



The University of Georgia

University Council
Athens, Georgia 30602

August 15, 2008

UNIVERSITY CURRICULUM COMMITTEE – 2008-2009

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Dear Colleagues:

The attached proposal to offer the major in Adult Education (Ed.D.) on the Gwinnett campus will be an agenda item for the August 22, 2008, Full University Curriculum Committee meeting.

Sincerely,

Mr. David E. Shipley, Chair
University Curriculum Committee

cc: Dr. Arnett C. Mace, Jr.
Professor Jere W. Morehead

Extended Education

Proposal for an Extended Degree The University of Georgia

Date: February 26, 2008

Institution: University of Georgia

College: College of Education

Department: Lifelong Education, Administration & Policy

Degree: Stand alone degree, Doctorate of Education (Ed.D.)

Major: Adult Education

CIP Code: 13120101

Proposed Start Date: Summer, 2009

1. Assessment

There are over 20 public and private higher education institutions within an hour's drive of Gwinnett. This number includes research universities, four-year universities, two-year colleges, and technical colleges. Each of these institutions has an adult and continuing education program led by staff members who are potential applicants for this program.

There are hundreds of corporations, federal and state government, and private societies (e.g., Red Cross and American Cancer Society) with established units for training and development employees at all levels of the organization. Each of these units is staffed with individuals who are potential applicants for this program. Informal market surveys of professional associations throughout the region has provided evidence that this degree would address a critical need for high quality doctoral-level education. In addition, there is currently a thriving network of over 60 alumni of our program's Masters of Education program that have been requesting doctoral level education in an innovative format in Gwinnett for many years now.

Given the format of this program (combined face-to-face classes with distance education) we expect to have considerably more applicants than seats. We will employ a similar format as another of our program's initiatives, the Community and Technical College Leadership Initiative (CTCLI). For all four cohorts admitted to that program, we had *double* the number of applicants than available spaces.

2. Admission Requirements

The admission requirements will comply with Graduate School requirement and will be comparable to the on-campus Ed.D. program, while also including criteria relevant to the unique characteristics of this program. For example, because this program is designed for

experienced leaders of adult education, we will require that applicants be in a leadership position in an adult education institution or organization at the time of the application. The specific criteria for admissions include:

- **Leadership Experience** – The applicant must be currently in a leadership position in an adult education institution or organization. That is, in a role in which they can apply the knowledge and skills learned in the program to affect change in their organization. This is critical for the innovative design of the program.
- **Master's Degree** – The applicant must have successfully completed a Masters degree in an area relevant to this degree.
- **Academic Record** – Performance in the applicant's Bachelors and Masters degree programs (GPA's), scores from the Graduate Record Examination (GRE), and faculty references will serve as benchmarks of academic capacity for advanced graduate study.
- **Personal Statement of Goals** – An essay explaining the applicant's career goals and the relationship between the degree program and the applicant's career goals.

In addition, the applicant will be asked to identify a problem they aim to work on throughout the program and that will serve as the basis for their dissertation. While this problem may shift in the course of the program, it is important for the design of this program that students are admitted already thinking about the challenges of leading adult education organizations and, specifically, substantive problems they'll seek to address through application of knowledge/skills developed in the program.

- **Recommendations** - Three letters of reference. At least two letters should be from individuals who describe the applicant's academic abilities for completing a doctoral program. One letter should be from an individual who documents the applicant's potential for executive leadership in an adult educational institution or organization.
- **Resume** – A current resume or vita should be submitted with the application.
- **Interview** –Applicants must participate in an interview with the admissions committee. **3.**

Program Content

The curriculum for this program is based on the on-campus Ed.D. program of study comprised of adult education doctoral courses that offer knowledge and skill development in adult education leadership. The individuals who apply to this program need the knowledge and skills to be scholarly practitioners prepared to lead organizations that help adult individuals, groups, organizations, institutions, communities and societies change through education and learning.

The degree is designed with action research as an undergirding framework to facilitate development of scholarly practitioners. There will be key milestones for a major action

research project throughout the three years and these are designed in such a way as to fulfill the Graduate School’s specifications as well as ensure active connection with the Major Professor and Advisory Committee beginning early in and throughout the program. The entire doctoral process will emphasize skills related to research that provides knowledge to help leaders make better decisions, solve actual problems, and contribute to the enhancement of practice.

The program consists of 49 required credits (15 courses plus 4 credits of doctoral research) in four areas:

Courses	Credits	Classes
Adult Education Core	18 credits	6 classes
Electives	9 credits	3 classes
Research Methods	12 credits	4 classes
Final Project (Dissertation)	10 credits	2 classes + 4 credits (9300)
Total credits	49 credits	15 classes + 4 credits (9300)

The specific courses in the curriculum are:

Adult Education Core (18 semester hours)

- EADU 9750 Reflective Practice Seminar
- EADU 9020 Adult Learning Theory and Research
- EADU 9030 Program Planning Theory and Research in Adult Education
- EADU 8620 Adult Education Administration
- EADU 8610 Advanced Topics in Adult Education
- EADU 8140 Impact of Gender & Race on Learning in the Workplace

Electives (9 semester hours)

Research Methods (12 semester hours)

- EADU 9601 Foundations of Adult Education Research
- ERSH 4300/6300 Applied Statistical Methods in Education
- QUAL 8410 Designing Qualitative Research
- ERSH 7250 Educational Program and Project Evaluation

Dissertation (10 semester hours)

- EADU 9602 Research Practices in Adult Education (Dissertation Workshop 1)
- EADU 9602 Research Practices in Adult Education (Dissertation Workshop 2)
- EADU 9300 Doctoral Dissertation

The program is innovative in a few key ways. First, EADU 9750 will be a one-week experience where students will be required to participate in activities in a “retreat” format.

This will be an integral experience for building the scaffolding needed for the program as well as facilitate team building amongst members of the cohort.

Second, another of the ways we will be innovative is to model excellent curriculum design and engage in a needs assessment of the cohort once they are admitted in order to best determine specific courses for their 9 credits of electives. Without knowing the composition of the cohort and their specific needs, we can easily identify many courses in our existing curriculum that we could offer. However, we're committed to conducting the needs assessment before making final decision about specific offerings.

Third, an innovative feature of this program is the nature of the dissertation which will emphasize "the intelligent application of appropriate research procedures to the investigation of a problem in educational ... practice." (UGA Graduate School, 2008). This means that dissertations will address real problems the students face in their organizations or communities. There will be key milestones for the action research project throughout the three years and these are designed in such a way as to fulfill the Graduate School's specifications. Literature reviews will be targeted to the problem selected by the student. Quantitative and qualitative research designs with their accompanying analytical procedures will be rigorously applied to the research. Because the students will identify their problems in the first year and initiate the development of the problem and purpose statement, the program will provide the structures and support necessary to foster completion of the dissertation in the third year of the program.

This approach to the dissertation follows the recent findings of studies on the need for changes in the Ed.D. and the Ph.D. (Golde & Dore, 2001; Golde & Walker, 2006; Nerad, 2004; Nerad, 2007; Nyquist, 2002; Walker, Golde, Jones, Bueschel, & Hutchings, in press). One of the consistent findings across these studies is that time-to-degree needs to be curtailed. With respect to EdD degrees, a consistent recommendation is that the traditional approach to the dissertation is less important for individuals headed for a practitioner career. This approach is also consistent with the goals of the Carnegie Project on the Education Doctorate (CPED, 2008), a program involving almost two dozen universities, five of which are UGA peer institutions, that are changing the approach to Doctor of Education study. The CPED's goal is to address a longstanding issue in the field of Education—the differentiation between the EdD and the PhD with the dissertation being an important area of distinction between the two. For example, some universities have proposed that the EdD dissertation emphasizes inquiry about problems where the results are more immediately applied in everyday practice, while the PhD dissertation concentrates on problems of a more theoretical nature with the goal being knowledge development for the field. However, faculty members in these universities readily admit that the expressed difference is not realized in the actual products, that the EdD and PhD dissertations are indistinguishable. Such admissions support the claims of critics that scholars in Education have not made a clear differentiation between the two degrees and the dissertation is a good example.

At least six research universities have already made changes to their Ed.D. dissertations, emphasizing research that provides knowledge to help leaders solve actual problems and that contributes to the enhancement of practice. Those universities that are employing a new

approach to the dissertation are the University of Connecticut, University of Maryland, University of Missouri, University of Pennsylvania, University of Southern California, and Vanderbilt University-Peabody College. The specific fields of study include educational leadership and higher education leadership.

4. Student Advising

As stated earlier, the program is designed to ensure active connection with the Major Professor and Advisory Committee beginning early in and throughout the program. Each student will be advised by a faculty member at the beginning of the program. And, a key milestone at the end of year one will require Major Professor involvement and approval.

By the end of the students' fourth semester, the students Advisory Committee will be in place and supporting milestones related to the dissertation. Comprehensive exams will be at the end of the student's sixth semester. Support of the Major Professor and Advisory Committee will be instrumental during year two and three.

Finally, the faculty of the Adult Education program are committee to forming a committee of advisors assigned to students in this program to explore structures, systems, and tools to innovatively and effectively advise students in this program.

5. Resident Requirements

No courses may be transferred into the program. There is no requirement for full-time study as the students are employed and are pursuing the degree part-time. Students will be admitted in cohort groups and, therefore, will be expected to follow a prescribed sequence of required courses with their cohort. This structure also ensures compliance with Graduate School requirements regarding residency and continuous enrollment.

If a student in a cohort must discontinue their progress toward degree due to extenuating circumstances, they will have two options. First, they would be allowed to rejoin the next cohort at the point in which they discontinued as long as they (1) completed enough courses to earn residency as per the Graduate School requirements and (2) they maintain continuous enrollment as per the Graduate School requirements. A second option would be for students to continue their degree on the main (Athens) campus.

6. Program Management

Program Maintenance and Quality: The Adult Education Program has a cadre of qualified graduate faculty who are committed and qualified to teach these courses. We expect to add one new faculty member for every cohort up to three cohorts in order to meet the instructional needs of this program (see #8, Budget, for more detail). The long-range plan for the program is to have three cohorts in process simultaneously.

The program will be managed by a part-time coordinator. This individual will be responsible for recruitment, coordination of the application process, actively working with faculty advisors, course scheduling, evaluation, and other program administration.

The program will comply with all Graduate School requirements for Ed.D. degrees in regard to admissions, residency, admission to candidacy, and dissertation.

Duration of the Program: Coursework will be taken in a prescribed sequence (see Appendix 1). Two to three courses will be offered each semester. This structure also ensures compliance with Graduate School requirements regarding residency and continuous enrollment.

Because the students will identify their problems in the first year and initiate the development of the problem and purpose statement, the program will provide the structures and support necessary to foster completion of the dissertation in the third year of the program.

Timetable: The program will begin in the Summer of 2009. It is anticipated that the first cohort will complete courses and defend the dissertation during Spring of 2011. It is hoped that we'll have the resources to begin a second cohort in Summer, 2011 and then another each year after that (starting Summer, 2012).

Duplication: To our knowledge, no other institution in Georgia or the southeast offers a part-time doctoral program focusing exclusively on adult education leadership and offered in a hybrid format. We expect as a result that this degree will have broad, regional (perhaps even national) appeal.

Program Review: This program will be subject to the University of Georgia Program Review Process.

7. Library and Laboratory Resources

We anticipate utilizing electronic resources in instruction and will expect the students to use online programs for accessing needed resources for coursework and dissertation research. The library at UGA-Gwinnett will be utilized as well as courier and online resources from the Athens campus.

8. Budget

This degree program will be staffed entirely by full-time faculty teaching on-load in order to ensure the equivalency between the on-campus and off-campus degree programs. In order to maintain this high level of instruction at the doctoral level, the department has requested a new tenure-track faculty line in the FY09-FY11 Business Plan for Gwinnett Programs that has been submitted to the Provost. The department will offer this Ed.D. degree at the UGA-Gwinnett campus when this additional faculty line has been approved.

9. Program Costs Assessed to Students

Students will pay tuition and application fees only.

10. Accreditation

This program is not under the accreditation jurisdiction of any outside agency.

A p p e n d i x 1
Timetable for Course Offerings

Year	Summer	Fall	Spring
Year 1	EADU 9750: Reflective Practice Seminar(<i>1-week experience</i>) EADU 9020: Adult Learning Theory & Research EADU 8610: Advanced Topics in Adult Education	EADU 9601: Foundations of Adult Education Research EADU 8620: Adult Education Administration	EADU 9030 – Program Planning Theory and Research in Adult Education ERSH 6300: Applied Statistical Methods in Education
Year 2	EADU 8140 – Impact of Gender & Race on Learning in the Workplace QUAL 8410: Designing Qualitative Research	ELECTIVE	ELECTIVE
Year 3	ERSH 7250: Educational Program and Project Evaluation ELECTIVE	EADU 9602: Research Practices in Adult Education	EADU 9602: Research Practices in Adult Education

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