ 72	$ 72		
39	Organized Research/SSH	$	154	$ 154	$ 154	$ 154	$ 154	$ 154		
40	M. Total Program Cost/SSH	$	664	$ 864	$ 783	$ 948	$ 926	$ 1,181		
41	N. Total Campus Expenditure/SSH	$	942	$ 942	$ 942	$ 942	$ 942	$ 942		
42										
43	Instruction Cost with Fringe per SSH									
44	K. Instructional Cost/SSH	$	195	$ 395	$ 314	$ 479	$ 457	$ 712		
45	O. Comparable Cost/SSH	$	879	$ 879	$ 879	$ 379	$ 379	$ 379		
46	Program used for comparison.	PhD in Social Welfare								
47										
48	Reviewed by campus VC for Administrative Affairs:		(date)				12/7/10			

49 Instructions

50 Please include an explanation of this template in your narrative.

51 A. Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at url: http://www.iro.hawaii.edu/maps/mititles.asp

52 B. Annual SSH: Course Registration Report located at http://www.iro.hawaii.edu/maps/mititles.asp. Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors.

53 C. Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32<>""),D32+D34,"")

54 C1. Number of full time faculty and lecturers who are >.5 FTE.

55 C2. Number of part time lecturers who are <.5 FTE.

56 D. Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.

57 E. Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.

58 F. Total Direct and Incremental Cost: C + D + E *Formula for column D: =IF(OR(D13<>"",D16<>0,D17<>0),SUM(D13,D16,D17),"")

59 G. Tuition : Annual SSH X resident tuition rate/credit *Formula for column D: =IF(D10>0,D10*D22,"")

60 H. Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.

61 I. Total Revenue: G + H *Formula for column D: =IF(OR(D21<>"",D23<>0),SUM(D21,D23),"")

62 J. Net Cost: F - I This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.) If there is a net cost, please explain how this cost will be funded. *Formula for column D: =IF(AND(D18<>"",D24<>""),D18-D24,"")

63 K. Instructional Costs with Fringe/SSH: (K2 + K4) / B *Formula for column D: =IF(D10<>"",(SUM(D33,D35)/D10),"")

64 K1. Salaries without Fringe of Full Time Faculty and Lecturers who are ≥ .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.

65 K2. K1 X 1.35 Formula for column D: =IF(D32<>"","",D32*1.35)

66 K3. Salaries without Fringe for Lecturers who are < .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.

67 K4. K3 X 1.05 Formula for column D: =IF(D34<>"","",D34*1.05)

68 L. Support Cost/SSH:The campus' non instructional expenditure/ssh + systemwide support – organized research (UHM only) as provided by UH Expenditure Report (http://www.hawaii.edu/budget/expend.html) *Formula for column D: =IF(OR(D37>0,D38>0,D39>0),D37+D38-D39,"")

70 For example, from the 2005-06 UH Expenditure Report, the support expenditure/ssh per campus is:

72	UHM	$382.00 + $60 - $112 for organized research = $330								
73	UHH	$278.00 + $40 = $318								
74	UHWO	$179.00 + $32 = $211								
75	Haw CC	$111.00 + $33 = $144								
76	Hon CC	$168.00 + $38 = $206								

	A	B	C	D	E	F	G	H	I	J	K
77		Kap CC	$114.00 + $30 = $144								
78		Kau CC	$346.00 + $68 = $414								
79		Lee CC	$112.00 + $28 = $140								
80		Maui CC	$175.00 + $39 = $214								
81		Win CC	$257.00 + $44 = $301								
82											
83	M.	Total Program Cost/SSH: K + L *Formula for column D: =IF(OR(D31<>"",D36<>""),D31+D36,"")									
84	N.	Total Campus Expenditure/SSH: Taken from UH Expenditures Report For example, for 2005-2006: UHM = $799-112 (organized research) = $687, UHH = $528, UHWO = $429, HawCC = $329, HonCC = $375, KapCC = $300, KauCC = $877, LeeCC=$279, Maui CC= $385, WinCC=$442									
85	O.	Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditures Report (http://www.hawaii.edu/budget/expend.html) or campus data, as available. Please note in the space provided, the program used for the comparison.									
86											
87	Rev. 04/03/09										

SPREADSHEET B

Explanation of cost and revenue template

Outreach College charges at 27% 12/3/2010

Students start in Summer 2011 and ends Summer 2014
Students start in Summer 2013 and ends Summer 2016

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Academic Year	2010-2011	2011-2012	2012-2013	2013-2014 to 7/31/14	2014-2015	2015-2016 to 7/31/16	
Students & SSH							
Headcount - 1 cohort	25.00	25.00	25.00	25.00			
Credit load	9.00	21.00	21.00	13.00			64.00 credits to graduate
Annual SSH	225.00	525.00	525.00	325.00			
Headcount - 1 cohort			25.00	25.00	25.00	25.00	
Credit load			9.00	21.00	21.00	13.00	64.00 credits to graduate
Annual SSH			225.00	525.00	525.00	325.00	
Revenue							
Tuition	93,375.00	240,450.00	378,000.00	470,900.00	320,250.00	218,075.00	1,721,050.00
Per credit tuition	415	458	504	554	610	671	
Clinical fees per semester (1,000)	50,000.00	50,000.00	50,000.00	100,000.00	50,000.00	50,000.00	300,000.00
Total	93,375.00	290,450.00	428,000.00	570,900.00	370,250.00	268,075.00	2,021,050.00 check
Direct and Incremental Costs							
Instructional Cost							
EdD Director, I9M11 (20%)	20,000.00	21,000.00	22,050.00	23,152.50	24,310.13	25,525.63	136,038.26
No fringe benefits G funded							-
Advisors per year @ 60K	2.00 120,000.00	2.00 120,000.00	2.00 126,000.00	4.00 264,600.00	2.00 138,915.00	2.00 145,860.75	795,375.75
No fringe benefits G funded							-
Cost per credit for I-5	1,774	1,815	1,873	1,967	2065	2168	
Lecturer 3 courses/summer	75% 15,966.00	75% 16,362.00	150% 33,714.00	75% 17,699.85	150% 18,584.84	75%	102,326.69
Fringe benefits (2.29%)	365.62	374.69	772.05	3,539.97	2.29%	2.29%	5,052.33
Field supervisor/mentors	2,000.00	24,000.00	26,000.00	48,000.00	24,000.00	24,000.00	148,000.00
Fringe benefits (2.29%)	200.00	549.60	595.40	1,099.20	549.60	549.60	3,543.40
Clerical support (40,000) (20%)	8,000.00	8,400.00	8,820.00	9,261.00	9,724.05	10,210.25	54,415.30
Fringe benefits (30%)	2,400.00	2,520.00	2,646.00	2,778.30	2,917.22	3,063.38	16,324.89
Graduate asst, GA11 (50%)	-	18,198.00	18,198.00	18,198.00	18,198.00	18,198.00	90,990.00
Fringe benefits (25%)	-	4,549.50	4,549.50	4,549.50	4,549.50	4,549.50	22,747.50
Total	48,931.62	215,953.79	243,344.95	392,878.32	241,748.33	231,957.11	1,374,814.12
Outreach College fees (27%)	25,211.25	64,921.50	102,060.00	127,143.00	86,467.50	58,880.25	464,683.77
- based on regular tuition only							
Supplies and equipment	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	36,000.00
Total Expenditures	80,142.87	286,875.29	351,404.95	526,021.32	334,215.83	296,837.36	1,875,497.62
Net Profit or Loss	13,232.13	3,574.71	76,595.05	44,878.68	36,034.17	(28,762.36)	145,552.38
Salaries	45,966.00	207,960.00	234,782.00	380,911.35	233,732.02	223,794.63	1,327,146.00
Fringes	2,965.62	7,993.79	8,562.95	11,966.97	8,016.32	8,162.48	47,868.12
							1,374,814.12
*Net Profit or Loss w/o fringe benefits	16,197.75	11,568.50	85,158.00	56,845.65	44,050.48	(20,599.88)	145,552.38

(note: differences due to rounding)

Addendum to Academic Cost and Revenue Template
EdD in Professional Practice

The calculations are based on one cohort being admitted for Summer 2011 and a second cohort in Summer 2013. Cohort I will graduate in Summer 2014 and Cohort II in Summer 2016. Demand for the program is high. Additional Cohorts would generate more tuition and potentially generate higher net revenues.

Students and SSH
A. Headcount enrollment.
   This is a cohort program that begins in the summer. Students will each take 9 credits of coursework in the 2011 summer semester. Thus Year 1 has a total of 9 credits per student. Year 2=21 credit/student. Year 3=21 credits/student. Year 4=13 credits/student. Total=64 credit hours.
B. Annual SSH.
   Year 1 = 25 students x 9 credit hours = 225 student semester hours
   Year 2 = 25 x 21 = 525 ssh
   Year 3 = 25 x 21 + 25 x 9= 750 ssh
   Year 4 = 25 x 13 + 25 x 21 = 850 ssh
   Year 5 = 25 x 21 = 525 ssh
   Year 6 = 25 x 13 = 325 ssh

Direct and Incremental Program Costs Without Fringe
1. *Two FTE/Cohort/year for advising of projects
2. Program Chair/Graduate Chair -- 11-month contract
3. Summer instruction at three courses per summer/cohort
4. Stipends for part-time clinical faculty to provide field support for projects
5. Graduate Assistant at .5 FTE
6. Clerical support
   * This will require 3 advisors each working with a group of 8 or 9 students in each of the two semesters. That translates into 9 semester hours/ semester and an equivalent of two FTEs.

Net Cost (Revenue)
A third cohort admitted in summer 2006 would generate extra revenues and a surplus in the Year Six/line J cell.

Revenue
Tuition and Clinical Fees. A fee of $1,000 will be charged in the fall and spring semesters of the program = $6,000/student for the duration of the program.

Needs Assessment Based on Online Survey Results
(190 survey completions)
August 26, 2010

On April 13, 2010, DOE Superintendent, Kathryn Matayoshi sent out a memo regarding the proposed EdD in Professional Practice to all DOE complex area superintendents, educational specialists, principals, vice principals, certified staff, the charter school administrative office executive director, and public charter school directors (A copy of this memo is attached to this report). The memorandum stated the goals of the program and invited teachers, school administrators, and other support personnel to visit the program website and complete a short thirty-two item survey. This was followed by a similar request from the Hawaii Association of Independent Schools (HAIS).
Interested persons were directed to the EdD program website at http://manoa.hawaii.edu/coe/edd/index.html and requested to read over the program descriptions before taking the survey. By August, 2010, the web site have been visited by 280 people and 190 has completed the online survey.

The following is a summery of the survey results.
See also attached letters of support from
1. Robert Witt, Executive Director of HAIS, and Patricia Hamamoto, DOE Superintendent, dated November 2008.
2. Kathryn Matayoshi, DOE Superintendent, dated April 13, 2010.
3. Daniel E. White, Headmaster, Island Pacific Academy, dated Sept. 27, 2010.
4. James K. Scott, President, Punahou School, dated November 30, 2010.

Institutional Affiliation of Respondents
K12 public: 126 (66%)
K12 private: 43 (23%)
University public: 11 (6%)
University private: 4 (2%)
Other: 3 (2%)
Undeclared: 3 (2%)

Position
DOE Teacher: 74 (39%)
DOE Administrator: 45 (24%)
Other Position: 29 (15%)
Independent school administrator in Hawaii: 23 (12%)
Independent school teacher in Hawaii: 15 (8%)
Community college faculty: 2 (1%)
Public school teacher/administrator in state other than Hawaii: 2 (1%)

Length of time in education
Undeclared: 1 (1%)
<=1:   22 (12%)
>1,<=5:   89 (47%)
>5,<=10:   46 (24%)
>10, <=15:   13 (7%)
>15, <=20:   9 (5%)
>20:   10 (5%)

Level of interest in proposed degree
1 (not interested)   0 (0%)—Not interested—1
2 (Need more information)   2 (1%)
3 (interested)   48 (25%)
4 (Very interested)   140 (74%)

When would you be able to begin?
1 to 2 years: 171 (90%)
3 to 5 years: 18 (9%)
More than   5: 1 (1%)

Do you think 3 years is a reasonable time to completion?
Yes   179 (94%)
No   11(6%)

Are the costs in line with what you'd expect to pay for a degree of this kind?
Yes   149 (78%)
No   41 (22%)

What questions do you have about this degree
Grants and financial support 33 (17%)
Dates   26 (14%)
Other Islands   13 (7%)
Benefits   11 (6%)
Requirements   7 (4%)
Transfer credits   7 (4%)

QUOTES:
Overall:
"I would be very interested in this opportunity as long as it is affordable, timely, and pursuable from an outer-island"

Grants:
"Availability of financial aid could be a huge factor in participation"
"I really wanted to attend this course; however, I didn't think about the cost of tuition that high. I think that I can't afford it. Any scholarship possible??"
"While the cost may be in line with other doctoral programs, it seems a bit daunting for the poorly paid educator!"
"Will there be scholarships available for those whose schools do not subsidize advanced degrees for teachers?"
"Teachers make barely enough money to survive in Hawaii. To pay for tuition will be an extraordinary burden. Grants for scholarships should be an integral part of the program"

Dates:
"We do not have a summer break (we work 12 months) so will the summer classes be offered in the evenings/late afternoons? Online courses are greatly desired! Is it possible to have alternate site options/distance learning?"
"I hope this program is approved and implemented within the next two to three years"
"If there are classes on Friday night or Saturday, I will not participate or promote the program"
"When can we start? This sounds like a great program and I would like to start as soon as possible"
"1) Can teachers continue to teach while in this program? 2) Does the program have to be completed in 3 years? 3) Summer courses do not require contact with children? 4) Will you be offering spring and fall cohorts?"

"I am not sure if i will do this while in the job in Fall or Spring for research projects. Will this require taking a leave from my full time job as a teacher?"

"i have waited a very long time for this. i am a little worried about how to hold my job in the summers AND be on oahu for the coursework. would LOVE to use technology to be able to participate from maui."

Islands:
"I'm really excited that a doctorate program like this is being developed! I am a classroom teacher and live on the outer islands, so being able to attend online is great! We don't have a doctorate program here on the Big Isle"

"Please find a means for outer island participants to receive monetary support to travel to Oahu"

"Living in a remote area of the Big Island, how feasible is this program for someone who is far from higher ed institutions? How much can be done on-line?"

Requirements:
"Would a teacher need a masters degree in education in order to apply for this program?"

"On what criteria is one evaluated for acceptance to the program?"

Transfer:
"if I have earned credit for course(s) that are offered through this program, will I need to retake or will the credits previously received be applicable towards this degree?"

"If I already have taken courses for a doctoral program at UH, could those credits transfer to this program?"

Benefits:
"Will current DOE administrators see any pay benefit to further education?"

"It might be best to offer a DOE Cohort EdD,for DOE educators to collectively adventure"

"I heard people call an EdD an elementary doctorate, and that it doesnâ€™t hold its weight vs. a PhD, please address how you all plan to deal with this?"

"Appears to be promising and practical"

How do you see the program fitting in with your career goals?

improve quality of their work	89 (47%)
leadership and advancement	63 (33%)
working/teaching in higher ed	22 (12%)
Personal goal	17 (9%)
Other	10 (5%)
Network (eg. through cohort)	9 (5%)
Pay	5 (3%)

QUOTES
Improve work:
"To help improve my teaching praxis as well as open other opportunities to help people in the education related fields"

"I believe that this degree with help me in promoting project based learning in education"

"I want to be a better teacher"

"More knowledge on educational practices"

"The role of the counselor in school is changing and I would like to make counselors a needed and valued position in a school"

"I believe that teaching done through the practice of reflection and research is extremely effective"

"My current role as a teacher leader requires implementing research based strategies for school improvement -- this EdD program will allow me to be more interactive with the research as well as more informed about implementation and program analysis"

"expand my knowledge base and practice to allow me to be more effective in my current position and to impact change across the institution"
"I want to be able to be the best my students could have and the more education I have to support what I am doing the better I can provide for them"
"Further my ability to serve and be an agent of change in education"
"continuing to support the improvement of the educational experience for students"
"I believe the proposed ed would assist me in moving my school, community and state to excel in education"
"increased knowledge base and skill set in curriculum, instruction, assessment, and educational leadership"
"I believe that the proposed EdD program will help to advance my teaching skills, have me evaluate my current teaching practices, and to encourage me develop school wide initiatives that focus on student engagement"
"The proposed EdD program will give us a chance to grow professionary as a teacher/administrator not as a researcher"
"I believe it will allow me to support my students better and find other avenues to continue to support them"

Leadership:
"Provide knowledge and expertise in leadership, change that cannot be acquired through professional development sponsored by the department"
"I would like to continue as a high school administrator and a doctorate will provide me more experience and knowledge"
"prepare me for leadership roles that could enhance what I am currently doing within the school"
"I believe that this EdD experience will help me to cultivate leadership skills to be effective as a Teacher Leader in my school and possibly move into higher levels of leadership in the future"
"It should help give me more career options"
"The proposed EdD program would promote my growth as an effective educational leader. The program creates a meaningful course of study since I am interested in application research and practice"

Higher ed:
"I would like to be able to attain a leadership administrative position within the university or at a higher ed institution"
"Eventually I would like to teach education courses at the college level"

Personal goal:
"I am interested in the program for personal development and growth rather than career goals"

Networking:
"Deepen my skills in action research and develop more broad connections within the education community"
"As a school administrator for the past three years, the opportunity to collaborate with colleagues on issues of practice is intriguing"
"Provide improved leadership and collaborative role with administrators and teachers"

How do you see the program fitting in with the goals of your school?

Improve quality of the school	103 (54%)
(through their own learning and sharing it with colleagues)	
improve effective leadership	39 (21%)
encourage research and stay up to date	24 (13%)
other	9 (5%)
Network	6 (3%)
Credibility	5 (3%)

QUOTES
Improve quality

"This program would allow educators to improve their practice and the effectiveness of school efforts to improve student achievement. Schools benefit from careful analysis of effective practices."

"This program would allow me to conduct action research at my school to help improve its educational issues or changes it would like to make"

"I don't feel it will, the DOE doesn't value a EdD. It is evaluated the same as additional credits. And at my school, the administrator is so concerned someone may have more education than her, so if you continue on, she will try to get rid of you"

"We need highly qualified teachers"

"supporting school growth and improvement (from within)"

"It is my belief that the EdD program will allow the development of quality teachers who in turn can provide quality education for their students"

Improve effective leadership

"If I am a better leader, my school will benefit"

"My school, students, and staff would benefit in that I would become a more well-rounded school leader"

"Increasing my skills and knowledge can only enhance my ability to contribute to the goals of my school, both by my personal ability to teach as well as my ability to mentor my peers"

"Great leadership makes for a great school and this program would support this"

"This program will develop new leaders for our organization that will be able to develop and implement the change that is needed"

"I could potentially be placed in a leadership position to better benefit my colleagues"

"We are very low achieving, I see the leader of the school getting better at what he does and the rest following the example"

Encourage research and stay up to date

"DOE will benefit from researcher in every program offered in Hawaii, to develop and better the existing programs"

"Having researched based practices implemented in the classroom and throughout the school/district"

"Action research data based on my own school data will help me make better decisions for my school"

"Community respect for PhD for principal, educating students for the future"

"Involvement in research to improve goals of school"

"It will help to bring current research to the school"

"It seems that the program is based on action research which is what I am trying to implement at the school level"

Network

"Current research and developing relationships with fellow candidates"

Credibility

"Holding a doctorate will give me more credibility to faculty and staff at a higher ed institution while holding a leadership position within the institution"

What features of the program do you find appealing?

Cohort

Appealing: 167 (88%)
Neutral: 9 (10%)
Unappealing: 4 (2%)

Summer coursework
156 (82%)
26 (14%)
8 (4%)

Problems of practice
171 (90%)
15 (8%)
4 (2%)

Content
159 (184 %)
20 (11%)
4 (2%)

Time to completion
155 (82%)
21 (11%)
13 (7%)

Combination
180 (95%)
9 (5%)
1 (1%)

Qualitative Research
145 (76%)
29 (15%)
16 (8%)

Quantitative Research
128 (67%)
43 (23%)
19 (10%)

Action
173 (91%)
14 (7%)
3 (2)

School finance
71 (37%)
44 (23%)
13 (7%)

Information system
155 (82%)
32 (17%)
3 (2%)

Professional/legal ethics
156 (82%)
28 (15%)
6 (3%)

Organizational culture/change

175 (92%)
12 (6%)
3 (2%)

Curriculum
175 (92%)
11 (6%)
4 (2%)

Measurement
161 (85%)
25 (13%)
4 (2%)

Foundations
149 (78%)
35 (18%)
6 (3%)

Politics
131 (69%)
50 (26%)
9 (5%)

Writing
128 (67%)
50 (26%)
12 (6%)

Other suggested features

Online/other islands	29 (15%)
Incorporate students' experience/applicability of courses/practitioners-leaders as guest speakers	24 (13%)
Supportive mentor/advisor/Cohort partners as readers"/financial assistance	23 (12%)
Other	10 (5%)
networking	9 (5%)
Balance between work/study time/Ability to work during EdD	6 (3%)
Transfer units from other graduate programs	1 (1%)

Suggestions for other summer topics

Management (Studies in HR, union laws, leadership, technology, comparison across institutions)	24 (13%)
Learning techniques	14 (7%)
Educational policy	11 (6%)
Culture/special needs (eg. Indigenous issues, disabilities, language)	10 (5%)
Curriculum (eg. leadership skills, global citizenship)	7 (4%)
EdD logistics	6 (3%)
Assessment and improvement	5 (3%)
Data/research	5 (3%)

November 12, 2008

Dr. Christine Sorensen
Dean, College of Education
University of Hawaii at Mānoa
Wist Annex
1776 University Avenue
Honolulu, HI 96822

Re: <u>New Doctoral Program for School Leadership in Hawaii's PK-12 Schools</u>

Aloha Dean Sorensen:

We write today in support of a unique proposal that promises to enhance the leadership for PK-12 schools in Hawaii.

HAIS and the Department of Educational Foundations have pioneered a successful public-private collaboration resulting in the M.Ed. in Private School Leadership for the Pacific Basin. With graduates from three cohorts of this program in our schools, we have a growing number of emerging leaders, and a few veteran leaders, for whom a doctoral program is the next step in the enhancement of their leadership practice.

For our public school system, the creation of a new cadre of doctoral-level school principals will advance the goals of Act 51 by increasing capacity for school "reinvention" at the building level. For all of Hawaii's schools, upcoming retirements of school leaders in unprecedented numbers call upon us to magnify our efforts to mobilize significant numbers of emerging leaders to advanced degree work, in support of their career advancement to higher levels of responsibility.

As you know, the Carnegie Foundation for the Advancement of Teaching is advocating a Doctorate with a focus on Professional Practice – a highly rigorous, research-based, easily identifiable degree with the dissertation requirement of a research degree, along with substantive and practical professional assessments at the culmination of the program.

We advocate for and will support the creation of such a professional practice doctorate in school leadership within the College of Education at the University of Hawaii at Manoa.

We believe that a professional practice degree program, serving practitioners from public, charter, and private/independent schools, has the potential to catalyze transformational and urgently needed improvements throughout the PK-12 academic community, and possibly inclusive of early childhood education.

Leadership has common elements wherever it exists, and the challenges facing public, charter and private/independent schools are often very similar. Instructional leadership, community leadership, educational entrepreneurialism, governance and finance, and public policy constitute a body of knowledge useful to all school leaders.

A case study-based experience blending leaders from these communities provides the additional benefit of creating and nurturing an emerging and new cadre of PK-12 leadership in Hawaii, the underlying foundations of which will be shared scholarship, a commitment to problem solving, mutual respect, and common experiences... a true community of professional practice.

Through its investigations of possible other partners, HAIS has established the need for a doctoral program among the professionals in its member schools. In 2007, for example, 35 potential students expressed interest in a doctorate, and there are an additional 29 students enrolled in the current HAIS/UH M.Ed. cohort. Similarly, public school administrators, faculty, and staff members constitute an additional and substantial body of interested candidates.

Act 51, mentioned above, provides public school leaders with an additional impetus and obligation to hone their leadership skills to perform well in the new, empowered environment for leadership at DOE. Within private/independent schools, there are numerous potential candidates for a professional practice doctorate who have been put off from programs currently available from other institutions because of cost, rigidity of program, and the like.

We can expect that all candidates would bring substantial professional experience along with personal enthusiasm for a doctoral program with a focus on professional practice, thus raising the level of inquiry and discourse for all.
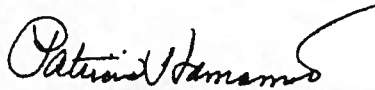
We recognize that this Ed.D. program might also provide departments within the College of Education opportunities to collaborate, with each other, and with highly credentialed and skilled practitioners from private/independent, charter and public schools who might be called upon to participate in instructional and supervisory roles.

We believe that the unique nature of the program, involving private/independent, charter and public schools with the public university would be attractive to granting agencies, locally and nationally, that might assist in the start-up and maintenance costs of the program.
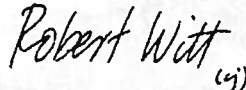
We stand ready to provide whatever resources and support we can, in partnership with the College of Education, to establish a program with significant potential to positively affect PK-12 education in the state.

Sincerely,

Patricia Hamamoto
Superintendent
Department of Education
State of Hawaii

Robert Witt (vj)
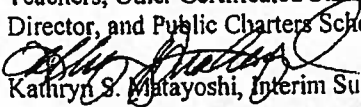Executive Director
Hawaii Association of Independent Schools

cc: Dr. Hunter McEwan, Professor and Chair, Educational Foundations, COE/UHM
        Dr. Eileen Tamura, Professor, Educational Foundations, COE/UHM
        Dr. David Ericson, Professor, Educational Foundations, COE/UHM
        Dr. Daniel White, President, HAIS
        Mr. Joe Rice, Vice President, HAIS
        Ms. Lisa Leong, Program Director, HAIS
        Mr. Mitch D'Olier, Chairman, HKL Castle Foundation

STATE OF HAWAI'I
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAI'I 96804

OFFICE OF THE SUPERINTENDENT
April 13, 2010

TO: Complex Area Superintendents, Educational Specialists, Principals, Vice Principals,
        Teachers, Other Certificated Staff, Charter School Administrative Office Executive
        Director, and Public Charters School Directors

FROM: Kathryn S. Matayoshi, Interim Superintendent

SUBJECT: University of Hawaii, College of Education, Professional Practice Doctorate in
         Education

The University of Hawaii at Manoa College of Education is planning to offer a Professional Practice Doctorate in Education. This educational doctorate (Ed.D.) is in line with current reforms in doctoral education initiated by the Carnegie Foundation for the Advancement of Teaching, as well as the American Educational Research Association (AERA).

The Department of Education and the Hawaii Association of Independent Schools are in strong support of this degree as it will serve to prepare professionals for leadership roles at all levels of education. This is an ideal program for teachers, school administrators, and other support personnel who are looking for an advanced degree that will provide them with experience in the application of knowledge to problems of practice. I would encourage every educator currently possessing a master's degree in education to explore this degree program, as a program with this focus will serve to ensure that we, as educational practitioners, are firmly grounded in the application of research and practice across a variety of educational settings.

The College of Education has created a website which provides a program description and other related information. A program flyer, which may be downloaded from the website, is also attached to this memo. At this time, there is a need to gauge interest in this new doctoral program. Thus, if you are thinking or considering that this may be an advance degree option for you, please go to the website: http://manoa.hawaii.edu/coe/edd/index.html and complete an online survey on or before May 5, 2010.

Should you have any questions regarding the content of this memo, please contact Dr. Steve M. Shiraki, Administrator, Comprehensive Student Support Services Section, at 735-6225 or by Lotus Notes. For program-related questions and information, please contact Dr. Hunter McEwan, Professor, Department of Educational Foundations, at hunter@hawaii.edu.

KSM:SMS:ar

Attachment

c: Assistant Superintendents
    Superintendent's Office Directors
    Charter Schools Administrative Office
    Dr. Hunter McEwan, Professor, Department of Educational Foundations
    Office of Curriculum, Instruction and Student Support
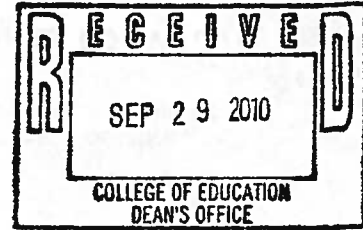   AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

September 27, 2010

Christine Sorensen, Dean
College of Education
University of Hawaii at Manoa, Everly 128
2500 Campus Road
Honolulu, HI 96822

Dear Dean Sorensen:

I write to express my support of the proposed Ed.D degree in Professional Educational Practice, the professional practitioner's degree currently under consideration. As you know, I have been an active participant in planning meetings representing the Hawaii Association of Independent Schools. As the head of a school and as a board member for HAIS, I have seen the positive impact the collaboration between the College of Education and HAIS in the M.Ed. in Private School Leadership has had on the quality and preparation of young leadership within our schools. Many of the graduates of this program have expressed interest in pursuing further study in a professional practitioner's degree through which both valuable experience and the Ed.D. is earned.

The transformation of K-12 education to accommodate 21st Century teaching and learning has necessarily affected leadership in schools. One of the many strengths of the Ed.D. as proposed is the group project focused on real life problems of practice, providing students with experience in collaborative problem definition and solving, mirroring the reality of school leadership today.

I am pleased that independent schools have had a seat at the table in the planning of the program and know that our schools will enjoy effective service from graduates of the program who choose to work in independent schools. I congratulate the university on the development of a professional practitioner's degree as well, aligning the university with the wisdom of the Carnegie Foundation and others examining post-baccalaureate education. I know the program will attract many fine candidates for admission from independent schools.
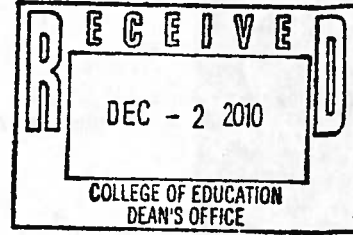
Sincerely,

Daniel E. White
Headmaster

www.islandpacificacademy.com

PUNAHOU SCHOOL

1601 Punahou Street, Honolulu, HI 96822-3336
Tel: 808.944.5700   Fax: 808.944.5762   jscott@punahou.edu

James K. Scott
President

November 30, 2010

Christine K. Sorenson
Dean, College of Education
Everly 128
University of Hawai'i at Mānoa
1776 University Avenue
Honolulu, HI 96822

RE: Letter of Support of the Ed.D Program (HAIS/UH)

Dear Dean Sorenson,

I am writing you to express my support of the proposed doctoral program in Educational Leadership, the educational practitioner's degree being developed by the College of Education through the work of the Department of Educational Foundations and its partners.

As the President of Punahou School and as a board member of the Hawaii Association of Independent Schools, I have seen firsthand the positive impact that the collaborative effort between HAIS and the Department of Educational Foundations has had on the quality and preparation of emerging leadership within K-12 education. Punahou School has approximately ten graduates of this program, and most have expressed an interest in pursuing further study in a professional practitioner's doctoral program. We also have several other faculty and administrators at Punahou who would be eager to pursue advanced studies through such a doctoral program.

The transformation of K-12 education to accommodate 21st Century teaching and learning has understandably affected leadership in schools. Punahou School is launching an Institute for Teaching, Learning, and Instructional Innovation. I understand that the proposed doctorate program will include a group project focused on specific problems of practice, providing students with experience in collaborative problem definition and solving challenges facing school leadership today. This is aligned with Punahou's vision to embed inquiry, research, reflection, and instructional leadership within our campus in partnership with a graduate school of Education.

I am pleased that independent schools have had a seat at the table in the planning of the program. I know that our schools will enjoy effective service from graduates of the program who choose to work in independent schools. I congratulate the University of Hawaii on the development of a professional practitioner's degree.

Yours truly,

James K. Scott

cc: President M.R.C. Greenwood
        Chancellor Virginia S. Hinshaw