

The New Ed.D. at Rutgers GSE

Redesigning the Education Doctorate

Data Collection

Words from our students about the old Ed.D.

•Lack of community



“Finding new ways to help students connect seems really important, especially once coursework is completed and the peers are no longer ‘built in’ to the program.”

“I would have appreciated more mentorship and connection with staff and other students. Once I began dissertation work, I became detached and isolated. Since I did the program part time, I didn't really have a ‘class’ or cohort.”

•Disparities across programs

“I think that there should be more information about the steps and courses to take because I feel that I am often confused about procedures and knowing what to do next.”

“Clarify programs and courses of study. Clarify difference between Ph.D. and Ed.D.”

•Connections between research & practice

“I think my doctoral program would have been greatly improved if there had been much more emphasis on understanding the true status of the field out there in the world, and discussions of the real differences between theory and practice, and barriers to best practice and what might be done about them. Also, if papers were sometimes geared toward truly dealing with the problems of the field and meant for publication.”

•Relevance of dissertation

“Provide more opportunities to correlate real life experiences to the coursework (i.e., how to deal with state mandates etc.)”



Moving Towards the New Ed.D.

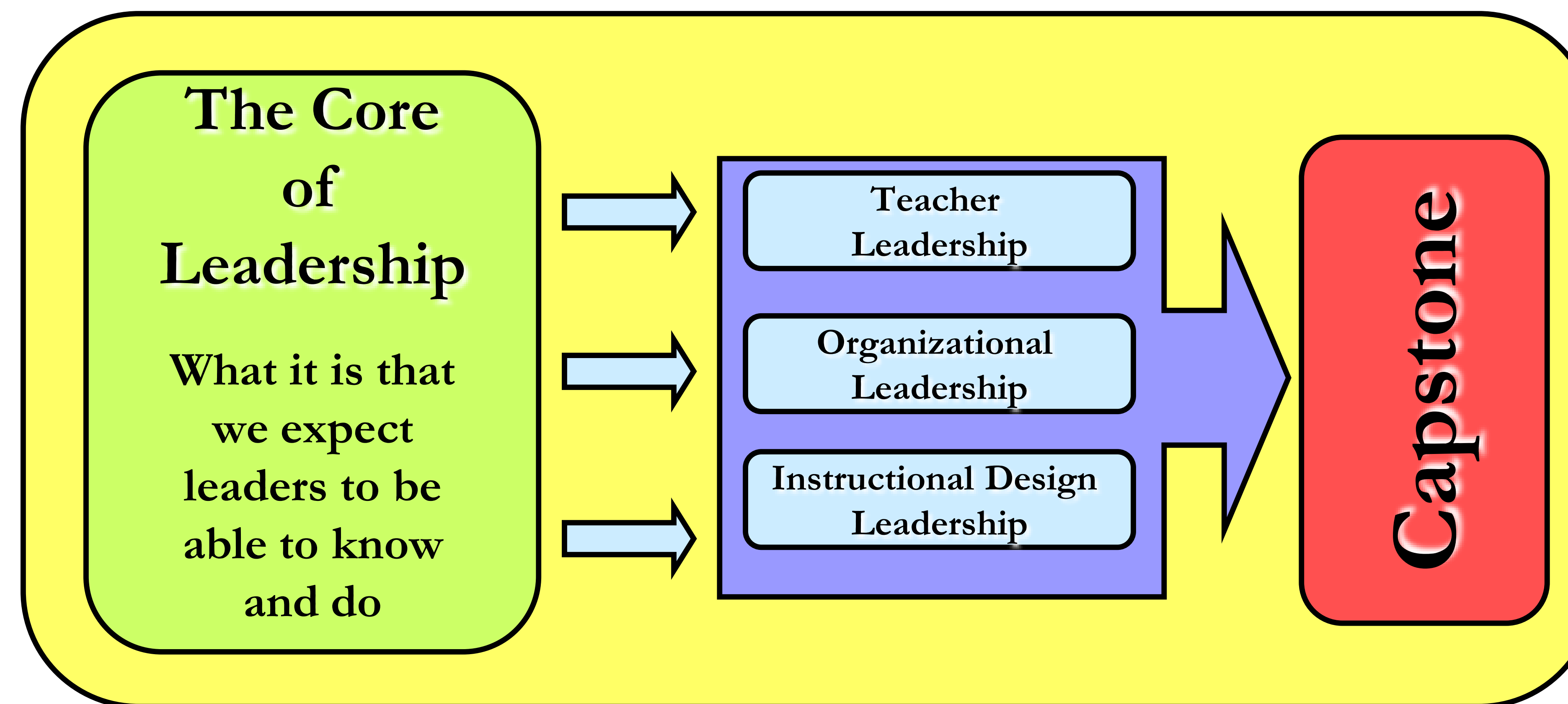
The Design Committees

Core Content & Experiences Sequence

The purpose of this committee is to determine the number of core courses in the new Ed.D. program, their content, and their sequence over a 3 year period.

Concentrations

The purpose of this committee is to determine what content and experiences should be offered to students in each concentration area: organizational leadership, instructional design leadership, and teacher leadership.



Capstone

The purpose of this committee is to come up with suggestions for rethinking a capstone experience for Ed.D. students that reflects the guiding principles and goal statement of our program.

Administrative Structure

The purpose of this committee is to design and develop a set of structures and programs that support Ed.D. students successfully from the beginning to the end of their time at the GSE.

Intended Outcomes

Where we are so far

a. Core/Foundation & Inquiry Courses

- Broad Contextual factors shaping educative processes
- Social history of U.S. Education Policy
 - Global issues (e.g., international politics and education, immigration)
 - Theories and practices related to meeting the needs of historically marginalized populations
 - Knowledge about achievement gap
 - Education policy

Teaching, Learning and Learners

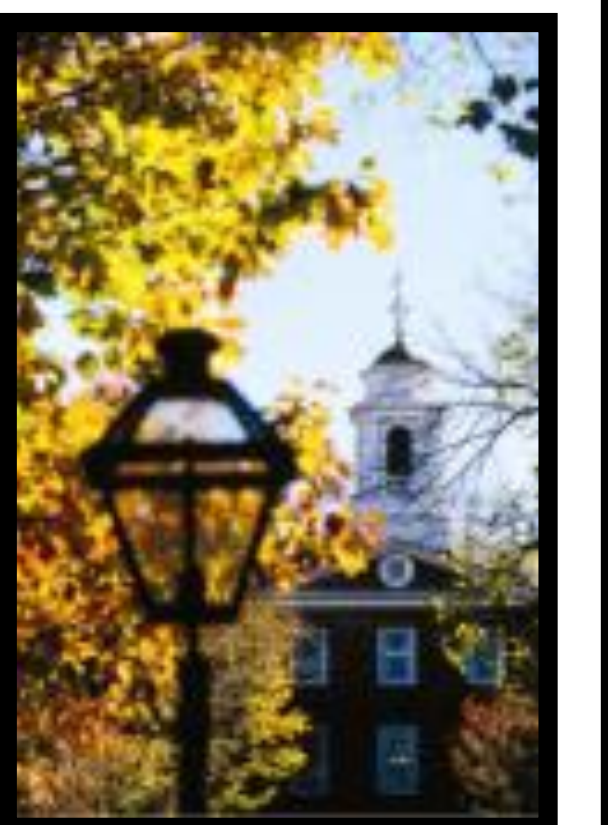
- How people learn across the life span; teaching adults
- Contexts of teaching and learning (including focus on families)
- How people develop across the life span
- Understanding and meeting the needs and building on resources of diverse populations (e.g., language, culture, race, ethnicity, religion, SES, gender, sexuality, intelligence)
- Educational technology (knowledge and use of)

Inquiry (Initiating and Using)

- Problem posing
- Problem-based learning experiences
- Inquiry tools, data identification
- Using data
- Disseminating and using findings

Leadership, Organizations and Change

- Collaboration and team work
- Basic leadership theory and practice
- Theories of organization and practical applications
- Management of human systems development (philosophy of leadership)
- Building relationships, community building, nuts and bolts of working with adults, interpersonal skills
- What a leader does (cross disciplinary; theories of leadership)



b. Capstone Experiences

- Necessary framework for students to find success
- Students to present their dissertation work in some public forum (journal, conference, back to client)
- Establish a range of Models of Support (from groups collecting common data sets to individual data analysis)
- Use of the terms ‘Dissertation’ and ‘Applied Research’

c. Internship Experiences/Labs of Practice

- Field experiences (School, non-school & community settings)
- Case Study/Case Learning
- Use of Technology (Exposure, resource teaching, and collaboration)
- Shadowing of leaders in the field (Research teams, collaborative structures, problem based)
- Legitimate peripheral learning (Shifting roles of expertise)
- Students function as leaders