College of Education
University of Hawai‘i at Mānoa

Doctor of Education in Professional Educational Practice
EdD
Student Handbook
Class of 2017

Updated on May 1, 2014
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INTRODUCTION

Welcome to the EdD Program at the University of Hawai‘i at Mānoa. The Doctor of Education in Professional Educational Practice (EdD) is our newest graduate program in the College of Education and the culmination of several years of planning in partnership with the Hawai‘i Department of Education and the Hawai‘i Association of Independent Schools.

The EdD was approved by the Board of Regents on January 20, 2011 and gained full accreditation from the Western Accrediting Commission (WASC) for Senior Colleges and Universities on November 9, 2012.

In June 2011, the College of Education became a member of the Carnegie Project on the Education Doctorate (CPED). CPED is a consortium of universities across the nation committed to build a stronger and more relevant degree for the advanced preparation of school practitioners, clinical faculty, academic leaders, and professional staff for the nation’s schools and the learning organizations that support them.

The purpose of this handbook is to provide you with information about the program. It describes expectations, procedures, deadlines, and program requirements. In addition, it includes, as far as possible, information about time commitment to help you with planning and arranging to meet the demands of an advanced degree in education.

COLLEGE OF EDUCATION VISION

A community of educators who provide innovative research, teaching, and leadership in an effort to further the field of education and prepare professionals to contribute to a just, diverse, and democratic society.

Our vision guides the direction and work of the College in and beyond Hawai‘i and is informed by a sense of purpose and a sense of place.

MISSION

To achieve this vision, the College of Education has as its mission to work as a diverse, just, and democratic community in three areas:

- **Teaching**—prepare new educational professionals and provide on-going professional development in education.
- **Research**—increase the knowledge base in education and related fields through the production and application of educational research.
• **Service**—serve as partners and leaders for excellence in education. The college also recognizes its responsibility to enhance the well-being of the Native Hawaiian people, and others across the Pacific Basin, through education.

**PROGRAM OBJECTIVES**

The primary goal of the EdD is to prepare educators who are skilled in the application of knowledge to problems of practice.

Objectives: Leaders in professional education practice will

1. Work collaboratively to solve problems and implement plans of action
2. Be able to apply research skills to bring about improvements in practice.
3. Reflect critically and ethically on matters of educational importance.
4. Be able to take a broad, interdisciplinary perspective on a wide variety of educational issues.

Relationship to campus mission and strategic plan

The EdD serves the mission and strategic plan of the university by

• improving educational effectiveness across the P-16 spectrum,
• increasing access by Hawaii residents to public higher education, particularly advanced study,
• strengthening partnerships with public and private educational institutions,
• partnering with the Department of Education to improve the overall effectiveness of public education in Hawai‘i, and
• employing the most up-to-date information and communication technology to enhance instructional activities, on campus and globally.

**SIGNATURE PEDAGOGIES**

*Signature pedagogy* is a concept introduced by Lee Shulman to describe the distinctive types of teaching that “organize the fundamental ways in which future practitioners are educated for their new professions...to think, to perform, and to act with integrity” (L.S. Shulman, Signature Pedagogies in the Professions, 2005).

The signature pedagogy of the EdD in Professional Educational Practice involves inquiry-based teaching and learning—inquiries that require student engagement in two major projects that center on problems of practice. The first is a group consultancy project and the second is an individual action
research or practitioner research project referred to as the “dissertation in practice.” In addition, the UHM College of Education believes in the importance of putting the results of research in the public sphere and of students’ justifying the results of the projects and demonstrating their impact on practice.

**Group Consultancy Project (EDUC 710)**

In the group consultancy project, students are organized in research teams to explore problems of practice submitted by external state agencies such as school districts, post-secondary institutions, and philanthropic organizations. The submissions, arising from ”Requests for Assistance” (RFAs), are screened for applicability and a final set prepared for the “consultancy” teams. The consultancy project in the EdD is a collaborative assignment in which a team of four or five doctoral students works together on a matter of educational interest or concern at a particular school or complex. Each group works with and for a client under the supervision of a UHM faculty advisor and a field mentor. Group members consult with the school or school complex administration and faculty to study a problem of practice, in depth. The project is advisory in that the group reports a set of recommendations for implementation, rather than engaging directly in implementation, themselves.

The aim is for the each group, over three semesters of the program, to provide a contextual analysis of their assigned problem, research the problem, conduct data analysis (financial, operational, evaluative and demographic, as the case may require), provide program recommendations, consider ethical implications, and offer strategies for implementation. The outcome of this project is a report that will be submitted to the relevant agency at the end of the fall semester 2015.

**The Professional Practice Dissertation (EDUC 720)**

The professional practice dissertation (dissertation in practice) is a practitioner inquiry project, corresponding to, but different from, a traditional dissertation in the PhD program. The focus of the professional practice dissertation is on making an original contribution to practice rather than an original contribution to knowledge. The project, conducted over four semesters of the program, is an opportunity for each member of the cohort to pursue a project of personal professional interest. As the emphasis of the professional practice dissertation project is on seeking, in an informed way, solutions to problems of practice, the approach to be pursued is also different from traditional dissertation research work. Professional practice research problems arise in the professional experiences of practitioners and actively involve participant researchers in an investigation into their own practice. The process involves a period of research and planning, followed by implementation of a plan of action, implementation of the plan, data
collection, and analysis and reflection on the results. A written report and public presentation of the report are important later stages in the process, but the main work of the project, as stated earlier, involves the preparation and implementation of a plan of action dealing with a problem of practice.

Students will begin by formulating a project that arises in the context of their own practice as professional educators. These projects will be discussed in conference with a faculty advisor and a professional field mentor. The object of this work is to enable EdD candidates to apply their analytical skills, research ability, professional knowledge, and understanding of the context and culture in which the problem is embedded to solve actual problems of practice in the field of education.

At the end of the second year of the program (Spring semester, 2016), each candidate will submit a written proposal of around thirty pages to the advisor and professional mentor. The report will contain details of the proposed project, including a review of the literature, proposed methods, outline of a plan of action (including a timeline), and clearance to conduct the project from the UHM Committee on Human Studies.

A final report will be due at the end of year three (Spring semester, 2017). The final report will contain a full account of the project, including the literature review, methods employed in gathering data, action taken, and reflections on the process followed, and the outcome achieved. This report and a conference presentation will constitute the culmination of the process.

**Final Conference (EDUC 730)**

**During Summer semester 2017**, candidates will present their action research papers at a specially arranged conference held on the UHM campus. A committee composed of graduate faculty and professional mentors will act as judges of the quality of the work, although it is expected that by this stage the projects will have been screened by advisors and judged satisfactory. This public meeting will be attended by faculty, professional mentors, fellow cohort members, and other interested parties. This conference will perform a similar function to the traditional doctoral defense of the dissertation in the PhD program.

**CARNEGIE PROJECT ON THE EDUCATION DOCTORATE (CPED)**

The EdD at the College of Education has been a member of CPED since July, 2011. CPED, which is sponsored by the Carnegie Foundation for the Advancement of Teaching, is a national effort, involving more than 88 colleges and universities, that is directed to the reform of the education doctorate (EdD). The intent of the project is “to redesign the EdD and make it a stronger and more relevant degree for the advanced preparation of
school practitioners and clinical faculty, academic leaders and professional staff for the nation’s schools and colleges and the learning organizations that support them.”

http://www.cpedinitiative.org

PROGRAM ORIENTATION

After admission to the program and prior to the start of classes, you will be required to attend the EdD Program Orientation. The orientation is an opportunity to meet and get to know your fellow cohort members, faculty advisors, and field mentors. The second aim of the orientation is to familiarize you with some of the technology that is available for your use at UHM and that you will be required to use during your graduate studies. For example, we will have sessions on Laulima, Zotero, Google docs, Skype, and Blackboard/Collaborate. In addition, we’ll show you how to obtain your UHM user ID and gain access to the MyUH Portal, where you’ll learn how to register for classes and obtain payment information and options.

PROGRAM OF STUDY

The EdD is a cohort program. You will be admitted with a group of fellow students with whom you will be working closely over the next three years. You will take the same classes together in the same sequence and collaborate with each other on class projects and problems of practice such as the consultancy project. Instruction in the program will take place to the extent possible during the summer and on weekends during the regular Fall and Spring semesters.

Degree Requirements

The EdD program consists of sixty-four credit hours spread over three years of study. Because it is a cohort program, all courses are taken together and in the same sequence. Transfer courses may not be used.

The program includes the following categories of coursework:

- Field Studies
  Consultancy Project (12 hours)
  Action Research Project (24 hours)
  Conference Presentation (1 hour)
- Professional Studies
  Research methods core (12 credits)
  Technology course (3 credits)
  Other courses to be determined by faculty advisors (12 credits)
# Sample Program Schedule for EdD Cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester 1</th>
<th>Professional Studies (9 cr.hrs)</th>
<th>Field Studies</th>
</tr>
</thead>
</table>
| One   | Summer     | • EDCS 632 Qualitative Research Methods  
• ETEC 641 Educational Technology  
• EDEF 667C Leadership and Governance | EDUC 710–Group Consultancy Project (6 crs) |
|       |            |  | Semester 2 |
|       |            |  | Fall |
|       |            |  | EDUC 710–Group Consultancy Project (6 crs) |
|       |            |  | Semester 3 |
|       |            |  | Spring |
|       |            |  | EDUC 710–Group Consultancy Project (6 crs) |
| Two   | Semester 1 | Professional Studies (9 cr.hrs) |  |
|       |            | • EDEF 678 Action Research  
• EDCS 769 Curriculum Eval.  
• EDEF 762 Social/Cultural Contexts of Ed. |  |
|       |            |  | Semester 2 |
|       |            |  | Fall |
|       |            |  | EDUC 710–Group Consultancy Project (6 crs) |
|       |            |  | Semester 3 |
|       |            |  | Spring |
|       |            |  | EDUC 720–Individual Action Research Project (6 crs) |
| Three | Semester 1 | Professional Studies (9 cr.hrs) |  |
|       |            | • EDCS 732 Qual. research methods (3)  
• EDEF 680 Seminar on Race, Law, and Education  
• EDUC 740 Field Studies |  |
|       |            |  | Semester 2 |
|       |            |  | EDUC 720–Individual Action Research Project (6 credits/semester) |
|       |            |  | Semester 3 |
|       |            |  | EDUC 720–Individual Action Research Project (6 credits/semester) |

**Final Sem.**  
EDUC 30–Conference for the presentation of individual research projects (1 cr. = r.).
**Course Load**

Professional studies will be taken during three summer semesters and will not require more than 9 credits in any semester. Field studies will be conducted in the intervening fall and spring semesters and require no more than 6 credit hours per semester.

**UH CREDIT HOUR POLICY**

The EdD policy on credit hours is consistent with WASC regulations on credit hours.

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

There are three courses that are connected to the practitioner-based research portion of the EdD and fall under the requirements of section 2 above: EDUC 710 (Consultancy Project), EDUC 720 (Individual Action Research Project), and EDUC 730 (Conference). These classes are field-based and require students to be actively working on research projects continuously over the course of several semesters.

EDUC 710 is a group consultancy project of 6 credit hours/semester over three semesters. Course meeting are scheduled for the full cohort on four Saturdays each semester with faculty advisors and field mentors. This will amount to 24 hours of class time and 246 hours of out-of-class time per semester. Out-of-class time (16.4 hours per week) will be taken up with meeting faculty advisors and group members, literature research, readings, data gathering and analysis, writing, and other activities related to the project.

EDUC 720 is an individual practitioner research project of 6 credit hours/semester over three semesters. Course meeting are scheduled for the full cohort on four Saturdays each semester with faculty advisors and field mentors. Similarly, this will amount to 24 hours of class time and 246 hours of out-of-class time per semester. Out-of-class time (16.4 hours per week) will be taken up with meeting advisors and group members, literature
research, readings, data gathering and analysis, writing, and other activities related to the project.

EDUC 730 is the Conference Course comprised of conference planning and conference presentations of your projects. The conference course is a one-credit course. Students will be responsible for organizing the conference and for presenting their action research projects at the conference. One full week is scheduled for the first conference, which will take place in July, 2017

GRADUATE DIVISION POLICIES AND PROCEDURES

As a graduate program of the University of Hawai‘i at Mānoa, the EdD is regulated by the policies and procedures of Graduate Division. Please visit Graduate Division web site at <http://manoa.hawaii.edu/graduate/content/current-students> for a complete list of policies governing enrollment, grades, and degree requirements.

MAINTAINING GOOD ACADEMIC STANDING

To be considered in good academic standing, a graduate student is required to maintain a cumulative GDGPA of 3.0 or above. The GDGPA is a GPA calculated by the Graduate Division to determine whether a graduate student meets academic standards. In general, the calculation of the GDGPA is based on all grades received by a degree-seeking graduate student while enrolled in a graduate program. For more details see the GD website at <http://manoa.hawaii.edu/graduate/content/required-gdgpa>.

COURSE DESCRIPTIONS

The Group Consultancy Project

The consultancy project in the EdD is a collaborative assignment in which teams of four or five doctoral students works together on an evaluation project or do research on a matter of educational interest or concern at a particular school or complex. Each group works with and for a client under the supervision of UHM faculty advisors and field mentors. Group members consult with the school or school complex administration and faculty to study a problem of practice, in depth. The project is advisory. The task of the group is to examine the nature of the program or project, explore the wider
issues that may inform the project, gather and analyze data, and make a report of conclusions and recommendations based on the evidence. The project will take place over three semesters in the first half of the EdD program for a total of 18 credit hours (6 credit hours/semester).

There are two broad aims. One is educational; the other, service related.

- Provide a vehicle for EdD students to work collaboratively to research a problem of practice in a realistic setting.
- Provide a service to schools.

For more details on the consultancy project, please refer to the syllabus for EDUC 710 in Appendix A.

**Professional Studies Coursework**

The Professional studies coursework is made up of a total of 27 credits, of which 15 credits (five core courses) are required for student in all EdD cohorts. The remaining 12 credits (four courses) may vary from cohort to cohort, depending on the needs and interests of the group.

Students in all cohorts will be required to take four research methods courses (quantitative research, qualitative research, action research, and evaluation) and one technology class. There are a number of courses in the College that fit these categories. For example:

- Introductory Statistics—EDEP 429
- Action Research Methods—EDEF 678
- Qualitative Research Methods—EDCS 632
- Curriculum and Program Evaluation—EDCS 732
- Planning for Technology and Resources—ETEC 673

Courses may vary from cohort to cohort to allow for differences in the make up of the group. This coursework will be chosen prior to the beginning of the program by the faculty advisors with input from the field mentors and students. Examples of potential coursework:

- Seminar on Race, Law, and Education—EDEF 720
- Seminar on the Social and Cultural Contexts of Education—EDEF 762
- Seminar in Foundations of Education: Leadership and Governance—EDEF 667C
- Field Studies—EDUC 740
The Professional Practice Dissertation

The second project is an individual applied research project (dissertation in practice) culminating in the composition and presentation of a practitioner research report. Students are engaged in this project over a two-year period. The seminar connected with it (EDUC 720) requires the completion of three semesters of work and a total of eighteen credit hours. The goal of these semesters of fieldwork is for each student to plan and implement an applied research project that deals with a problem of practice that they are familiar with and that arises in the context of their own professional practice. Projects, for example, may deal with problems of curriculum such as how to implement a new reading program in the school, or they may deal with instructional issues such as how to advance the idea of instructional learning communities in a group of 8th grade teachers. Practitioner action research is a form of inquiry that provides a systematic way for professionals to investigate their work with the aim of bringing about improvements in practice or “actionable knowledge.”

In order to facilitate the work on projects, students are organized into support communities of approximately four or five students with a faculty advisor and a field mentor. This arrangement encourages sharing of materials, provides opportunities to report on progress, and encourages group problem solving on issues arising from individual projects. In addition to the scheduled meeting times, groups are encouraged to meet together at other times and to interact on line using a range of collaborative tools.

In addition to working on projects, there will be five full cohort meetings in each of the three semesters. These meetings will be held on Saturdays. The aim of the Saturday sessions is to extend the content learning of the summer coursework and to provide instruction on research methods, discussions on the ethics of applied research, and other relevant content. In addition, faculty advisors and field mentors will make arrangements for small group meetings and individual advisory meetings to provide guidance on individual projects.

For further details, see the EDUC 720 syllabus in Appendix B.

The Program Conference

This conference is the culminating activity in the EdD degree program. The conference is a public forum that will be planned by students and conducted during the final semester. It will provide an opportunity for candidates to share the results of their action research projects at a public forum attended by faculty, fellow graduate students, and other interested persons.
Successful completion of the individual practitioner research project (EDUC 720 Practitioner Research Project), as determined by the committee of advisors, is a prerequisite for participating in the conference as a presenter. Successful completion of EDUC 720 and EDUC 730 is required for graduation. See Appendix C for the EDUC 730 syllabus.

COMMITTEE ON HUMAN STUDIES

There are two projects in this program that will require you to obtain Institutional Review Board (IRB) approval—the group consultancy project and the individual practitioner inquiry project. Information about obtaining approval is found at the web pages of the University of Hawaii, Committee on Human subjects at http://www.hawaii.edu/irb/. A complete set of guidelines and guidance on the submission process can be found at http://www.hawaii.edu/irb.

Students engaging in research projects in Hawaii’s public schools will also have to obtain permission from the HIDOE Data Governance Office http://datagovernance.k12.hi.us.

ADVANCEMENT TO CANDIDACY

Advancement to candidacy is an important step in the development of the professional practice dissertation project and formal, recognition that the student is ready to proceed with their action plan phase of their dissertation in practice. Advancement to candidacy requires the following:

• Successful completion of three semesters of EDUC 710 (Group Consultancy Project),
• Approval of a professional practice dissertation proposal by faculty advisor and field mentor. This will usually occur at the end of the first semester of EDUC 720 (Individual Research Project), but no later than the second semester, and
• IRB approval.
• The form will require the signatures of the student’s faculty advisor, field mentor, and the EdD Graduate Chair.

See Appendix D for Sample Advancement to Candidacy form, Form II.
GRADUATE DIVISION STYLE MANUAL

Students are responsible for editing and preparing a final manuscript that meets the style requirements of both the Graduate Division and their graduate program. The Style and Policy Manual for Theses and Dissertations provides general guidelines on the physical format of the manuscript.

THE EDD COMMITTEE OF ADVISORS (CoA)

The Committee of Advisors of the EdD program is made up of the program advisors and the field mentors. The CoA meets regularly (at least twice a semester) to discuss matters regarding the evaluation of students and other program issues.
## Role of the Faculty Advisors

<table>
<thead>
<tr>
<th>Group Consultancy Project</th>
<th>Individual Action Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work with two consultancy groups over two semester period.</td>
<td>1. Work with four or five students over four semester period.</td>
</tr>
<tr>
<td>2. Attend Saturday full-cohort meetings.</td>
<td>2. Attend Saturday full-cohort meetings.</td>
</tr>
<tr>
<td>3. Provide support at small-group (consultancy group) meetings.</td>
<td>3. Advise students on progress of individual projects.</td>
</tr>
<tr>
<td>4. Facilitate interactions between university/COE and clients.</td>
<td>4. Facilitate planning and structuring of project and advise on methodological issues such as a data gathering and analysis.</td>
</tr>
<tr>
<td>5. Facilitate planning and structuring of project and advise on methodological issues such as a data gathering and analysis.</td>
<td>5. Provide supervision and assure that projects meet graduate level requirements.</td>
</tr>
<tr>
<td>6. Provide supervision and assure that projects meet graduate level requirements.</td>
<td>6. Ensure good ethical practice in the conduct of the consultancy project.</td>
</tr>
<tr>
<td>7. Ensure good ethical practice in the conduct of the consultancy project.</td>
<td>7. Ensure that good communications are being maintained with mentors, fellow cohort members, and advisors.</td>
</tr>
<tr>
<td>8. Ensure that good communications are being maintained with group members, mentors and advisors.</td>
<td>8. Consult with fellow faculty advisors (committee of advisors) to ensure that projects meets standards of graduate division for doctoral research.</td>
</tr>
<tr>
<td>9. Provide guidance among the consultancy group to ensure balance and productive group processes.</td>
<td>9. Arrange final conference for public presentation of action research projects.</td>
</tr>
</tbody>
</table>
Role of the Field Mentors

<table>
<thead>
<tr>
<th>Group Consultancy Project</th>
<th>Individual Action Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mentor one consultancy group of four or five students.</td>
<td>1. Mentor four or five students over four semester period.</td>
</tr>
<tr>
<td>2. Attend Saturday, full-cohort meetings.</td>
<td>2. Attend Saturday, full-cohort meetings.</td>
</tr>
<tr>
<td>3. Provide support at small-group (consultancy group) meetings.</td>
<td>3. Help to facilitate access for purpose of data gathering, application of project in field setting, and other matters regarding working in a field setting.</td>
</tr>
<tr>
<td>4. Provide assistance in refining scope of work.</td>
<td>4. Provide assistance in formulating an action research project.</td>
</tr>
<tr>
<td>5. Provide practical and contextual knowledge in regard to problems of practice.</td>
<td>5. Collaborate with faculty advisor in facilitation of consultancy group meetings.</td>
</tr>
<tr>
<td>6. Act as “gate-keeper.” Help provide access to schools and arrange meetings with key stakeholders.</td>
<td>6. Ensure good ethical practice in the conduct of the consultancy project.</td>
</tr>
<tr>
<td>7. Collaborate with faculty advisor in facilitation of consultancy group meetings.</td>
<td>7. Provide input on student performance with regard to quality of the project.</td>
</tr>
<tr>
<td>8. Ensure good ethical practice in the conduct of the consultancy project.</td>
<td></td>
</tr>
</tbody>
</table>
spring semesters. Prior to taking EDUC 720, students take EDEF 678—Approaches to Educational Inquiry—to lay the groundwork for conducting their practitioner research projects. In this course, students learn about action research, engage in action planning by identifying a research area, conduct an initial literature search, draw up an ethics statement, and compose a research proposal that identifies possible courses of action and methods to be followed. It is expected that some of these proposed projects will be continuations of work conducted in the Consultancy Project, although this is not a program requirement and students are free to choose to do other projects related to their work.

The CoA will review these proposals and assign each student a faculty advisor and field mentor based on closeness of fit between faculty advisor and field mentor expertise and proposed project. Each advisor/mentor pair will work with about four or five students over the three-semester period during which the action research project is to be conducted.

There will be four full cohort meetings in each of the three semesters. In addition, students will schedule individual meetings with faculty advisors and field mentors to discuss matters such as preparation and planning; arranging meetings with participants; obtaining IRB approval; data gathering and analysis; and designing possible courses of action, validation, project evaluation, and drafting of the report. Advancement to candidacy will occur during the first, but no later than the second, semester of EDUC 720.

A preliminary evaluation of the project will be conducted when students have completed two semesters of EDUC 720 (Rubric B, Assessment of Individual Action Research Proposal, in the EDUC 720 syllabus—Appendix B). The final evaluation will take place when students have completed three semesters of EDUC 720 and on completion of a final draft of the action research report (Rubric C, Assessment of Individual Action Research Project, in the EDUC syllabus—Appendix B).

If students fail to achieve the “acceptable” level in any one or more of the requirements (Rubric C), they will be required to revise their work and resubmit. If, after resubmitting their work, they fail to achieve above minimal in any or all of the requirements, they may be offered the opportunity of an extended period of one semester to complete their work satisfactorily or of joining a later cohort. If after an extended period of one semester, a student fails to attain “acceptable” on all requirements, they will be dropped from the program.

Students who achieve acceptable or above in all six items of Rubric C (Appendix B) will advance to the final stage, the program conference. This
The conference is the culminating activity in the EdD degree program. It will be planned by students and conducted during the final semester of the program. The conference provides an opportunity for candidates to share the results of their action research projects at a public forum attended by faculty, fellow graduate students, and other interested persons.

Successful completion of the dissertation in practice project (EDUC 720—Practitioner Research Project), as determined by the CoA, is a prerequisite for participating in the conference as a presenter. Successful completion of EDUC 720 and EDUC 730 is required for graduation.

PROGRAM ADVISORY COMMITTEE

A Program Advisory Committee (PAC) will be established in the first semester of the program (Fall 2011). The PAC will be composed of two faculty advisors, two field mentors, two students, and the EdD program chair, who also will chair the PAC. This committee will discuss issues regarding the operation of the program and, as such, will provide important feedback that can be used in formative assessment of the program. The PAC will meet at least once a semester to review data and develop plans to implement program improvements and to make revisions to and adapt assessment procedures.

RESPONSIBLE CONDUCT OF RESEARCH

The University of Hawai‘i strongly supports training and oversight in the responsible and ethical conduct of research and teaching. RCR requirements apply to all undergraduate and graduate students, postdoctoral researchers, and staff who participate in NSF– or NIH–funded projects and programs (See Institutional plans for requirements).

Regardless of the source of support, however, all members of the UH research community responsible for the design, conduct, or reporting of research, are encouraged to participate in RCR training. Please visit the following page for more details and on how to complete online training via the Collaborative Institutional Training Initiative (CITI):
http://hawaii.edu/research/integrity/responsible.html.

GRADING

Grades are assigned by the instructor of record in each course. In the EdD, field mentors will have input into field studies grades. See the UHM catalog

ACADEMIC GRIEVANCE PROCEDURES

It is the policy of the University of Hawai‘i at Mānoa (UHM), that faculty and students of UHM be provided consistent and equitable treatment in resolving disputes arising from the academic relationship between faculty and student(s). The applicability of this policy is limited to those issues directly associated and concomitant with the faculty member’s responsibilities as a teacher and the students’ responsibilities as a learner. For full details of the policy and procedures on Academic Grievances including grades appeals, see http://studentaffairs.manoa.hawaii.edu/policies/academic_grievance/.

For matters involving alleged academic dishonesty, the Student Conduct Code should be consulted.

STUDENT CONDUCT CODE

As a new graduate students in the EdD program, please familiarize yourself with the Student Conduct Code Policies, available at http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/.

By enrolling in University, students accept the responsibility to become fully acquainted with the University's regulations and to comply with the University's authority. The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University regulations.

USEFUL SITES

University Catalogue  http://www.catalog.hawaii.edu/
Laulima Login  https://laulima.hawaii.edu/portal
UHM Library System  http://uhmanoa.lib.hawaii.edu
College of Education  http://www.coe.hawaii.edu/
Graduate Division  http://manoa.hawaii.edu/graduate/
Committee on Human Studies  http://www.hawaii.edu/irb/
Carnegie Project on the Education Doctorate  http://cpedinitiative.org
APPENDIX A: SYLLABUS FOR EDUC 710

Sample Syllabus for EDUC 710
EdD Consultancy Project
Cohort II—Fall 2014, Spring 2015 and Fall 2015

Course Number: EDUC 710
Course Credits: Fall 2014 (6 credits)
Spring 2015 (6 credits)
Fall 2015 (6 credits)
Classroom: Wist 125

Full Cohort Meeting Dates and Times:
Fall 2014
1. Saturday, September 6 (9:00 to 4:00)
2. Saturday, September 27 (9:00 to 4:00)
3. Saturday, October 11 (9:00 to 4:00)
4. Saturday, November 1 (9:00 to 4:00)
5. Saturday, November 22 (9:00 to 4:00)

Spring 2015
1. Saturday, January 17 (9:00 to 4:00)
2. Saturday, February 7 (9:00 to 4:00)
3. Saturday, February 28 (9:00 to 4:00)
4. Saturday, March 14 (9:00 to 4:00)
5. Saturday, April 25 (9:00 to 4:00)

Fall 2015
Saturday Dates TBD

Faculty Advisors
Jeff Moniz, Hunter McEwan, Mary Hattori, Sarah Twomey, Nathan Murata

Field Mentors
Steve Shiraki, Ruth Fletcher, Val Iwashita

Course Description
EDUC 710 is the course that includes the group consultancy projects. These projects will be conducted over three semesters and involve a total of 18 credit hours. Over three semesters, there will be a total of fifteen full cohort meetings held on Saturdays. In addition to reporting on progress on the consultancy projects, time will be devoted to activities, invited speakers, and discussions on the topic of leadership.
The group consultancy project is an independent research and reflective activity embedded in a group project dealing with a problem of practice. Each consultancy group will be presented with a real-world problem of practice that originates from ideas (problems, themes) submitted after a call for proposals to external “clients.” This project is derived from a similar EdD project that has been successfully implemented at Peabody College of Education and Human Development at Vanderbilt University. In addition to a faculty advisor, each group will be assigned a field mentor. Group members will agree on assigned tasks and develop a written statement of their responsibilities with respect to their individual roles in conducting the research, gathering data, meeting with clients, interviewing subjects, and producing the final report. Each team member will work with fellow group members to develop and implement a plan and compose a report that will include recommendations for action.

The final report will be about fifty pages in length (this may depend on the size of the group, generally four or five members). Each report will provide an introduction describing the social and historical contexts of the problem, outline the scope of work, and give details of the activities conducted in researching the problem (e.g., stakeholder meetings, data collection, data analysis). In addition, each group should make a presentation to the clients along with a five-page executive summary. The report should also include an annotated bibliography of references you have consulted. This project is an opportunity for students to draw on their experience as educators and apply research skills, analytical ability, and ethical reflection on a problem of practice. It is also an opportunity to develop skill in working in a professional and collaborative context on a common problem of practice. Care will be taken in assessing group work to ensure that there has been a fair distribution of work across all participating members of a group and that there has been no “free riding” by any individuals or that any members are excluded.

**Course Objectives**
The three sections (18 credits) of this course will provide an initial introduction to the four program outcomes.

Educators in professional educational practice will
1. Work collaboratively to solve problems and implement plans of action.
2. Be able to apply research skills to bring about improvements in practice.
3. Reflect critically and ethically on matters of educational importance.
4. Be able to take a broad, interdisciplinary perspective on a wide variety of educational issues.
For a more detailed set of objectives, see the rubric at the end of this document.

<table>
<thead>
<tr>
<th>Role of Faculty Advisors</th>
<th>Role of Field Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work with two consultancy groups over two semester period.</td>
<td>• Mentor one consultancy group of four or five students.</td>
</tr>
<tr>
<td>• Attend Saturday full-cohort meetings.</td>
<td>• Attend Saturday full-cohort meetings.</td>
</tr>
<tr>
<td>• Provide support at small-group (consultancy group) meetings.</td>
<td>• Provide support at small-group (consultancy group) meetings.</td>
</tr>
<tr>
<td>• Facilitate interactions between university/COE and clients.</td>
<td>• Provide practical and contextual knowledge in regard to problems of practice.</td>
</tr>
<tr>
<td>• Facilitate planning and structuring of project and advise on methodological issues</td>
<td>• Act as “gate-keeper.” Help provide access to schools and arrange meetings with key</td>
</tr>
<tr>
<td>such as a data gathering and analysis.</td>
<td>stakeholders.</td>
</tr>
<tr>
<td>• Provide supervision and assure that projects meet graduate level requirements.</td>
<td>• Collaborate with faculty advisor in facilitation of consultancy group meetings.</td>
</tr>
<tr>
<td>• Ensure good ethical practice in the conduct of the consultancy project.</td>
<td>• Ensure good ethical practice in the conduct of the consultancy project.</td>
</tr>
<tr>
<td>• Ensure that good communications are being maintained with group members, mentors</td>
<td>• Provide guidance among the consultancy group to ensure balance and productive group</td>
</tr>
<tr>
<td>and advisors.</td>
<td>processes.</td>
</tr>
<tr>
<td>• Provide guidance among the consultancy group to ensure balance and productive group</td>
<td>• Provide input on consultancy group performance as component of final grade for</td>
</tr>
<tr>
<td>processes.</td>
<td>project.</td>
</tr>
<tr>
<td>• Consult with field mentors on final grades</td>
<td></td>
</tr>
</tbody>
</table>

**Semester I (6 credits)**

The course will begin with an orientation in which advisors are assigned to each of the selected consultancy groups. Two advisors will work with each group—a COE faculty advisor and a field mentor (a person with leadership experience in the schools). In addition to five full cohort Saturday meetings each semester, each group will be expected to meet and consult with advisors on other occasions arranged in consultation with the faculty advisors and field mentors. Groups will also use an online space (Wiggio) to facilitate communication among group members, advisors, and mentors. Individuals will also be expected to work independently on aspects of the projects such as negotiation the scope of the project with the clients,
negotiating access, reviewing literature, collecting data, providing data analysis, preparing presentations, and writing up the report. The credit hour policy of the EdD is in line with the WASC credit hour policy:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The main work of the first semester will be to study the context of the problems, share insights, collect data, and read up on literature that may inform the project. At the end of the Spring semester 2015, a draft report will be submitted to the group advisors that includes such information as a context analysis, report of measures taken or planned for the collection of data, a review of appropriate literature, and a timeline for completing the consultancy report in Fall semester 2015.

**Semester II (6 credits) and Semester III (6 credits)**

The second section of EDUC 710 will follow a similar pattern of work and meetings to the first semester. Students will remain with the same advisors over the two semesters of the project.

**Timeline for Completion of Project**

| September          | Meet with clients to clarify and refine nature of the consultancy project  
|                   | Assign tasks within groups  
|                   | Contextual analysis  
|                   | Draft of scope of work statement  
| November           | Applications to human studies (IRB) and DOE to conduct research  
|                   | Completion of scope of work  
|                   | Timeline  
|                   | Status report due at end of month  
| December           | Begin review of academic, educational practice literature and relevant documents  
|                   | Status report due at end of month  

### Timeline for Completion of Project

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Data collection</td>
<td>Status report due at end of month</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Data collection and analysis</td>
<td>Recommendations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Status report due at end of month</td>
</tr>
<tr>
<td>October</td>
<td>Preparation of full report</td>
<td>Status report due at end of month</td>
</tr>
<tr>
<td>November</td>
<td>Client briefing (10–20–30 PowerPoint Presentation)</td>
<td>Executive summary</td>
</tr>
<tr>
<td>December</td>
<td>Submission of final reports to advisors</td>
<td></td>
</tr>
</tbody>
</table>

### Guidelines for Assessment of Consultancy Project: Process and Product

#### A. Process—Student Self-Assessments and Evaluations from Clients, Mentors, and Advisors

**Three hundred and sixty degree evaluation of work**

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Evaluation</td>
<td>Reflect on your participation in the project. What has been your main contribution to the work of the group? What do you see as your particular strength? How do you see your part evolving? What do you need to do to improve your participation and contribution?</td>
</tr>
<tr>
<td>Group Evaluation</td>
<td>How effectively is the group functioning? Suggest ways that the group might function better. Affirm ways that it is functioning well. Share two positive things that each member has done to advance the work of the group.</td>
</tr>
<tr>
<td>Client Feedback</td>
<td>Solicitation of periodic feedback directly from the client. Client evaluation of report on completion of project.</td>
</tr>
</tbody>
</table>
Three hundred and sixty degree evaluation of work

| Faculty Advisor Evaluation | Quality of each person’s work in the group. Professional conduct, leadership, effectiveness in performing tasks, and communication skills. |
| Field Mentor Evaluation   | Quality of each person’s work in the group. Professional conduct, leadership, effectiveness in performing tasks, and communication skills. |

B. Product—Assessment of Consultancy Project

Development of the problem of practice
Describe the problem of practice the group will be helping the client address. Define the scope of work. What is the purpose of the project and rationale for the study? Are rational and purpose clearly stated? What is the context of the problem? For example, what are you going to do, and why are you going to do it? Include some background information about the client and the stated research questions. This is shared with the advisors and the client. The development formulation of the problem to be addressed is likely to be the most important part of the study: “A problem well formed is a problem half solved” (John Dewey). This should be completed by the end of the Spring Term and signed-off by the client.

Review of the literature
Describe and summarize the research that is related to and informs your project. Review the academic, educational practice literature, and documentary evidence to provide context to your study and to gather suggestions about various approaches. Ongoing work—begin work in the Spring.

Collection of information/data
Describes the methods and processes you will use to collect information/data (observations, interviews, questionnaires or some combination of these) and why you choose those methods. Prior to the collection of information/data the IRB forms must be submitted and approved by the University of Hawaii IRB office. It will be important to work with the client to obtain approval to collect the data your group is interested in gathering.

Findings and data analysis
Describe what you found from the information gathered and the data collected. Share and analyze your results and highlight any trends or
patterns that you have uncovered. Describe what you think the data means from your perspective. Describe the client’s reaction to the data and related trends.

Conclusions/implications/recommendations/next steps
What did you learn from the project? What are the suggested next steps for the client? Are there any interesting insights from your study? Are there potential areas of research you may wish to explore as an action research project?

Presentation and executive summary report
Prepare a briefing presentation for the client (10–20–30 PP Presentation) describing your findings and recommendations. Prepare a concise (about 5 pages) executive summary of your work for the client that includes a statement of the problem, findings, and recommendations for action.

Rubric A—Assessment of Group Consultancy Project and Report

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimal</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective One: Work collaboratively to solve problems and implement plans of action</strong></td>
<td>Did not contribute fully and equally to the work of the group. Insufficient engagement in group problem solving.</td>
<td>Participated actively in the work of the group. Contributed to aspects of the report, showing strengths in some areas.</td>
<td>Participated in all aspects of the project. Demonstrated leadership in the conduct of the project.</td>
</tr>
<tr>
<td><strong>Collaboration and individual contribution to project</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Application of research to bring about improvements in practice</strong></td>
<td>Insufficiently informed about contextual issues. Understanding of research methods insufficient to support research question.</td>
<td>Informed about some of the contextual issues regarding the project. Provided adequate input on the application of methods.</td>
<td>Well-informed on contextual issues. Contributed effectively to selection and application of methods.</td>
</tr>
<tr>
<td><strong>Application of research methods to project</strong></td>
<td>Did not contribute sufficiently to review of relevant literature relevant to the study. Contribution was only marginally related to task.</td>
<td>Made a reasonable contribution to the literature review that acknowledged the relatedness of the research and scholarship.</td>
<td>Contribution involved a comprehensive and well organized review of literature relevant to the study that showed selectivity and depth of understanding.</td>
</tr>
<tr>
<td><strong>Review of literature</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Requirement</td>
<td>Minimal</td>
<td>Acceptable</td>
<td>Target</td>
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</tr>
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<td>Participated in all aspects of the project. Demonstrated leadership in the conduct of the project.</td>
</tr>
<tr>
<td><strong>Collaboration and individual contribution to project</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective Two: Application of research to bring about improvements in practice</strong></td>
<td>Inadequate contribution to data gathering and analysis. Insufficient use of sources. Lacked application in use of data in generating evidence.</td>
<td>Contributed effectively to data gathering and analysis. Made use of available resources. Contributed to generation of evidence.</td>
<td>Contributions to the project were informed by good understanding of data collection methods and analytical techniques.</td>
</tr>
<tr>
<td><strong>Data Collection and Analysis</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective Three: Reflect critically and ethically on matters of educational importance</strong></td>
<td>Did not contribute to the negotiation of access and IRB. Weak on ethics statement. Poor communication with research participants.</td>
<td>Contributed to the negotiation of access and IRB. Thoughtful about ethical issues. Maintained effective communications with colleagues and research participants.</td>
<td>Made a professional contribution to group access. Was thoughtful about ethical implications. Showed evidence of critical perspective. Strong communication skills.</td>
</tr>
<tr>
<td><strong>Critical and ethical reflection on research</strong></td>
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</tr>
<tr>
<td><strong>Objective Four: Broad interdisciplinary perspective on project</strong></td>
<td>Role in the presentation was poorly executed. Findings were not supported by evidence. Executive report weak and recommendations did not relate closely to findings.</td>
<td>Made a useful contribution to the presentation and its delivery. Participated actively in the composition of the report.</td>
<td>Made a clear and thorough report. Helped make a report that was supported by evidence. Delivery of presentation was effective and persuasive. Used evidence in supporting findings.</td>
</tr>
<tr>
<td><strong>Presentation of findings and executive report</strong></td>
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</table>
APPENDIX B: SYLLABUS FOR EDUC 720

Syllabus for EDUC 720
Professional Doctorate Practicum:
Dissertation in Professional Practice

Introduction

EDUC 720 is a practicum course in which you will be engaged in an individual professional practice research project during the second half of the program. It requires the completion of three semesters of work and a total of eighteen credit hours. The goal of the three semesters of fieldwork is that you will plan and implement a research project that deals with a problem of practice that you are familiar with and that arises in the context of your own professional practice or from your work in the consultancy project. Practitioner research is a form of inquiry that provides a systematic way for professionals to investigate their work with the aim of achieving “actionable knowledge” that is effective in bringing about improvements in practice. It includes traditions of inquiry such as action research, developmental evaluation, needs assessment, and design-based research.

In order to facilitate the work on your projects, students will be organized into support groups of approximately four or five students for the duration of the program and assigned a faculty advisor and a field mentor. This arrangement aims to encourage collaboration through the sharing of material, provide regular opportunities to report on progress, and encourage group problem solving on issues arising from individual projects. In addition to regular face-to-face meetings, either of the full cohort or small groups, students will meet with their advisors and mentors and communicate electronically using a range of collaborative tools.

In addition to working on projects, there will be four full-cohort meetings in each of the four semesters, arranged on weekends. The aim of these sessions is to provide instruction on research methods, the ethics of applied research, and other relevant content related to the effective conduct of the project. Electronic communication will provide students with routine opportunities to discuss issues and report progress with advisors.

In this series of four courses you will:
- formulate an applied research project;
- strategize with appropriate stakeholders to determine project requirements;
- review the literature relevant to the problem that you have chosen;
- submit you project for human studies review;
- consider the ethical implication of you proposed project;
- choose appropriate methods for the collection of data;
- develop a plan of action that can be reasonably implemented in the time available;
- implement your plan;
- monitor and document your actions;
- collect and analyze your data;
- reflect on implications;
• develop recommendations for the field for future steps;
• write up your report;
• collect feedback from stakeholders; and
• share the results of your work.

Assignment of Students to Support Groups
At the beginning of year two of the program and in connection with course on action research (EDEF 678/Summer 2015), students will be assigned a faculty advisor and field mentor. This will be done as far as possible in a collaborative way and in connection with the closeness of fit between proposed projects and the expertise of faculty advisors and mentors.

Semester I—Spring 2016 (6 credits)
The principal task of this semester is the formulation of an individual applied research project. Experienced professional educators often have a good idea of problems that they’d like to address, but formulating a problem as an applied research project takes extra effort and reflection. Sharing progress at the problem formulation stage is a useful strategy that will help you in clarifying your goals and refining your strategies. The second goal of this semester is to review the relevant literature. This is something that you worked on in your group consultancy project. The aim is to read the relevant literature and to incorporate these ideas into your own plans.

Saturday meeting dates TBD

Semester II Fall 2016 (6 credits).
As the main task of this semester is the development of your plan of action, attention will be paid to selecting appropriate methods for implementation, reviewing material you learned in your summer courses. In addition, you will submit your application for review of your project with the Committee on Human Studies. At the end of the semester, you will submit a status report that provides information on the development of your project. See Rubric B in this document. During this semester—with the approval of the advisor, mentor, and program graduate chair—students will also be advanced to candidacy (see Advancement to Candidacy, EdD Handbook).

Saturday meeting dates TBD

Semester III —Spring 2017 (6 credits).
During this semester you will be focused on the implementation of your plan of action. This will also entail data collection and analysis.

Saturday meeting dates TBD
Role of the Faculty Advisors

- Work with four or five students over four semester period.
- Attend Saturday full-cohort meetings.
- Advise students on progress of individual projects.
- Facilitate planning and structuring of project and advise on methodological issues such as data gathering and analysis.
- Provide supervision and assure that projects meet graduate level requirements.
- Ensure good ethical practice in the conduct of the consultancy project.
- Ensure that good communications are maintained with mentors, fellow cohort members, and advisors.
- Consult with fellow faculty advisors (committee of advisors) to ensure that projects meet standards of graduate division for doctoral research.
- Arrange final conference for public presentation of action research projects.

Role of the Field Mentors

- Mentor four or five students over four semester period.
- Attend Saturday full-cohort meetings.
- Help to facilitate access for purpose of data gathering, application of project in field setting, and other matters regarding working in a field setting.
- Provide assistance in formulating an action research project.
- Collaborate with faculty advisor in facilitation of consultancy group meetings.
- Ensure good ethical practice in the conduct of the consultancy project.
- Provide input on student performance with regard to quality of the project.

Assessment

Assessment of the applied research project will be ongoing. However, the year-end reviews will be the most critical. The first will occur at the completion of 12 credits of EDEF 720 (Rubric B). The second will occur after the completion of 18 credits of EDEF 720 (Rubric C). Each student will write up a final paper of approximately 70 to 100 pages, including a review of literature, action plan, use of research methods, narrative of actions taken, and conclusions and implications. Final assessment will occur after the project presentations at the program conference. A committee of the research advisors who worked with the students will have overall responsibility for assessment and ensuring the quality of the projects. After this assessment, you will be required to present the results of your work at a public forum (conference) before the degree of EdD is conferred.

If a student fails to achieve “acceptable” in any one or more of the requirements, they will be required to revise their work and resubmit. If, after resubmitting their work, they fail to achieve above minimal in any or all of the requirements, they may be offered the opportunity of an extended period of one semester to complete their work satisfactorily or of joining a later cohort. If after an extended period of one semester, a student fails to attain “acceptable” on all requirements, they will be dropped from the program.
Readings


* The above marked with an asterisk are available on Laulima.
Assessment of Individual Action Research I
This assessment will be conducted about halfway through the individual action research project, usually at the end of the second year of the program.

Student Learning Outcomes
Student will gain practice in
• applying research skills to bring about improvements in problems of practice.
• reflecting critically and ethically on matters of educational importance.
• taking a broad interdisciplinary perspective on a wide variety of educational issues.

Description of Project
Students will formulate an individual inquiry project that arises in the context of their own practice as professional educators. These projects will be discussed in conference with your advisor and professional mentor. The object of this work is for EdD candidates to demonstrate their analytical skills, research ability, understanding of positionality, professional knowledge, and understanding of context and culture in which the problem is embedded. In addition, it is a chance to apply their skills by implementing a well-researched plan of action that is directed to an improvement in practice.
Rubric B—Status report to be submitted at end of the second semester of EDUC 720

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimal</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of writing</td>
<td>The report is poorly written, unorganized and contains spelling, punctuation, and grammatical errors.</td>
<td>The quality of writing is acceptable. The report is coherent and contain only a few spelling, punctuation, and grammatical errors.</td>
<td>The quality of writing is above average. As a whole the report is well organized, shows logical consistency, and is free of spelling, punctuation and grammatical errors.</td>
</tr>
<tr>
<td>Review of the literature</td>
<td>Number of sources insufficient. Review is poorly related to the project</td>
<td>The review is based on a sufficient number of sources and the relationship between the literature and proposed research is adequate.</td>
<td>The review section contains a synthesis of the material and provides a clear statement of the candidate’s position with respect to the literature.</td>
</tr>
<tr>
<td>Methods</td>
<td>The methods proposed in conducting the research are inadequate. Research questions are too broad and the proposed methods of data collection are unclear or vaguely expressed</td>
<td>The methods proposed in conducting the research are sufficient. Some further efforts should be made to connect data collection procedures to research questions.</td>
<td>Methods are clearly stated and appropriate to the research questions. Data collection procedures are well thought out and methods of analysis proposed.</td>
</tr>
<tr>
<td>Background issues</td>
<td>Inadequate discussion. Shows limited understanding of context.</td>
<td>The report shows an understanding of the social and historical background within which the problem arises.</td>
<td>The report provides a thorough analysis of the social historical context of the problem</td>
</tr>
</tbody>
</table>
Description of Project
A final report (approximately 70 to 100 pages) will be submitted at the end of the third spring semester and prior to the final conference.

Rubric C—Final Report

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Minimal</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of writing</td>
<td>The report is poorly written, unorganized and contains spelling, punctuation, and grammatical errors.</td>
<td>The quality of writing is acceptable. The report is coherent and contains only a few spelling, punctuation, and grammatical errors.</td>
<td>The report is well written. It conforms to APA style throughout. As a whole it is well organized, shows logical consistency, and is free of spelling, punctuation and grammatical errors.</td>
</tr>
<tr>
<td>Research Questions</td>
<td>Research question is poorly defined and inappropriately in relation to the action project. Poorly aligned with literature review.</td>
<td>Research questions are clearly articulated, but the relationship between questions, data collection, and analysis are unclear.</td>
<td>The project was clearly articulated and the research questions concisely stated.</td>
</tr>
<tr>
<td>Action Plan</td>
<td>Action plan was not well formulated and poorly implemented. Lack of data.</td>
<td>Action plan was carried out and actions taken were sufficient to answer research questions and support conclusions.</td>
<td>The action plan was well thought out, thoroughly organized, and effectively implemented with attention to research questions</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Data sources are limited, insufficient information to support aims of project. Inadequate information about data collection procedures.</td>
<td>Data sources are appropriate and data collection methods sufficiently described.</td>
<td>Appropriate methods were followed and the data collected provided valuable project information.</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Methods of analysis are not explained. Failure to include all data collected. Poor interpretation of data.</td>
<td>Methods of analysis are appropriate, though other methods may have been employed to generate conclusions.</td>
<td>Analysis of data was insightful and provided useful implications for practice.</td>
</tr>
<tr>
<td>Findings</td>
<td>Findings are presented in an unorganized fashion. Little interpretation of data, and/or conclusions presented that are unrelated to data.</td>
<td>Findings are presented that connect with the data, but are incomplete.</td>
<td>Findings are well organized and consistent with research questions and data.</td>
</tr>
</tbody>
</table>

APPENDIX C: SYLLABUS FOR EDUC 730

EDUC 730: Conference Doctorate in Professional Educational Practice (EdD)

This conference is the culminating activity in the EdD degree program. This public forum will be planned by students and conducted during the final semester of the program. I will provide an opportunity for candidates to share the results of their action research projects at a public forum attended by faculty, fellow graduate students and other interested persons. Successful completion of the project (EDUC 720—Individual Professional Practice Project), as determined by the committee of advisors, is a prerequisite for participating in the conference as a presenter. Successful completion of EDUC 720 and EDUC 730 is required for graduation.

Rubric D
The following rubric, which is aligned with program objectives, will be used by the advisors to make a final and summative evaluation of students’ work in the program based on their contributions to the consultancy project, their action research project, and final presentation.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Minimal</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborate to solve problems and implement action plans.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Lacked ability to communicate effectively with group members and advisors. Failed to show initiative in group situations and did not work well in organizational settings.</td>
<td>Was effective in maintaining communications with group members and advisors. Took initiative to advance the work of the group. Works well with others in organizational settings.</td>
<td>Worked effectively with group members and advisors to formulate and solve problems. Good communication skills. showed effective and respectful leadership in group work and organizational settings.</td>
</tr>
<tr>
<td><strong>Problem solving</strong></td>
<td>Lack of awareness of full implications of context. Weak analyses of problems. Unable to project possible courses of action.</td>
<td>Analysis of problem situation was adequate. Was able to suggest lines of inquiry that lead to possible solutions.</td>
<td>Provided insightful analyses of problem context. Proposed multiple solutions that showed deep understanding of the problem.</td>
</tr>
<tr>
<td>Objective</td>
<td>Minimal</td>
<td>Acceptable</td>
<td>Target</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Action planning</td>
<td>Weak planning and execution of action plans. Lacked understanding of logistics in relation to plans of action.</td>
<td>Made effective use of resources. Implemented solutions in a manner that addressed the problem. Thought through logistical issues of projects.</td>
<td>Made creative use of resources. Was able to identify alternative courses of action. Plans were well thought out and efficiently executed. Solutions implemented in manner that showed effective planning and critical awareness of context.</td>
</tr>
</tbody>
</table>

**Apply research skills to bring about improvements in practice.**

<table>
<thead>
<tr>
<th>Understanding of research methods</th>
<th>Incomplete understanding of research methods.</th>
<th>Good understanding of research methods in relation to their use in educational settings.</th>
<th>Mature understanding of methods of research and their appropriate application to problems of practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of research skill to problems of practice</td>
<td>Lack of skill in deploying research methods in practical situations. Insensitive to broader implications and contextual considerations.</td>
<td>Was able to relate research methods to the solution of problems of practice. Implemented methods in a manner that addressed the problem.</td>
<td>Skillful use of research methods to problems of practice. Implemented actions efficiently and with attention to contextual factors.</td>
</tr>
</tbody>
</table>

**Reflect critically and ethically on matters of educational importance.**

<table>
<thead>
<tr>
<th>Ethical reflection</th>
<th>Did not participate fully in ethics discussions relating to research on human subjects. Lacked awareness of ethical implications of actions.</th>
<th>Understood ethical implications of research for human subjects.</th>
<th>Demonstrated ethical awareness of research with human subjects. Sensitive to issues of confidentiality and informed consent. Was alert to ethical considerations and thoughtful about the implications of different ethical perspectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical reflection</td>
<td>Unresponsive to critical feedback. Showed lack of critical awareness of implications of project research.</td>
<td>Responsive to critical feedback. Reflected critically on alternative points of view. Thoughtful about project plans and outcomes.</td>
<td>Responsive to critical feedback and considered alternative points of view. Was able to adopt a self-critical perspective in relation to project plans and outcomes.</td>
</tr>
</tbody>
</table>
Take a broad, interdisciplinary perspective on a wide variety of educational issues.

| Ability to take broad, interdisciplinary perspective | Read too narrowly and with insufficient depth to be useful in dealing with educational matters. | Read a sufficient amount in the literature to provide a reasonable foundation for understanding of issues of practice. | Widely read in educational issues. Drew on a diverse literature and was able to relate background knowledge to understanding of practical affairs. |
APPENDIX D:
Advancement to Candidacy (Form II)

Doctor of Education in Professional Educational Practice (EdD)
College of Education, University of Hawai‘i at Mānoa

Part I. To be completed by the student

Name ___________________________ UH ID No. ___________

Graduate Program ____________________________

Dissertation Topic: ____________________________

☐ Yes  ☐ No I have obtained approval for my research from the Committee on Human Studies (Please attach copy of approval letter).

_________________________________________  __________________________
Signature of Student  Date

Part II. Approval signatures for advancement to candidacy

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hunter McEwan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ Successful completion of group consultancy project

☐ IRB approval

☐ Approval of professional practice dissertation project by faculty advisor and field mentor.
Doctorate—Dissertation Evaluation (Form III)

This form is to be signed by the Advisor, Mentor and Program Chair. Signatures of the preceding three persons indicate approval or dissapproval of the manuscript. The form should be submitted immediately preceding the Program Conference or no later than three weeks prior to the dissertation due date.

Available at http://manoa.hawaii.edu/graduate/sites/manoa.hawaii.edu.graduate/files/documents/forms/doctorate_form3.pdf

Doctorate—Dissertation Submission (Form IV)

Formerly the signature page of the dissertation, this form is to be signed by the Advisor, the Mentor, and the Program Chair. This form is to be submitted along with the final digital or printed copy of the manuscript, by the due date indicated in the Academic Calendar. Do NOT attach the form to the manuscript.

Available at http://manoa.hawaii.edu/graduate/sites/manoa.hawaii.edu.graduate/files/documents/forms/doctorate_form4.pdf