**December 3, 2019**

**TO:** ISU SCHOOL OF EDUCATION GRADUATE FACULTY

 Dr. Don Hackmann, Director

 Dr. Anne Foegen, DOGE

ISU GRADUATE COLLEGE

**FROM:** Dr. Doug Smith and Dr. Anita Micich: On behalf of the Education Doctorate Faculty

**RE: Proposed Changes To 6.2.4 Doctoral POS Committee Makeup**

The School of Education Ed.D. Faculty request an addition to 6.2.4 Doctoral POS Committee Makeup to reflect the recent establishment of a new professional practice doctoral degree program.

The core purpose of ISU Ed.D. is to produce transformational, equity-focused leaders for education systems across the P-20 continuum (see Appendix A). The Ed.D. Dissertation in Practice is focused on a problem of practice identified by the student and major professor (see Appendix B). Our dissertation approach reflects the philosophy of the program.

The cohort model provides students with active support throughout the duration of the program. All students will culminate their dissertation at the same time (spring, year three), which has an impact on faculty available to advise and support. Currently the Ed.D. faculty is comprised of six tenure-track faculty and five professors of practice, each of whom also has responsibilities for other ISU Masters and PhD programs.

The proposed committee structure of four members supports the scaffolded approach of the dissertation development that the cohort model provides. All faculty who are serving in the capacity of a major professor will be provided with mentoring, guidance, and opportunities to collaborate with experienced tenure-track faculty.

Therefore, the proposed changes to the Graduate College policy (6.2.4 Doctoral POS Committee Makeup)

below intend to maintain rigor in the dissertation process and ensure the committee has the skillset to support the student in producing a high-quality dissertation. This reflects the practitioner-scholar focus of the ISU Doctorate of Education degree.

**Graduate College Handbook**

**6.2.4 Doctoral POS Committee Makeup**

The POS committee for a [Ph.D] doctoral program consists of at least five members of the graduate faculty. It must include at least three members, including the major professor, from within the student’s major or program. The committee must include member(s) from different fields of emphasis so as to ensure diversity of perspectives. An associate member of the graduate faculty may participate in the direction of a student’s dissertation research as a co-major professor if a full member of the graduate faculty serves as a co-major professor and jointly accepts responsibility for direction of the dissertation.

**\*PROPOSED ADDITION:**

The POS committee for an Ed.D. program consists of at least four members of the graduate faculty. It must include at least two faculty members, including the major professor, from within the student’s major or program. The committee must include a minimum of one member from a different field of emphasis so as to ensure diversity of perspectives.  An associate member of the graduate faculty may direct a student’s dissertation research as a major professor if they hold a status of professor of practice within the School of Education faculty.

*Approved by Ed.D. Faculty, 12.9.2019*

**APPENDIX A**

**Introduction to the Education Doctorate (Ed.D.) Program**

Land-grant institutions were founded with the purpose of preparing practically-oriented professionals to serve the needs of local and state communities. As Iowa’s land-grant university, Iowa State University (ISU) is committed to and guided by this applied mission. The School of Education is grounded in the larger mission of the University. The School is “committed to engaging in rigorous and socially meaningful research, preparing leaders and practitioners across the P-20 continuum that support rich and equitable learning opportunities for all students, and supporting public education as a cornerstone of a healthy, vibrant, and just society. We strive to be a national leader in educational theory, policy, and practice, and to honor the land-grant tradition and the broader mission of the university to serve the people of Iowa.”

Iowa State University has been preparing P-12 systems-level leaders, such as superintendents, since the emergence of the modern school system in 1913, and preparing community college leaders since the formation of the community college system in Iowa began with the passage of the Merged Area Schools Act in 1965. In both sectors of public education, Iowa and surrounding states are facing a continued leadership shortage. Leaders at all levels of the P-20 continuum must thus have the awareness, understanding, and necessary skills to navigate educational institutions in a P-20 educational landscape that is increasingly organizationally, financially, and politically interlocking and complex.

ISU’s School of Education was approved by the Iowa Board of Regents in Fall 2019 to grant a Doctor of Education degree (Ed.D.) with a major in Education. The School of Education also offers a Doctor of Philosophy (Ph.D.) with a major in Education. As the Ph.D. and the Ed.D. offer preparation for different professional expertise, it is the norm for schools of education to offer both degrees. The Ph.D. prepares educational researchers who conduct methodologically rigorous scholarship that significantly contributes to knowledge in the field of education. By comparison, while preparing students to engage in educational research, an Ed.D. primarily prepares educational leaders n in the field of Education as “scholarly practitioners” who can apply scholarly research to problems of practice in local, state, and national settings. In addition to a serious need to prepare P-12 systems-level leaders and community college leaders, the unique P-20 framing of the program addresses a need to engage educational leaders within the complexity of the P-20 continuum.

The core purpose of ISU Ed.D. is to produce transformational, equity-focused leaders for education systems across the P-20 continuum. All students, regardless of emphasis will take a core curriculum that immerses students across the scope, substance, and inter-relationship of the P-20 schooling continuum. The program’s cohort model aims to stimulate a shared learning experience among students, fostering the development of professional networks and encouraging dialogue among emerging leaders across the educational system.

**Ed.D. Academic Objectives**

The Ed.D. is guided by six principles identified by the Carnegie Project on the Education Doctorate (CPED), a selective national consortium of over 80 colleges and schools of education in the United States~~.~~

The six principles establish that an Ed.D.:

* Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
* Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
* Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
* Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
* Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
* Emphasizes the generation, transformation, and use of professional knowledge and practice.

The CPED principles underpin ISU’s Ed.D. academic objectives. Students who complete the ISU Ed.D. will demonstrate an ability to:

* Identify and address issues of equity, ethics, and social justice central to bringing about solutions to complex problems of practice.
* Construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
* Collaborate, communicate, and build partnerships with diverse communities.
* Analyze problems of practice and use multiple frames to develop meaningful solutions.
* Integrate both practical and research knowledge, that links theory with systemic and systematic inquiry.
* Use professional knowledge and practice in the generation of solutions and transformation of educational institutions.

In addition to these broad academic objectives, because the Ed.D. is designed to prepare scholarly practitioners for professional practice in specific types of educational systems (e.g., community colleges and P-12 school systems) the degree program also aligns with leadership competency standards established by national organizations, including the American Association of Community Colleges (AACC), American Council on Education (ACE), and the University Council for Educational Administration (UCEA) and with state certification standards for P-12 systems-level leaders. Students will thus gain advanced knowledge and skills in core areas, including:

•    Administrative and Organizational Leadership

•    Budget and Financing

•    Cultural Diversity and Inclusion

•    Public Policy Analysis

•    Theories of Learning and Student Development.

*Approved by Ed.D. Faculty, 12.9.2019*

**APPENDIX B**

**ISU Ed.D. Dissertation in Practice**

According to CPED, a problem of practice is “a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.”

Further, the dissertation in practice is a scholarly endeavor addresses a complex problem of practice that:

* will make a positive difference in the lives of individuals, families, organizations, and/or communities;
* is actionable;
* can be improved;
* is directly observable and can be studied empirically;
* is grounded in evidence or dialogue;
* is framed around equity, diversity, ethics, and/or social justice; and
* has implications for the organization(s) of study.

A dissertation in practice culminates in a theory of action or tentative solution that can be applied to the problem that:

* results in an understanding of, and possible solution to, the problem of practice;
* demonstrates an ability to frame the study in existing research on both theory and practice;
* uses rigorous and appropriate methods of inquiry for the problem of practice;
* demonstrates the appropriate development of findings and conclusions that are meaningful, insightful, and well-developed;
* integrates theory and practice to advance practical knowledge; and
* provides evidence of the potential for impact on practice, policy, and/or future research.

*Approved by Ed.D. Faculty 11.11.2019*