Proposal for a School of Education EdD

Paper prepared by the EdD redesign committee:

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Overview
Discussion of redesigning the EdD in the School of Education has been underway for several years now. At the School Council spring assembly in 2011, the academic affairs committee put forth, with a charge from the dean, a draft document in which a school wide EdD was proposed. Since that meeting in spring 2011, more formal efforts have been underway to design a school wide EdD. These design efforts include our school's involvement in the Carnegie Project on the Education Doctorate (CPED), which began in fall 2011, and have continued through the formal efforts of the EdD redesign committee, which was appointed by Alan Lesgold in spring 2012. This document summarizes the design work that has resulted from these efforts. We have organized this document around the following questions:

1. What is the mission of the EdD?
2. How do our redesign efforts fit with the national conversation on the education doctorate?
3. Why are we creating a school-wide EdD?
4. What are the benefits of creating a school-wide EdD?
5. What does the research literature say about differentiating the EdD and PhD?
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1. **What is the mission of the EdD?**
The mission of the School of Education Ed.D. degree program is to prepare scholarly practitioners committed to improving outcomes by addressing enduring problems affecting children, families, and communities. EdD graduates will be prepared to be leaders in K-12 schools and institutions of higher education in the U.S. and abroad, Ministries of Education and Health, international non-governmental agencies, community based organizations, research and development institutes, health care organizations, health and human service agencies, and government.

2. **How do our redesign efforts fit with the national conversation on the education doctorate?**
The School of Education EdD redesign efforts are part of the Carnegie Project on the Education Doctorate (CPED). CPED is dedicated to promoting excellence for the Education Doctorate. The CPED initiative involves over 50 colleges of education from across the United States who have committed resources to work together to undertake a critical examination of the doctorate in education through dialog, experimentation, critical feedback and evaluation. The intent of the project is to collaboratively redesign the EdD to make it a stronger and more relevant degree for the advanced preparation of individuals committed to improving outcomes for children, families, and communities. More detailed information about this initiative can be found at the project website: [http://cpedinitiative.org](http://cpedinitiative.org).

3. **Why are we creating a school-wide EdD?**
There are many reasons for creating a school-wide EdD. First and foremost, we exist in a time of radical change in higher education. We are tasked with designing and implementing programs that are worth students’ investment in time and money. At the moment our current EdD programs look very similar to our PhD programs; we do not have a clear differentiated pathway for scholarly practitioners.

However, the need to respond to a shifting higher education landscape is not the only reason we are creating a school-wide EdD. At the present moment there are tremendous inefficiencies in our approach to doctoral training – redundant courses – especially in methods classes, as well as classes with very small enrollment. Faculty expertise could be leveraged much more robustly – providing students with timely access to leading experts in the field. Advising and the timeline to completion for EdD students is quite variable. As we wonder whether or not we should implement a school-wide EdD, we must ask ourselves if we are providing our EdD students with a rigorous scholarly practitioner degree.

The school-wide EdD proposed herein is a three-year cohort based degree model with a) very clear timelines and milestones; b) coherence in courses, including specifically designed research methods courses; and c) executive and hybrid course delivery structures to accommodate the needs of the working professional.
4. What are the benefits of creating a school-wide EdD?
While there are many benefits to creating a school-wide EdD, the most immediate and prominent benefits include:

- Improving the quality of doctoral training for individuals whose career goals include being a scholarly practitioner
- The opportunity for students to gain an interdisciplinary perspective through courses that are created and taught by faculty across departments
- A program designed specifically to accommodate the needs of working professionals
- Supervised research and course projects that will have direct and immediate impact on Western Pennsylvania
- Streamlined student services through dedicated staff members hired to be the EdD student services liaison
- Clear pathways to completing the EdD in a three year time span
- A program that is clearly differentiated from the PhD, which has the potential to improve the quality of PhD training at Pitt
- A robust opportunity for faculty collaboration and rejuvenation

5. What does the research literature say about differentiating the EdD and PhD?
Arguably, what distinguishes the PhD and EdD degrees in the field of education is not academic rigor but focus of preparation (Coorough & Nelson, 1994; Guthrie, 2000). Generally, EdD students engage in rigorous preparation for practice oriented careers, while PhD students engage in rigorous preparation for research oriented careers (Coorough & Nelson, 1994; Guthrie, 2000).

Coorough and Nelson (1994) examined nearly 2000 dissertations submitted to Dissertation Abstracts International between 1950 and 1990 to study the distinction between the EdD and PhD in focus of preparation. The researchers selected dissertations submitted by EdD and PhD candidates in educational administration, guidance and counseling, higher education, history, physical education, educational psychology and teacher training. To identify differences in research training, EdD dissertations were compared with PhD dissertations on type of research (basic vs. applied), research design, and statistical analyses, as well as generalizability and significance of results. EdD dissertations were found to be similar to PhD dissertations in type of research and significance of results. However, analyses revealed that while EdD dissertations were more likely to depend on descriptive research, particularly survey research, PhD dissertations were more likely to depend on multivariate statistics and produce more generalizable findings due to the use of national and international samples. From their analyses, Coorough and Nelson concluded that the EdD and PhD are rightfully distinguished by focus of preparation: The nature of the EdD dissertation reflects preparation for careers in professional practice, and the nature of the PhD dissertation reflects preparation for careers in research.

Guthrie (2009) recommends that the traditional distinction between the EdD and PhD in focus of preparation should be strictly upheld by doctoral programs in education. Dual-purpose
doctoral programs that focus on both practice and research, he argues, ignore the complexity of either endeavor and therefore provide insufficient training for students to become competent practitioners, researchers, or both. Instead, this type of training supports a high level of professional practice but is distinct from basic social science research and the advanced statistical analyses and research designs typical of educational research. Likewise, the complexity of educational leadership and policy research warrants doctoral programs solely dedicated to research. Accordingly, the research training offered by PhD programs should provide students with "multidisciplinary cognate knowledge, understanding of education institutions, research immersion, data set understanding, comprehension of methods, and mentoring" (p. 6). Guthrie concludes that respect for the complexity of professional practice or research requires doctoral programs in education to clearly distinguish between the EdD and PhD to provide students with sufficient training in either practice or research.

A Brief Review of Programmatic Literature
Several doctoral programs in education adhere to the traditional distinction between the EdD and the PhD in focus of preparation (practice vs. research) and research training. For example, the University of Southern California’s Rossier School of Education, our mentor institution at CPED, offers both an EdD and PhD. According to their website they offer two “excellent” doctoral degree programs. Prospective students decide which degree is best for them based on USC’s description of the typical student in each degree program.

The PhD student would typically be a person who is: anticipating a faculty career or an area of practice which demands research expertise, excited by theory and conceptual analysis, tending toward research and has potential for primarily advancing theory in the field rather than implementing practice. The EdD student would typically be a person who is: planning on working in the field primarily as a practitioner, especially interested in developing new technological capabilities, and interested in research, which tends to emphasize development, evaluation, or field based projects.

USC provides the following summary distinctions between the EdD and PhD.

<table>
<thead>
<tr>
<th></th>
<th>Ph.D.</th>
<th>Ed.D.</th>
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<tbody>
<tr>
<td>Theoretical foundations of the field</td>
<td>Development of specialized practitioner skills</td>
<td>Applied research which primarily addresses localized practitioner problems</td>
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<tr>
<td>Application of other foundational or related disciplines</td>
<td>Application of other educational foundations and techniques</td>
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<tr>
<td>Research which is directed toward theory building</td>
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</table>

6. What commitments guide the design of the school wide EdD?

The EdD redesign committee, in consultation with our CPED mentors and in consultation with the guiding principles of CPED, have adopted the following five commitments in the design of the school wide EdD.
<table>
<thead>
<tr>
<th>Principle</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>The development of deep specialized knowledge</td>
<td>Develop deep content expertise through advance study of the relevant research literature in students’ areas of interest; Focused by engagement with questions that are important and relevant to the field, both contemporary and enduring</td>
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<tr>
<td>The development of intellectual and practical</td>
<td>The following will be practiced extensively, across the program, in the context of challenging problems, projects, and standards for performance</td>
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<tr>
<td>skills required to innovate</td>
<td>• Inquiry and analysis</td>
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<td></td>
<td>• Critical and creative thinking</td>
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<td></td>
<td>• Written and oral communication</td>
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<td></td>
<td>• Quantitative literacy</td>
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<td></td>
<td>• Data literacy</td>
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<tr>
<td></td>
<td>• Information management</td>
</tr>
<tr>
<td></td>
<td>• Teamwork, decision making, and problem solving</td>
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<tr>
<td>The development of personal and social</td>
<td>The development of personal and social responsibility for change will be anchored through active involvement with diverse communities and organizations, and real-world challenges including:</td>
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<tr>
<td>responsibility for change</td>
<td>• Civic knowledge and engagement— both local and global</td>
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<td></td>
<td>• Intercultural knowledge and competence</td>
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<tr>
<td></td>
<td>• Ethical reasoning and action</td>
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<tr>
<td>The ability to apply and integrate what is</td>
<td>• Synthesis and advanced accomplishment through specialized studies</td>
</tr>
<tr>
<td>learned to enduring problems of practice</td>
<td>• Generation, transformation, and use of professional knowledge and practice</td>
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<tr>
<td></td>
<td>• Application of appropriate and specific practices to generate new knowledge</td>
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<tr>
<td></td>
<td>• Design, build and sustain technology enabled learning environments and organizations.</td>
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<tr>
<td>A commitment to equity</td>
<td>Demonstrated awareness, ability, and willing to engage in the necessary, and sometimes difficult, equity minded conversations and decision-making that can lead to transformational change.</td>
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<td></td>
<td>Active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.</td>
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</tbody>
</table>
7. What is the proposed program design?

Below is a detailed overview of the proposed school wide EdD including core program features, required courses, and program milestones.

7.1 What are the core features of the program?

While the design of specific coursework will be done by faculty, the EdD curriculum will include the following features:

One week-intensive on-ramp: EdD cohorts will participate in a full week “on-ramp” experience that includes orientation and welcoming activities and intense work focused on understanding enduring problems of practice in education, health and human development. This one-week experience will be students’ first core course: Framing and investigating problems of practice. This one-week course will take place during the last full week in June.

Hybrid seminar structure: EdD students will experience a hybrid model of education delivery designed to meet the needs of working professionals. Students will participate in well-structured, high quality weekly online asynchronous course experiences and will come to campus one Saturday or Sunday per month (the first weekend of the month) for in-depth face-to-face inquiry experiences. Students will spend approximately 35 hours in face-to-face interaction each semester. This seminar structure will move our thinking beyond “courses” specifically, and allow us to think about a six credit experience each semester in which students develop foundational knowledge, specialized knowledge in their major area of study, and knowledge of research.

EdD Research Seminar (Supervised Research I): An EdD research seminar is a faculty led inquiry group focused on developing deep knowledge in an area of interest. SOE faculty members, who will receive course credit for organizing and facilitating these weekly seminars, will lead these cross-disciplinary seminars. The seminars will draw from innovative seminar models around the country. These seminars will contribute to the development of a vibrant SOE community. The outcome of supervised research I is an in-depth review of the literature in the students area of interest. This literature review can be a more in-depth and critical literature review built off of the 10-article review completed for the preliminary exam.

Aspirant internship (Supervised Research II): The aspirant internship component of this program is a required part of the curriculum and can be completed in three ways. We acknowledge that many students will already be in the job they want (i.e. leadership roles) or at least in the line of work to which they are aspiring. This is to be respected and considered in the enhancing of skills and knowledge with additional experiences.

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1 Students will be polled regarding weekend obligations, including religious obligations, and a schedule will be determined that is either a consistent meeting date (Saturday or Sunday all semester) or an alternating meeting date.
For those students already working in their field of choice, they may elect to have their current responsibilities reviewed for eligibility to what is referred to in the literature as a “full-time job-embedded internship”. Thus, if the advisor and student agree that the student’s current responsibilities represent a relevant and meaningful internship experience, a plan will be developed that includes the completion and documentation of required activities such as portfolios, reflective journals, reports, presentations, etc. that demonstrate a high level of practice and thinking including creative analysis of practice or innovative design of strategies that are based on research.

For students not desiring to have their work responsibilities used as “full-time job-embedded internships” or for those not working in the field to which they are aspiring, they will be provided with an “elbow learning” experience. Elbow theory is based on activity theory and is characterized as a philosophical and cross-disciplinary framework for studying different forms of human practice as developmental processes, with both individual and social levels interlinked at the same time (Kuuti, 1996.p.5). This particular internship would be designed in collaboration among the EdD student, the mentor at an aspirant internship site, and a faculty member from the School of Education.

Finally, students may complete a global studies experience to fulfill their aspirant internship requirement. EdD students will have the opportunity to design, in collaboration with their cohort advisor, an international experience that provides direct observation or experience with practice or policy in another country. This experience must be relevant to the student’s major area of study and must involve a minimum of four days in the country. The student will report back to a committee of 3 or more graduate faculty members by giving a poster presentation or a talk. The presentation must include a synthesis that compares the experience with its domestic counterpart. Eventually we hope that global studies experiences will become a more regular part of the EdD program, with groups of students traveling to countries with faculty (for example, a group of students working on projects with faculty in the SOE Institute for International Studies in Education).

The aspirant internship, which takes place during the summer I or summer II term of the second year, must be identified by the first year annual review meeting at the latest. Students will take primary responsibility for identifying the site for their internship and, if the student needs support in gaining entry to the internship site, this will be discussed with faculty in the first year annual review meeting.

Students will register for their internship under their major area of study and supervision of aspirant internships will be factored into faculty course load. There are two outcomes of supervised research II: a written document and a presentation to stakeholders. The written document should reflect the focus of the students’ aspirant internship project. This can take many forms including a policy analysis, program evaluation, summary of results of a pilot study, etc, and should build on the literature review conducted in supervised research I.

**The nature of the student experience:** The EdD program will be designed to provide students with a coherent, practitioner focus learning experience. The ways in which courses are designed
and staffed, the availability of an EdD student liaison in student services, and the use of curriculum coordinators to manage course delivery, uniformity and availability of materials (described below) is focused on making the EdD user friendly for working practitioners. The newly formed curriculum committee will be involved in building a positive and coherent student experience. Our end goal is to build an EdD program that is rigorous, convenient, relevant, and supportive of working professionals.

**Focused on the local western Pennsylvania context:** The redesigned EdD program provides robust opportunities to engage with the community. Through practice-based course projects, dissertations of practice, aspirant internships, and research seminars, the SOE will position itself and its EdD students to realize change in educational and health and human development organizations throughout Western Pennsylvania.

**7.2 How are the core credits distributed?**

All EdD students will complete a specified sequence of 12 foundational credits of study, 12 research methods credits, and 12 credits of study in their area of concentration. The specific distribution of credits is outlined in the EdD credit sequence (see 7.6). These credits will not be delivered in a traditional three-credit course sequence; rather, they will be delivered as interactive and interrelated modules designed and delivered by individual and groups of faculty members. Faculty from each major area of study (described below) will collaborate to design the credit sequence for students. It is expected that modules will be interrelated across the three credit types (foundations, research and ARCO) promoting interaction across areas (i.e. shared projects) as well as the content delivery being sequenced to maximize learning and engagement. A key role of the EdD curriculum coordinator is to oversee the module interaction and sequencing.

**7.3 What are the Major Areas of Study**

EdD redesign efforts at peer institutions highlight the need to consolidate and streamline programs, with an eye towards providing students with a small number of coherent, high quality areas of study. After much deliberation as a committee and in consultation with program faculty and administrators, we have identified three major areas of study. These include:

- Learning & Instruction
- Health and Human Development
- Organizations & Policy

The distribution of the 12 credits of ARCO courses is detailed in the table on the following page.
Initially we will target accepting approximately 60 students per year (approximately 20 into each of the three major areas of study).

7.4 What will happen to existing ARCOs?

Existing ARCOs will be subsumed into one of the three major areas of study. The consolidation will be as follows:

Learning & Instruction
- Early Childhood/Early Intervention
- Instruction and Learning – emphasis in LLC, Math & Science
- Special Education

Health and Human Development
- Applied Developmental Psychology
- Health and Physical activity

Organizations and Policy
- School Leadership
- Higher Education Administration
- Educational Policy & Learning Sciences and Policy

7.5 How will the SOE support ARCOs that are currently not an area of strength and faculty expertise?

2 Content specific to each ARCO will be embedded in the assignments and projects in the four core courses
Implementing the redesigned EdD program requires us to work differently. For example, in the proposed ARCOs you will notice that we include STEM, despite the fact that our current capacity in this area is primarily in science and mathematics. In order to support students interested in engineering and technology, we will have to utilize resources outside the school of education – of which there are many. There are already numerous requests from the engineering department to partner in engineering outreach activities as well as local schools such as Sci/Tech and Obama 6-12 that are eager to partner with the SOE. Involvement with the Robotics Academy at CMU is another way in which we could become involved in local STEM initiatives. The department review process requires documenting collaborative partnerships, and our hope is that this program will present numerous opportunities to develop and nurture such partnerships that can be featured.

### 7.6 What is the credit sequence?

<table>
<thead>
<tr>
<th>Year 1: FOUNDATIONS</th>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(One full calendar year beginning Summer II and ending at the end of Summer I term the following year)</td>
<td>Framing problems of learning and learners:</td>
<td>The ecology of problems of practice:</td>
<td>Leadership in groups &amp; organizations:</td>
<td>Investigating policy as a lever for change (3)</td>
<td>Literature review on defensible problem of practice (prelim)</td>
</tr>
<tr>
<td></td>
<td>Identifying and investigating problems of practice (3)</td>
<td>Investigating social, political, economic and cultural contexts (3)</td>
<td>Managing human capital (3)</td>
<td>ARCO Specialization Course (3)</td>
<td>Position statement on problem of practice (prelim)</td>
</tr>
<tr>
<td></td>
<td>Research: Major Area of Study (3) Planning (3)</td>
<td>Literature review on defensible problem of practice (prelim)</td>
<td>First year review</td>
<td>24 credits total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Year 2: INQUIRY</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research: Design (3)</td>
<td>Research: Implementation (3)</td>
<td>Research: Evaluation (3)</td>
<td>Comp Exams Dissertation of practice proposal Committee meeting for dissertation of practice project proposal</td>
<td></td>
</tr>
<tr>
<td>ARCO Specialization Course (3)</td>
<td>Supervised research I: EdD Research Seminar (3)</td>
<td>Supervised research II: Aspirant internship (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
<td>18 credits total</td>
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</table>

<table>
<thead>
<tr>
<th>Year 3: CAPSTONE</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation research (6)</td>
<td>Dissertation research (6)</td>
<td>Dissertation research (6)</td>
<td>Dissertation of practice defense</td>
<td>18 credits total</td>
</tr>
<tr>
<td>6 credits</td>
<td>6 credits</td>
<td>6 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7.7 How are courses structured?
As detailed above, students will experience a hybrid seminar structure that includes online and executive style courses. Rather than imagining each semester as two distinct courses, faculty is encouraged to consider each semester as a six credit learning experience with specific learning goals and outcomes. The design of the first year experience for EdD students will begin in spring 2013 in preparation for a summer II 2014 program launch. Anticipated are high quality, intensive, interrelated modules that engage students and faculty in the learning process.

7.8 How will students develop deep specialized knowledge in their ARCO?

EdD students must develop deep specialized knowledge in their area of concentration. In order to accomplish this, we must think differently about how we conceptualize the development of specialized knowledge. For example, it is not possible for EdD students to enroll in an extensive number of small doctoral seminars. Rather, students will be expected to develop ARCO related expertise in course projects, supervised research, dissertation research, as well as ARCO and major area of study courses. This tasks us – the faculty – to design EdD courses that include course projects in which students can investigate and deepen their knowledge of their individual area of interest.

7.9 How will supervised research be structured?

The EdD research seminar and aspirant internship will serve as students’ supervised research and will be research and inquiry focused. The outcome of these two supervised research experiences will be a comprehensive exam.

7.10 What are the admission requirements?

Admissions Committee A school-wide EdD Admissions Committee reviews all applications for the EdD degree program. The prospective concentration advisor also reviews the application to affirm the match between student and faculty interests. The Admissions Committee is comprised of two representatives from each area of concentration and a designated committee chair. Any faculty member may review the applications and provide written commentary. Admitted students will be assigned to a cohort advisor in their area of concentration. The cohort advisor may or may not eventually be the candidate’s research advisor for the dissertation of practice. The Admission committee will establish application deadlines consistent with scholarship deadlines.

Deadlines EdD cohorts begin in the Summer II term of each academic year (late June); admission is not rolling. Full consideration is given to applications who submit a completed application by March 1st. Applicants after March 1 may be considered if there is space available.
**Admissions Criteria**

EdD students at the University of Pittsburgh are being prepared to be educational innovators. The ideal candidate for admission will have the following profile: (1) have a clearly identified rationale for pursuing an EdD and an identified area of concentration; (2) contribute in some way to a diverse student body; (3) have work experience in education (4) provide evidence of strong communication skills; and, (5) solid academic preparation, which includes a master’s degree in a relevant field of study. Prior professional experience in education, broadly construed, is a significant factor in admission decision.

Specific admissions criteria are summarized in the following table:

<table>
<thead>
<tr>
<th>Application Component</th>
<th>Ed.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Record</td>
<td><strong>Minimum grade point of averages of 3.0 in undergraduate study and 3.5 in graduate study are recommended.</strong> The admissions committee may also take into consideration additional elements of applicants' academic record, such as: major field of study, institution, GPA in major, and GPA during last 2 years. Yes, they should have a master's degree in a relevant field.</td>
</tr>
<tr>
<td>GRE</td>
<td><strong>GRE scores are not required.</strong> Distinguished prior professional experience as noted in letters of recommendation is a significant factor in admission decisions.</td>
</tr>
<tr>
<td>Resume or CV</td>
<td><strong>A current resume or curriculum vita is required.</strong></td>
</tr>
<tr>
<td>Narrative Statements</td>
<td><strong>Required.</strong> Applicants should include a narrative statement of 1,250 - 1,500 words that explains (a) the applicant’s rationale for pursuing an EdD in their identified area of concentration; (b) how the applicant’s professional experience and academic background have prepared them for pursuing EdD studies in their ARCO; and (c) how the EdD program will contribute to achieving professional goals. Because of the EdD’s commitment to supporting students in being successful, an online tutorial will be available to all applicants to help them write a substantive, coherent, well-organized, and well-written professional statement.</td>
</tr>
<tr>
<td>2. Diversity Question</td>
<td><strong>Recommended.</strong> Applicants are strongly encouraged to submit responses to the School of Education optional diversity question.</td>
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</tbody>
</table>
7.9 What are the EdD milestones & related requirements?

**Plan of Study:** A draft Plan of Study (POS) is created with the Major Area of Study cohort advisor with all students admitted to the Major Area of Study cohort. This is completed before the end of the first fall term. Course Credits Accepted Form is submitted with the POS. Candidates may transfer up to 30 credits from a master’s degree. Nine additional doctoral-level credits may be transferred from “institutions fully accredited for doctoral degree study” (School of Education Bulletin). The candidate is formally admitted to doctoral study after completing 15 credits of doctoral course work with a GPA of 3.3 or higher. Any credits counting toward the doctorate from an institution other than the University of Pittsburgh must appear on the student’s transcript. The EdD student services liaison will facilitate this process (described below).

**Certification of Research Practice Fundamentals:** All University of Pittsburgh faculty and students participating with any form of research are required to be certified in research practice fundamentals through the University’s Institutional Review Board. The certification is obtained through online study of IRB materials and successful completion of associated online examinations. This requirement is addressed during the students’ enrollment in the required research 1 course.

**Teaching Opportunities:** At the time of the development of the plan of study, a student whose professional goals include university teaching will be encouraged to develop a plan of professional development opportunities for securing appropriate teaching experience and documenting it for future employers.

After the first four semesters of study, students complete a position statement on a problem of practice, a preliminary examination and a first year review.

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3 Please see Pitt’s Office of International Students for more information: http://www.ois.pitt.edu.
The **doctoral preliminary evaluation** has two parts and is designed to assess and support the student’s continued success in EdD study.

**Part I** requires students to prepare a written statement about a problem of practice that the student wishes to pursue as a potential dissertation of practice topic. In a 1,250-1,500 word **problem of practice statement** in which the student identifies a relevant problem of practice, justifies the importance of this topic as an area of inquiry, and explains why investigating this topic has the potential to motivate change.

**Part II** consists of a **brief literature review on a defensible problem of practice**. This will consist of a critical synthesis of 10 articles in the students areas of interest. Across the 10 articles, students will demonstrate an ability to identify and synthesize relevant peer-reviewed research that utilizes both quantitative and qualitative research methods. They will be responsible for identifying trends in research, and applying relevant research to their problem of practice using a problem-solving stance. This initial assessment is structured to achieve two purposes: (a) to evaluate the student’s strengths, weakness, motivation, and potential for acquiring an in-depth knowledge of education issues in the declared area of study and (b) to assess the student’s ability to write clearly.

The preliminary exam will be evaluated by a team of three individuals within each ARCO using a standardized rubric developed by faculty. Students who do not pass the preliminary exam the first time will have one opportunity for revision. Students who do not pass after revising will be discontinued from the program.

**First year review** is conducted by a designated committee within each major area of study. Annual review meetings will be led by the Major Area of Study cohort advisor. The review will focus on students’ progress in courses and trajectory towards completion, career goals, aspirant internship and the preliminary examination.

**Advancement to Doctoral Study**

**It is expected that all EdD students will be admitted to doctoral study by the beginning of their second year after having completed 4 semesters of part-time study.**

**Doctoral Comprehensive Examination**

In the second year of study, students take six credits in supervised research I and II. The outcomes of these supervised research experiences (detailed above) are submitted as the comprehensive exam. These documents are evaluated by a committee within the major area of study and evaluated using a standardized rubric developed by the faculty.

**Doctoral Competency**

Once a student has passed his/her comprehensive exams, the major area of study advisor files a Doctoral Competency Form, indicating that the student has passed the comprehensive examination, certification of research practice fundamentals, and supervised research.
Doctoral Candidacy
The doctoral student advances to doctoral candidacy after submission of the Doctoral Candidacy Form, indicating completion of all coursework on the plan of study, demonstration of doctoral competency, successful defense of the dissertation overview, and approval by the University Institutional Review Board of the student’s proposed research.

Students prepare a dissertation of practice proposal at the end of the second year of study and defend the dissertation of practice at the end of the third year of study.

Residency
The EdD program has no full-time residency requirement.

Dissertation credits
Doctoral students are required to complete 18 credits of dissertation registration and/or coursework. The requirement for enrolling in 18 credits may be satisfied by any combination of the following options:

- Study Group Seminar (variable credit, 3-6 credits)
- Dissertation Writing Seminar (3 credits)
- Guidance in the Doctoral Degree (variable credit, 1-18 credits)

Expectations for the dissertation of practice
The EdD dissertation is intended to be a substantive research project demonstrating excellence and representing the culmination of doctoral study. While students are required to complete their dissertation of practice individually, we strongly encourage common lines of inquiry.

The dissertation of practice will involve a substantive original research study that addresses a problem or question directly relevant to the students’ academic and professional preparation. The dissertation product will be meaningful, clear, and beneficial to the student’s academic and/or professional field. The dissertation will be made publicly available via Digital Dissertations. In addition to writing the dissertation, EdD students are expected to prepare an executive summary of their work; the presentation at their dissertation defense will be prepared as a presentation that would be given to key stakeholders. Candidates will be encouraged to invite stakeholders to the dissertation defense.

EdD Doctoral Committee
The EdD doctoral committee will consist of the research advisor and at least three other members, including one member from an area of concentration other than the student’s primary area. This member may be from another department in the School of Education, from another department in the University of Pittsburgh, or from an appropriate graduate program at another academic institution. For the EdD committee, the research advisor and a majority of the total committee must be full or adjunct members of the graduate faculty of the University of Pittsburgh.
The dissertation of practice overview consists of the first 3 chapters of dissertation (Introduction, Literature Review, and Method w/Analysis Plan). A committee of four University of Pittsburgh faculty members, including the student’s advisor, will review the proposal. A faculty member from another institution may be added as a fourth member only. It is the student’s responsibility to obtain signatures of a minimum of three University of Pittsburgh faculty members to serve on the committee. All research involving human subjects must be reviewed and approved (or declared exempt) by the University Human Subjects Board. Please attach a copy of the letter from IRB approving your proposal. All previous requirements must be completed before the proposal defense. An oral presentation of a written proposal must be heard by the Committee and approved by all. The proposal should be distributed to each committee member at least 14 days before the defense date. All members of the committee must be present at the defense and approve the proposal. The defense should begin with a 15 minute PowerPoint presentation, followed by Q&A with the committee.

The dissertation of practice defense serves as the final examination. The defense announcement must be submitted by email to the Office of Admissions and Student Services at least 14 days before defense. Include title of dissertation, committee members, date, location, time. The final copy of the dissertation must be submitted to the EdD committee members at least 14 days before the defense. A student defends the dissertation orally before the committee. The defense should begin with a 15 minute PowerPoint presentation created for key stakeholders, followed by Q&A with the committee and others, if time allows. All members of the committee must be present at the defense and approve the dissertation. EdD students will be encouraged to invite stakeholders to the dissertation defense.

8. How will students be advised?
Students will be assigned to a major area of study cohort advisor upon admission who will shepherd students through the three-year process. The cohort advisor will oversee approximately twenty students who are in the same cohort and same major area; the cohort advisor will work closely with students throughout their tenure at the University of Pittsburgh. Beginning in the second year students will identify a research advisor. While the cohort advisor will maintain contact with the student, the research advisor takes primary responsibility for ushering the student through the comprehensive exam and dissertation process. A faculty member may only have responsibility for one cohort at a time, making the cohort advising position a rotating position.
9. What is the timeline for EdD candidates?
EdD candidates are expected to complete the EdD program in three years. The table below outlines the milestone timeline.

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term (Fall = 1; Spring = 2; Summer = 3)</td>
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<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Position Statement on Defensible Problem of Practice &amp; Literature review on defensible problem of practice (Prelim)</td>
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<td>X</td>
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<tr>
<td>First year review</td>
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<tr>
<td>Dissertation of practice proposal</td>
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<tr>
<td>Committee meeting for Dissertation of practice proposal</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dissertation of practice defense</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Who are the students and how do they experience the program?
The EdD program is focused on recruiting leaders working in K-12 schools and institutions of higher education in the U.S. and abroad, Ministries of Education and Health, international non-governmental agencies, community based organizations, research and development institutes, health care organizations, health and human service agencies, and government. Individuals must come to the program with a clear area of interest (a declared ARCO) as well as experience working in an area related to the ARCO. Given the brevity of the program, students must have some expertise in their area of interest. For example, a student who wants to enter the STEM arco would have a bachelor or master’s degree in a related field; a student interested in LLC might have a master’s in reading or English education. While the program has been designed to allow students to develop deep subject knowledge through ARCO courses, course programs, and program milestones, it is also assumed that they will enter the program with some foundational knowledge.

11. What is the proposed timeline for implementation of the EdD?
Students will be recruited for the first cohort during the 2013-2014 academic year. The first cohort of students will enroll begin in Summer II of 2014 (June 2014).

12. What is the process the school of education will engage in to approve the redesigned program?
{Alan & Tony}

13. What is the business plan and feasibility of this model?
{Alan, Tony, & Marianne} There are two basic keys to making the new model work. First, it needs to suit the lives of the potential student body. Virtually all of the people we want to attract to the integrated EdD program will be people who currently work in education. Moreover, since part of the attraction of the program both to students and to the university
will be that students will proceed rapidly through the program in cohorts, we need to make it possible for potential students to spend three years aggressively pursuing their training. With executive and online programing, that will be accomplished. And, since the program involves more substantial student products along the way, it will facilitate students marketing themselves upon graduation and should attract a reputation of being the rigorous program in our region. Similarly, the broader involvement of faculty across the School in each student’s work will assure that we don’t have the occasional accident of someone moving through to a degree with minimal faculty oversight or input. While such events have been few, they tend to be noticed and publicized and thus to be damaging. So, we will have a program that fits potential students’ schedules, assures a high quality learning experience, and is publicly, visibly rigorous. All of this should make the program very marketable and very well matched to Pitt’s overall brand image.

It also will be much easier to market an EdD program that is sufficiently consistent that once we write a marketing approach for one sector of our potential market, it can be stretched to address the other sectors. Currently, we have parts of the School where only one or two individual faculty could accurately describe what the experience of being a student is like, and this will change very positively with the new program.

Also, because the new program will not be, within University guidelines, a research doctorate, it will be easier to have a full complement of faculty to advise students and supervise final projects. Currently, graduate faculty at the University must have substantial publication records, which precludes some strong master practitioners from being dissertation advisors. Under the new program, master practitioners would be able to advise students, thus better distributing the overall advising load.

Overall, the new program will be much more marketable, much more manageable in tough times, and at least potentially much more able to have a uniformly positive reputation.

14. What resources are needed to enact this vision for the EdD?
Implementing the school wide EdD will require faculty and staff at the SOE to work differently. This will neither be easy, nor automatic. In addition to faculty collaborating on the design and implementation of EdD foundation and ARCO courses, serving on admissions and annual review committees, and facilitating innovative supervised research options, the EdD will require additional staffing.

There will be two staff devoted to the school wide EdD program: a curriculum coordinator and a student services administrative liaison. Additionally, designated faculty members will serve as ARCO cohort advisors and ARCO liaisons.

**EdD Program Director**
The director of an EdD program is a non-tenure stream faculty position focused on overall program management and development, public relations and recruitment, and coordination of faculty.
**Major Area of Study Cohort Advisor** is a faculty member who is selected by his/her academic department to monitor the quality, consistency, and curricular alignment of EdD cohort. Altogether, three faculty members will serve as ARCO liaisons for each cohort. The same faculty members will follow a cohort of EdD students throughout all three years of the program. The responsibilities of an Major Area of Study Cohort Advisor include:

- Developing plan of studies with EdD students
- Holding individual meetings as needed with EdD students
- Supervising students’ milestones, including the position statement, preliminary exam, first year review
- Conducting first year review meetings
- Facilitating aspirant internship placement

**Curriculum Coordinator** is a staff position who serves as a leader and a coordinator in the development and implementation of the curriculum for all EdD students. Since the curriculum contains non-traditional course structures, it is important to have a coordinator to help faculty and students in these courses. The curriculum coordinator’s responsibilities include:

- Working with faculty to implement new teaching techniques.
- Working with faculty to develop online courses.
- Serving as resources for faculty on trends in curriculum development and instructional aids and methods.
- Planning and conducting workshops to introduce new methods and procedures, and to improve the quality of instruction.

**EdD Student Services liaison** is a student services staff who provides administrative support to faculty and students in EdD program. The administrative liaison’s responsibilities include:

- Coordinating the admissions process, including being the first point of contact for potential students
- Coordinating the orientation that is part of the “on-ramp” each year
- Coordinating the meeting time for dissertation proposal overview and defense meetings
- Providing administrative support to cohort advisors
- Answering questions from EDD students regarding the program, faculty, courses, and etc
- Maintaining up to date student records, including milestone paperwork and course transfer paperwork
Creation of Academic Writing Center

Writing will play a prominent role in the lives of EdD students. Students may require extra attention and support, especially in the first year, as they develop their academic writing abilities. Each incoming cohort of doctoral students will have the opportunity to join a bi-weekly on academic writing where they will learn the basics of academic writing, receive feedback on their own writing, and participate in an active writing community. There will also be ongoing writing related workshops sponsored by the Academic Writing Center.

15. Implications for current and future faculty
{Tony & Alan)
- Issues that came up in academic affairs
- How will we work differently
- What are the implications for course load
- What does it mean for faculty delivery of courses....if I teach something in learning and so do five other people
- What are the priorities in hiring/shifts in focus on hiring trends?
- The way things operate now I have students who I am responsible for

16. Implications for current students in EdD programs
Students enrolled in current EdD programs will have the opportunity to complete the program to which they were admitted on a three year timeline and they will have the option to transition to the new EdD program. All existing EdD students must be completed or transitioned by 2016. The EdD committee recommends that we suspect admission to EdD programs for the 2013-2014 academic year.

Works Cited

Coorough and Nelson (1994)

Guthrie (2009)

Kuuti (1996)