

<b>SENATE PROGRAM PROPOSAL FORM</b> for: <ul style="list-style-type: none"> <li>• CHECK ONE: <input type="checkbox"/> Add, <input checked="" type="checkbox"/> Change, <input type="checkbox"/> Combine, <input type="checkbox"/> Drop, <input type="checkbox"/> Archive</li> <li>• CHECK ONE: <input checked="" type="checkbox"/> Degree program, <input type="checkbox"/> Minor, <input type="checkbox"/> Certificate, <input type="checkbox"/> Emphasis area</li> </ul>		(Do not write in this space) <b>ROUTING:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%;">Initials</th> <th style="width: 15%;">Date</th> </tr> </thead> <tbody> <tr> <td>Academic Affairs</td> <td style="text-align: center;"><b>BAT</b></td> <td style="text-align: center;"><b>2/1/13</b></td> </tr> <tr> <td>Graduate School (if applicable)</td> <td style="text-align: center;"><b>MEH</b></td> <td style="text-align: center;"><b>2/15/13</b></td> </tr> <tr> <td>Senate C &amp; I</td> <td style="text-align: center;"><b>MTA</b></td> <td style="text-align: center;"><b>3/1/13</b></td> </tr> <tr> <td>Reported to Senate</td> <td></td> <td></td> </tr> <tr> <td>Academic Affairs</td> <td></td> <td></td> </tr> </tbody> </table>			Initials	Date	Academic Affairs	<b>BAT</b>	<b>2/1/13</b>	Graduate School (if applicable)	<b>MEH</b>	<b>2/15/13</b>	Senate C & I	<b>MTA</b>	<b>3/1/13</b>	Reported to Senate			Academic Affairs		
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From: <u>  N.A.  </u> <div style="text-align: center; font-size: small;">Department</div>	Approved By: _____ <div style="text-align: center; font-size: small;">Department Chair</div>	Date: _____																			
From: <u>  College of Education  </u> <div style="text-align: center; font-size: small;">School or College</div>	Approved By: <u>  KathleenHaywoodx5872  </u> <div style="text-align: center; font-size: small;">Dean</div>	Date: <u>  1/23/13  </u>																			

Title of Degree, Minor, or Certificate Program: **Doctor of Education**

Page(s) \_\_\_\_\_ and year **2012-2013** of the current Bulletin listing.

If other departments are affected by this proposal, please secure "sign-offs" and indicate for each department the following:

Department	Contact Person	Phone #	
1.			Proposal received: <input type="checkbox"/> No major objections, <input type="checkbox"/> Objections
2.			Proposal received: <input type="checkbox"/> No major objections, <input type="checkbox"/> Objections
3.			Proposal received: <input type="checkbox"/> No major objections, <input type="checkbox"/> Objections

<b>Current Bulletin listing:</b>	<b>Proposed Bulletin listing:</b>	<b>Rationale:</b>
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<p><b>Doctor of Education Degree</b></p> <p>The Ed.D. degree is a research degree for practitioners and prepares professional leaders who are competent in identifying and solving complex problems in education. Four emphasis areas embrace general categories of professional activities: Educational Administration; Adult &amp; Higher Education; Teaching-Learning Processes; and Counselor Education. The Educational Administration emphasis permits students with Ed.S. degrees in Educational Administration to complete the research course and dissertation requirements for a doctorate.</p> <p>The Ed.D. program is designed for graduates to attain the following learning outcomes:</p> <ul style="list-style-type: none"> <li>• Understand the major theories in their primary and secondary disciplines</li> <li>• Attain a solid foundation in the field of education in general and a depth of knowledge in the primary discipline</li> <li>• Think critically</li> <li>• Locate literature in the primary and</li> </ul>	<p><b>Doctor of Education in Educational Practice Degree</b></p> <p>The Ed.D. in Educational Practice degree is designed for educational practitioners interested in: (1) leading critical analyses of existing problems of practice and (2) proposing solutions to those problems of practice that can be assessed for effectiveness. Students are admitted to a learning community of practice, under the mentorship of a faculty team, that focuses on an area of educational practice (theme).</p> <p>The Ed.D. in Educational Practice is designed for graduates to attain the following learning outcomes, based on the Carnegie Project on the Education Doctorate-inspired principles for the professional practice doctorate in Education:</p> <ul style="list-style-type: none"> <li>• Generates solutions to complex problems of practice that are equitable, ethical, and socially just</li> </ul>	<p>Doctor of Education and Doctor of Philosophy in Education degree programs in the United States have historically been similar programs, with no clear definition of either program separately and no universal distinction between the two when offered at the same institution. In 2007, the Carnegie Project on the Education Doctorate (CPED) was established to bring higher education institutions across the country into a discussion of distinctions between the two doctoral degrees and how each might be more effective when given a unique focus. The national discussion focuses on changing the curriculum of Ed.D. programs to ground them in a scholarship of practice and to promote the improvement of practice. The College of Education at UMSL joined the Carnegie Project on the Education Doctorate in 2010 and faculty have been working continuously since that time to design a doctoral program for educational practitioners who intend to remain in practice often with a leadership role in improving practice. Only one other institution in Missouri is currently a member of CPED and that is the University of Missouri – Columbia.</p>
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<p>secondary disciplines</p> <ul style="list-style-type: none"> <li>• Understand research methods in education</li> <li>• Conduct research</li> <li>• Demonstrate leadership skills and attributes</li> </ul> <p>Students seeking the Ed.D. degree are expected to meet the Graduate School's doctoral degree requirements and procedures.</p> <p><b>Admission and General Requirements</b>          In addition to meeting the application and admissions requirements of the Graduate School, students must submit three letters of recommendation (two letters must be from individuals with an earned doctorate, preferably prior instructors), along with a professional resume. Because enrollment is competitive, admission standards are comparatively high. Successful candidates must exhibit significantly above-average academic records and GRE scores. In exceptional cases, other criteria may outweigh these customary indicators of probable academic success. Applicants to the Counselor Education option are considered once per calendar year with an application deadline of December 1st. Applicants for the other options are considered twice per year with application deadlines of October 1st and March 1st.</p> <p>At least two years of teaching or other school service experiences are required for admission. Exceptions may be made by substituting a supervised internship during the first year of the program.</p> <p><b>Admission Application</b>          To ensure time for review and decision, applicants must complete the Graduate School's and program applications and submit accompanying materials in a timely manner. In addition, applicants are urged to</p>	<ul style="list-style-type: none"> <li>• Constructs and applies knowledge to make a positive difference in educational environments</li> <li>• Demonstrates collaboration and communication skills in working with diverse communities and in building partnerships</li> <li>• Possesses a professional knowledge base that integrates practical and research knowledge</li> <li>• Links theory with systemic and systematic inquiry</li> <li>• Generates, transforms, and uses professional knowledge and practice</li> <li>• Understands the value and function of building a community of practice</li> </ul> <p>Students seeking the Ed.D. degree are expected to meet the Graduate School's relevant practitioner doctoral degree requirements and procedures.</p> <p><b>Admission and General Requirements</b>          In addition to meeting the application and admissions requirements of the Graduate School, students must submit a supplemental application including a professional resume, transcripts of all higher education work attempted, a writing sample, verification of employment in educational practice related to the learning community theme, verification of at least two years of experience in practice, and three letters of recommendation. A Master's degree or successful graduate work is required. Admission is competitive. The minimum residency requirement is 42 credits.</p>	<p>While the CPED-inspired Ed.D. programs across the United States share common elements, each responds to its unique context in designing its program. The UMSL COE faculty propose to feature learning communities of practice in its program. These learning communities will be both thematically based and time based cohort groups that will be mentored by the same faculty team throughout the program, including the capstone work. Some examples of thematic learning communities include: curriculum coordinators in the STEM fields; school district literacy coordinators; higher education professional staff in the student service fields; and administrators interested in educational policy or student assessment.</p> <p>Learning community members will identify critical issues in practice in their area of education and then acquire the knowledge, through research literature and experience, and skills to research and propose solutions to those problems. Community members will acquire the knowledge and skills to evaluate programs and test, refine, and validate principles such that they lead organizations through continuous improvement cycles. Learning communities within professional practice degrees are built on adult learning theory that have also informed CPED's work and maximize the way in which adult learners absorb and co-produce knowledge.</p> <p>All members of CPED make a commitment to assess their revised Ed.D. programs and to share</p>
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request transcripts and letters or recommendation two weeks before completing the online application. Consideration of applications cannot be undertaken until all materials are available.

### **Degree Requirements**

**1. Foundations, 12 hours from:** philosophical, historical, psychological, sociological, anthropological, and comparative foundations of education, as well as curriculum, instruction and supervision.

**2. Research Methods, 12 hours:**

Students in the Educational Administration, Adult and Higher Education, and Teaching-Learning Processes options should complete the following or equivalent in order:

**ED REM 6735:** Statistical Analysis for Educational Research (pre-requisite)

**ED REM 6750:** Advanced Research Design in Education

**Plus any two methods courses from the following:**

**ED REM 7771:** Quantitative Research Methods I

**ED REM 7772:** Quantitative Research methods II

**ED REM 7781:** Qualitative Methods in Educational Research I

**ED REM 7782:** Qualitative Methods in Educational Research II

This sequence totals 12 hours of methods courses. Any remaining required hours could be completed with other ED REM courses numbered 6000 or higher or research courses in another curriculum.

Students in the Counselor Education option should

The deadline for complete application packets is April 1<sup>st</sup> to be considered for study beginning the following fall. Check the College of Education website for a list of learning communities and their upcoming admissions windows. Transcripts should be requested well in advance of the deadline date. Only complete application packets will be considered.

### **Degree Requirements**

**1. Learning Community of Practice Seminars, 15-20 hours:**

EDUC 7600 Learning Community of Practice I (1-6)

EDUC 7610 Learning Community of Practice II (1-6)

EDUC 7620 Learning Community of Practice III (1-6)

EDUC 7630 Learning Community of Practice IV (1-6)

EDUC 7640 Learning Community of Practice V (1-6)

EDUC 7650 Learning Community of Practice VI (1-6)

**2. Laboratory of Practice (3-6)**

EDUC 7889 Laboratory of Practice (1-6)

**3. Common Courses, 8 hours:**

EDUC 7605 Scholarship of Teaching and Learning in Educational Practice (2)

EDUC 7615 Evaluation of Educational Programs (2)

EDUC 7625 Building Socially Just Educational Communities I (2)

results with the other institutions. Moreover, it is our belief that assessment of this proposed program will allow us to identify strengths and weaknesses and to continually improve the program by addressing any weaknesses and building on strengths. Our assessment plan will assure that adequate information is available when the program is reviewed by the Higher Learning Commission, the National Council on Accreditation of Teacher Education, and university five-year review teams. Our assessment plan includes: course-embedded assessments of critical thinking, writing, and disposition; knowledge and skill assessment at the qualifying examination, comprehensive examination, and completion points; student feedback on the learning community process; assessment of the dissertation in practice (see following); community practitioner feedback on field work where appropriate; and assessment of the impact of community work on practice, including learner/client outcomes where appropriate.

The capstone experience in CPED-inspired professional practice doctorates is referred to as the dissertation in practice. It can take many forms in addition to the traditional dissertation. The dissertation in practice in the UMSL program requires an individually authored portion and may also have a community authored portion. It includes written product that will be orally presented in the community of practice and orally defended to members of the graduate faculty. Video products are possible.

<p>complete the following sequence:</p> <p><b>ED REM 6718:</b> Psycho-Education Assessment II  <b>ED REM 7771:</b> Quantitative Research Methods I  <b>ED REM 7781:</b> Qualitative Research Methods I</p> <p><b>One of the following:</b></p> <p><b>ED REM 7772:</b> Quantitative Research Methods II  <b>ED REM 7782:</b> Qualitative Methods in Educational Research II</p> <p><b>3. Common doctoral seminars, 6 hours</b></p> <p><b>EDUC 7050,</b> The Research Process I: Framing Research Questions with the Education Literature (or for student in Counselor Education, CNS ED 7020, Seminar in Counseling Research may be taken in the place of EDUC 7050)  <b>EDUC 7950,</b> The Research Process II: Developing and Refining Education Research Proposals</p> <p><b>4. Major Specialization, 21-39 hours:</b></p> <p><b>Educational Administration Option</b>  Educational Administration (ED ADM) or other courses selected in consultation with the advisory committee, including internship (3-9 hours)</p> <p><b>Adult and Higher Education Option</b>  Adult Education (ADULT ED) or Higher Education (HIGHERED) or other courses selected in consultation with the advisory committee, including internship (3-9 hours)</p> <p><b>Teaching-Learning Processes Option</b>  Teacher Education (TCH ED) courses or courses in</p>	<p><b>EDUC 7635 Ethical and Legal Issues in Educational Practice (2)</b></p> <p><b>4. Inquiry Approach Electives, minimum 4 hours selected from the following:</b></p> <p>EDUC 7205 Action Research for Educational Practitioners (1)  EDUC 7210 Survey Design for Educational Practitioners (1)  EDUC 7215 Data Analysis for Educational Practitioners (1)  EDUC 7220 Designing Research for Educational Practitioners (1)  EDUC 7225 Ethnography for Educational Practitioners (1)  EDUC 7230 Interviewing for Educational Practitioners (1)  EDUC 7295 Inquiry Seminar for Educational Practitioners (1)</p> <p><b>5. Tool Course Electives, minimum 4 hours selected from the following:</b></p> <p>EDUC 7305 Representing Data for Educational Practitioners (1)  EDUC 7310 Integrating Technology in Learning for Educational Practitioners (1)  EDUC 7315 Project Management for Educational Practitioners (1)  EDUC 7320 Financial and Budgeting Skills for Educational Practitioners (1)  EDUC 7325 Grant Writing for Educational Practitioners (1)  EDUC 7330 Human Relations Skills for Educational Practitioners (1)</p>	<p>Our vision for graduates of this professional practice doctorate in Education is that they will be the individuals prepared at the doctoral level to steward the profession.</p>
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<p>education in a teaching field, including courses on curriculum construction and the design and improvement of instruction, all selected in consultation with the advisory committee, including internship (3-9 hours)</p> <p><b>Counselor Education Option(30 hours)</b>          CNS ED 6410, Advanced Career Development          CNS ED 6600, Theories and Techniques of Counseling Children and Adolescents          CNS ED 7000, Advanced Theories and Foundations of Counseling and Family Therapy          CNS ED 7010, Advanced Multicultural Counseling          CNS ED 7030, Counselor Education and Supervision          CNS ED 7035, Counselor Education &amp; Supervision Practicum          CNS ED 7400, Advanced Topics in School Counseling Leadership          CNS ED 7770, Doctoral Practicum          CNS ED 7780, Doctoral Internship (6 hours)</p> <p><b>5. Minor Specialization, 12-18 hours</b></p> <p>A secondary area of expertise identified in consultation with the advisory committee</p> <p><b>6. Dissertation, 12 hours</b></p> <p><b>Total: minimum 90 hours, postbaccalaureate</b></p>	<p><b>EDUC 7395 Tool Seminar for Educational Practitioners (1)</b></p> <p><b>6. Specialization (30-60)</b>          Courses in an area of specialization (can include Master's or Education Specialist work)</p> <p><b>7. Dissertation in Practice (8)</b>          EDUC 7998 Dissertation in Practice Research (1-8)</p> <p><b>Total: minimum 80 hours, post-bacclaureate</b></p>	
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