

Contact: Rachel Boon

REQUEST FOR NEW PROGRAM AT UNIVERSITY OF IOWA:
DOCTOR OF EDUCATION

Action Requested: Consider approval of the request by the University of Iowa to establish a Doctor of Education (Ed.D.) degree in the Educational Policy and Leadership Studies Department of the College of Education.

Executive Summary: The University of Iowa proposes a Doctorate of Education designed for educators seeking a terminal, practitioner-focused degree supporting those in upper-level K-20 settings. This hybrid program will serve cohorts of students to help meet the workforce needs of the over 330 school districts and more than 80 postsecondary institutions in the state. The Council of Provosts and Board office support approval of this program.

Background:

Description of proposed program. The Doctor of Education (Ed.D.) degree is designed for educators seeking a terminal doctoral degree to practice upper-level leadership in K-20 educational settings. Based on the scholar-practitioner model, this program blends advanced preparation in the pragmatic knowledge and skills needed to improve educational practices and policies. The Ed.D. is distinctive from the Ph.D. in that it allows for a more practical-based approach to the terminal degree that is grounded in problem-based learning pedagogy. The Ph.D., with its focus on generating scholarship and new knowledge, prepares researchers and graduate educators for teaching and research positions. In contrast, the Ed.D. focuses on administrative leadership in educational institutions and related organizations, in both PK-12 and higher education settings. The Ed.D. will help the UI College of Education meet the demand of preparing advanced-level educational practitioners for the knowledge economy.

Using a blended learning paradigm, reinforced by constructive and dynamic engagement with educational institutions, this new degree program will introduce students to a broad community of learners, identifying and deconstructing educational policies using varied perspectives. This strategy promotes active and effective learning in students' work settings. Furthermore, the delivery of this blended program will create a learning environment that fosters collaboration and critical analysis with the ultimate goal to prepare students so they can immediately contribute to their educational (PK-12 or higher education) institutions with wisdom, innovation and integrity.

Academic objectives. The following are the academic objectives for Ed.D. graduates:

- Apply the knowledge, skills and inquiry strategies to solve significant problems related to educational policies and practices.
- Evaluate and use data to make judgments to improve practice and policy.
- Understand and apply evidence of effective organizational and systemic change for equity, inclusion and justice.
- Frame situations from multiple perspectives.
- Identify and meet contemporary challenges facing schools and higher education.
- Embrace differences of persons and perspectives.
- Develop a critical and professional perspective that is ethical and promotes change for equity and inclusion.
- Link theory with systematic inquiry and assessment to improve educational policy and practice.
- Execute a scholarly project that addresses real and complex problems in practice.

Need for proposed program. The Department of Educational Policy and Leadership Studies (EPLS) at the University of Iowa is the administrative home to two highly-ranked graduate programs. U.S. News and World Report has ranked the Higher Education and Student Affairs program #12 nationally among higher education administration programs. The Master of Arts (M.A.) in Educational Leadership, designed for aspiring school principals, was ranked #16 among online graduate programs. These rankings situate the EPLS Department to leverage its reputation and resources to prepare scholar-practitioners for educational settings.

For students more interested in administrative careers, rather than work as researchers and graduate faculty, and particularly for students enrolled part-time, the road to graduation with a Ph.D. can be long, expensive, complex and indirect. The Ed.D. is designed to prepare scholar-practitioners who are effective users of good scholarship (as opposed to creators of new knowledge), and will meet a market need for innovative and entrepreneurial leadership in educational settings. Delivering this as a hybrid program, with a strategic mix of face-to-face and online courses, will be useful for its flexibility for working adults, the expected primary audience. Hybrid programs allow for maximum flexibility in course delivery, while face-to-face learning can provide the cohort support and powerful learning opportunities that lead to success (Strom, Porfilio, Plough, 2016)¹.

There are two primary work settings that will hire graduates of these programs: K-12 school systems and district agencies, and colleges and universities. In Iowa alone, there are over 330 school districts, each with at least one senior administrator and at least one building principal. Larger systems, such as the Des Moines Independent Community School District, have over 50 principals and a half dozen senior administrators. Likewise, there are 48 four-year colleges and universities in the state of Iowa, plus 44 two-year colleges. Even locally, the workforce need seems vast. A secondary potential labor market might include other educational agencies (e.g., TRIO, Upward Bound) or charter schools/school systems.

According to the 2017 Iowa's Workforce and the Economy Report², the education industry in Iowa has record levels of employment, many jobs requiring a doctorate. In fact, education and health care services, combined, added more jobs than any other sector.

Link to institutional strategic plan. The University of Iowa's primary mission - to educate students for success and personal fulfillment in a diverse world - as articulated in Renewing the Iowa Promise, is at the core of this proposal. Similarly, the College of Education mission - to deliver a personal, affordable and top-ranked education for students who want to collaborate with renowned faculty to solve problems and effect change in the field of education in our community, our country, and around the world - compels this opportunity. The practical nature of the Ed.D. will allow the university to leverage both collegiate and departmental resources and relationships to build viable cohorts and prepare scholar-practitioners for changing education.

Related strategic plan metrics speak to several likely outcomes of the proposed Ed.D., including increasing the number of doctorates, increasing the success of non-majority students, a focus on entrepreneurship, and increasing engagement to the state of Iowa. As the majority of students are likely to be holding full-time positions in PK-16 settings, these outcomes are highly likely.

¹ Strom, K., Porfilio, B., & Plough, B. (2016). Educating Educational Leaders in a Blended Professional Doctorate Program: An Initial Action Research Inquiry. *Impacting Education: Journal on Transforming Professional Practice*, 1 (1). Retrieved from: <http://impactinged.pitt.edu/ojs/index.php/ImpactingEd/article/view/11>

²https://www.iowaworkforcedevelopment.gov/sites/search.iowaworkforcedevelopment.gov/files/documents/iowaworkforceandtheeconomy_2017.pdf

Relationship to existing programs at the institution. There is a complementary relationship between the Ph.D. and Ed.D. programs. Although each program is distinctive in its goals, admissions processes and in the career aspirations of its students, both programs share some common core courses. Specifically, the core curriculum of the Ed.D. will overlap with a portion of the core curriculum of the current Ph.D. programs in Educational Leadership and Higher Education and Student Affairs. This will be beneficial not only to both the scholar-practitioner (Ed.D. graduates) and the future researcher (Ph.D. graduates), but also to the department because it will allow a more robust enrollment in several required core courses. What is more, it ensures a comparable foundation of content area knowledge. Some current Ph.D. students will be interested in transferring to this new degree program.

Relationship to existing programs at other colleges and universities. There are several online universities that operate within the state (most notably, Walden, Northcentral and Capella), but the only known face-to-face Ed.D. degrees in the state are at the University of Northern Iowa and at Drake University. The UNI Ed.D. degree is an interdisciplinary program for practicing educators, with specialty subprograms in Rehabilitation Studies; Curriculum/Instruction; Educational Leadership; Special Education; Allied Health; and Leisure, Youth & Human Services.

Iowa State University is also proposing an Ed.D. degree program. The EPLS program has history of collaboration with the ISU faculty in the higher education area. Given the statewide staffing demands for schools and school districts, multiple academic programs are necessary.

The distinctive qualities of the proposed Ed.D. at the University of Iowa set it apart from other programs in Iowa and around the region:

- Three-year cohort model using online, hybrid, condensed and weekend courses will provide convenience and stretch the impact
- The first cohort will begin January 2019, with subsequent cohorts beginning in July with an intensive orientation seminar
- Sharing core courses with students in the Ph.D. programs will strengthen both cohorts as dialogue across research and practice occurs in the classroom
- Designed for practicing school, district and higher education professionals, coursework will prepare students to be effective consumers of research with skills in program evaluation and development

Unique features. The EPLS Department is well positioned to offer a successful hybrid Ed.D. degree program to meet the demand of educational institutions and systems. The program will be shared by the Education Leadership (EdL) and Higher Education/Student Affairs (HESA) programs - both nationally ranked programs by U.S. and World News Report. Faculty in both EdL and HESA have excellent reputations for preparing graduate students for educational settings. For nearly 100 years, the College of Education has been preparing educational administrators (school principals, curricular leaders and superintendents). The HESA program started in 2010 following a merger of the Higher Education and the Student Development in Postsecondary Education programs, both of which date back to the 1960s. The merger reduced duplication and created the largest graduate program in the College of Education. Over the past 15 years, the EdL program has graduated 184 M.A. and Ed.S. students, and 101 licensure or endorsement-only students, while the HESA program (and HE/SDP programs before it) has graduated 202 M.A. and Ed.S. students. Job placement for both programs is consistently near 100%.

Finally, the program is likely to attract the same quality of students in the Ed.D. as to the M.A. and Ph.D. programs, with strong GRE scores, high-level critical thinking and writing skills and ethical

professional educators who are currently working. Total doctoral enrollment will increase with the advent of this program, and Ph.D. enrollment may decrease slightly, as the Ed.D. may be more attractive to working students interested in administrative careers.

Student demand. In a survey to current and graduated students in the HESA and EdL programs (survey was open September 22 – 28, 2017), 139 individuals responded.

- 76% of respondents agreed that holding the doctoral degree was “moderately important” or “extremely important.”
- 42% said that had the Ed.D. been available, “I would have been very interested in the Ed.D. over the Ph.D.”
- 13% agreed that “I would have been somewhat more interested in the Ed.D. over the Ph.D.”

Resources to establish a high-quality program. In addition to holding in person and online classes at the University of Iowa, EPLS will explore the possibilities of Des Moines, Quad Cities and Sioux City sites, with adjunct partners in those areas. Existing educational facilities are well equipped for blended classrooms, with state-of-the-art technology for face-to-face and online teaching.

The question of how to work nontraditional teaching assignments into the teaching load of full-time salaried faculty will be addressed internally. The current plan gives faculty the option to teach these courses as onload (with a later course release) or as overload (with summer salary).

To achieve its objectives, the Ed.D. program will draw upon the combined strength of existing expertise within the EPLS Department. At least 75% of the courses will be taught by full-time faculty; the remainder will be taught by practitioner partners holding the doctoral degree. Although eventually we anticipate the need for additional faculty to operate the program. The department will hire one full-time P&S staff member to coordinate the program, overseeing recruitment, admissions, teaching the orientation course and serving as the initial advisor to the students admitted. By the end of the first semester, students will have a program faculty advisor.

Cost.

	TOTAL COSTS	INCREMENTAL ADDITIONAL COSTS
Year 1	\$135,300	
Year 2	\$157,300	\$22,000
Year 3	\$171,000	\$3,700
Year 4	\$175,200	\$4,200
Year 5	\$178,700	\$3,500
Year 6	\$182,200	\$3,500
Year 7	\$185,700	\$3,500

Projected enrollment.

Graduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Majors	15	27	40	45	45	45	45

Accreditation. There is no separate programmatic accreditation for this program. It does not require separate approval from the HLC.

Date of implementation. January 2019

Letters of Support

College of Education
Office of the Dean



December 22, 2017

Dean Daniel Clay
College of Education
University of Iowa
459 Lindquist Center North
Iowa City, IA 52242

Dear Dean Clay,

Thank you for sharing the Form A draft proposal for an Ed.D. degree in Higher Education and Educational Leadership at the University of Iowa. As you are aware, the University of Northern Iowa has a well-established Ed.D. degree program that meets the same workforce demands of school leaders and higher education administrators. I appreciate the invitation to visit with you and welcome the opportunity to do so. Perhaps, we'll also talk about how we can collaborate on a pipeline of our undergraduate and master level students matriculating to your Ph.D. programs.

The Council of Provosts among the regent institutions have asked for an era of collaboration, one in which we can work together so that new efforts can complement existing programs rather than creating duplicative offerings. We have a shared understanding on the nature and value of collaboration, and Provost Jim Wohlpart and I are eager to collaborate with our fellow regent programs.

In the College of Education, my colleagues and I welcome the opportunity to work with University of Iowa faculty from the beginning phases of program planning. This could help avoid misunderstandings and mischaracterization. It would also help us consider the implications of increasing the number of offerings of a specialized and expensive doctoral program.

Again, thank you for the opportunity to visit and I look forward to next steps in scheduling a time in the beginning of the year to discuss further future collaboration. I wish you a wonderful holiday season!

Sincerely,

A handwritten signature in blue ink that reads "Gaëtane Jean-Marie".

Gaëtane Jean-Marie, Ph.D.
Dean and Richard O. Jacobson Endowed Chair of Leadership in Education
Interim Director, Center for Educational Transformation



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December 29, 2017

Dear Dr. Keller,

Thank you for consulting with Iowa State University regarding the proposed new Doctorate of Education degree (EdD) at the University of Iowa.

We have reviewed the proposal and consulted with ISU leadership in the School of Education. We are supportive of the proposal.

Sincerely,

A handwritten signature in black ink that reads "Ann Marie VanDerZanden".

Ann Marie VanDerZanden

Associate Provost for Academic Programs