

Doctorate in Education Program

2021 Program Goals:

- Develop scholar practitioners who can systematically address the challenges of today's education landscape through the application of research-based practices to improve education outcomes at all levels.
- Prepare educational practitioners for leadership roles in PK-12 schools, community colleges, and universities.
- Prepare participating students to be effective scholar practitioners in a wide range of educational settings.

EdD Challenges Spring 2021:

- Transition of doctoral leadership to the Education Studies Department as proposed for Summer 21 was unexpectedly changed by the previous program director. The department began direct administration of the doctorate December 2020.
- Unwillingness of previous director to share information such as student handbook with doctoral faculty and doctoral students.
- Nonexistent assessment processes to determine efficacy of program.
- Lack of coherent guidelines for program completion.
- Inconsistent information given to current cohort members on degree credits, transfer credits, and dissertation committee members.
- Lack of communication in transition plans by previous program director.
- Unknown status of program by the Education Studies Department and the College of Education faculty members.

EdD Accomplishments Spring 2021:

- Formed Doctoral Steering Committee with representation from 5 COE departments. This committee has met monthly to address the revitalization of the program.
- Reinforced the doctorate as a college-driven program that is housed in a foundations service department, Education Studies Department.
- Demonstrated transparency with the program processes including curriculum development, faculty assignment, student program materials development, etc.
- Built collaborative system that expands the program's exposure and sustainability across the college and university.
- Created stronger research curriculum with the addition of Quantitative and Qualitative Research Methods.
- Opened communication lines between faculty and the Dean on how to administer a quality program.



- Created rubrics to gather data on students' dissertation and dissertation defense.
- Expanded the number of faculty engaging in dissertation committee work.
- Completed Final Draft of the Doctoral Student Handbook. This handbook will be reviewed by current cohort members for feedback. With the feedback, the Final Version will be readily available to stakeholders.
- Develop admissions screening process with identified dissertation quality writing potential or remediation.
- Audited the current status of CoHort 1 and 2 students.
- Admitted CoHort 3 students.

Goals AY 22:

- Create legible web site for both marketing prospective students and provide program information for current cohort members.
- Develop Doctoral Committee Members (Chair and Committee Member) training module.
- Examine Dissertation Load (Chair and Committee Member) with addition of teaching load to determine overextension. The purpose is for recommendation of how faculty members should monitor their committee membership and teaching load.
- Determine the capacity of the number of students a quality program can function with the current faculty.
- Advocate for two probationary lines as indicated when the program was created.
- Create an assessment system with signature assessments, gateway decision points, and data feedback reports to designated stakeholders. This would be an automated system with priority given to admissions and dissertation defense.
- Promote highlighting more doctoral faculty to introduce students to prospective committee members.
- Advocate class size to maximum of 20 students to maintain quality instruction at the doctoral level.
- Identify the sticking points in the program that hinder students from completing.
- Develop part-track for potential students who are fearful of the two-year time commitment.
- Implement curricular emphases such as Curriculum, Organizational Leadership, Multicultural Leadership, etc.

First Residency will be offered Summer 2021 under the new leadership. Dr. Steve Baule has created a research focused model for both CoHorts that is implemented collaboratively across departments.

Education Studies Department was hesitant at first to take on the task of addressing the issues with the EdD. But, we believe we have transitioned, although earlier than expected, the program to be more collaborative, transparent, flexible, student focused, open communication, and sustainable. The department and college have created a foundation for the program to grow and to enhance the strong history of education at Winona State.

