



UNIVERSITY OF KENTUCKY

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MEMORANDUM

To: Graduate Council

From: Eric M. Anderman, Associate Dean for Research and Graduate Studies

Date: December 15, 2005

Re: Interdisciplinary Ph.D. in Education Sciences (EDF 844)

Attached please find the College of Education's application for a new Interdisciplinary Ph.D. in Education Sciences. This is a new degree program, representing collaboration and participation across five of the six departments within the College of Education. Planning for this degree began in the Spring of 2004, and has involved a committee of faculty representing all departments within the College. In addition, College of Education faculty and administrators met several times with graduate school administrators to plan this new program. The program is fully described in the attached document. The curriculum vitae of all faculty who will be affiliated with this program are included.

Proposal for Interdisciplinary Ph.D. in Education Sciences
The University of Kentucky
College of Education

Introduction

The College of Education at the University of Kentucky Proposes an Interdisciplinary Ph.D. Program in Education Sciences. This program will better prepare our students to meet the growing statewide and national need for educators who are well trained in methodological issues in education research.

This program will provide all students with extensive preparation in methodological and policy-related issues. In addition, students will then focus on an area of specialization, in one of the following areas: (a) Curriculum and Instruction, (b) Philosophical and Cultural Inquiry, (c) Educational Evaluation and Measurement, (d) Early Childhood Education, (e) Educational Leadership, (f) Special Education, and (g) Rehabilitation Counseling.

The rationale for this new degree is manifold. First and foremost, the nature of educational research has changed in recent years. With the formation of the Institute for Education Sciences (IES) in the U.S. Department of Education, there has been tremendous growth in the demand for field-based clinical trials (using randomized designs) in education research. The Institute recently issued a statement indicating that "the Institute will support research, conduct evaluations, and compile statistics in education that conform to rigorous scientific standards" (Institute for Education Sciences, 2005). In addition, as noted in the National Research Council's most recent (2005, p. 3) report on education, research in the field of education must incorporate "rigorous methods appropriate to the questions posed" and these methods must be implemented with the "highest standards of evidence" (National Research Council, 2005, p. 3).

Second, given the impact of No Child Left Behind (NCLB) on state-level policies, it is imperative for us to prepare individuals of the highest caliber to assist educators in the Commonwealth of Kentucky with meeting the requirements of the NCLB legislation. NCLB gives important responsibilities to the states; the Ph.D. program will allow for the preparation of individuals who will be well trained to assist Kentucky in meeting these varied and complex requirements.

Third, in the College of Education, we currently provide advanced degree programs both for practitioners (i.e., teachers and administrators who work full-time in school settings), and for full-time students who wish to pursue research-oriented careers. We currently offer the Ed.D. degree in most of our programs. We plan to offer the Interdisciplinary Ph.D. for students who want to attend graduate school full time and who want to pursue careers in research and policy; we plan to continue to offer the Ed.D. as an additional option.

The program provides for collaboration both across departments at the University of Kentucky, and across institutions. At the University of Kentucky, five of the six

departments in the College of Education will be involved with the program. In addition, ACCLAIM students (Appalachian Collaborative Center for Learning, Assessment and Instruction in Mathematics) join us from all over Appalachian region. Graduate courses are offered to them from a variety of universities, in four states. With multiple perspectives on mathematics education, these students come to the University of Kentucky to do their dissertation research. UK cooperates and coordinates with other institutions to offer doctoral level courses for ACCLAIM students, and our faculty advise these students' dissertation research. Near the end of their coursework, ACCLAIM students select a home institution to conduct their dissertation research and complete their program; these students receive their final degree from that institution. To date, the University of Kentucky has accommodated one student from the first cohort, and six students from the second cohort; additional students are expected to enroll from the third cohort.

COMPREHENSIVE PROGRAM DESCRIPTION

The Interdisciplinary Ph.D. in Education Sciences is a full-time, research-intensive doctoral program. Students will only be permitted to start the program during the fall semester of each year. Students will be required to complete a set of core courses; in addition, students will then be able to follow a particular "strand" of courses in an area of specialization.

Students will be required to designate *at the time of application* the strand that they would like to complete. These include advanced concentrations in the areas of:

- (a) Curriculum and Instruction
- (b) Educational Policy Studies: Philosophical and Cultural Inquiry
- (c) Educational Policy Studies: Educational Evaluation and Policy
- (d) Health Education
- (e) Early Childhood Education
- (f) Educational Leadership
- (g) Special Education
- (h) Rehabilitation Counseling

COURSEWORK

In terms of coursework, students will complete two separate groups of courses. First, all students will be required to complete a "common core" of courses. These courses focus primarily on intensive training in research methodology. In addition, several courses related to core aspects of educational foundations are required (e.g., courses in human development and the history of education). Second, students will complete a set of courses that is unique to their particular strand of advanced study. These are described below.

Common Core

The “common core” consists of eight courses that all students will be required to take. These courses focus on providing students with a strong background in research methods (including experimental design, quantitative and qualitative research methods) and in major issues in education. The following eight courses (21 credit hours) are included in the common core:

1. EDL 651 Proseminar – Foundations of Inquiry in Educational Research (3)
2. EDP/EPE 557: Introductory Statistics (3)
3. EDP 660/EPE 621: Advanced Statistics (3)
4. EPE 663: Qualitative Methods in Educational Research (3)
5. EDP 600: Human Development (3)
6. EPE 651: History of Education (3)
7. EPE 703: Preparing Research Proposals (3)

The common core was chosen by an interdisciplinary team of faculty from the participating departments in the College of Education. These courses represent a broad array of methodological and substantive courses that are important bases for advanced specialization in other areas.

Students who are admitted to this program will enter as a cohort of approximately eight students per year. These students will take most of their early coursework together, as a cohort.

Advanced Strands

In addition to the common core, each student will specialize in one of the eight areas previously specified [Curriculum and Instruction, Educational Policy Studies (Philosophical and Cultural Inquiry or Evaluation and Measurement), Health Education, Early Childhood Education, Educational Leadership, Special Education, or Rehabilitation Counseling]. Students will take a specific series of courses within their chosen strand of specialization. Each of these strands is described below, including both a rationale for the strand, and the required coursework (above and beyond the 24 common core hours). Some of the strands require more coursework than do others, due to the content that needs to be covered within each specific strand.

Strand #1: Curriculum and Instruction (27 credit hours)

Rationale: Participants in the Curriculum & Instruction strand of the Interdisciplinary Ph.D. program will be those with experience as educational practitioners with at least three years experience in a classroom or other instructional contexts (such as an instructor in an adult basic education program, or anyone who has been licensed to teach at levels kindergarten through 12th grade or the equivalent in another country). As experienced practitioners, doctoral students in the program may be expected to focus on curriculum inquiry that relates to instructional practices, instructional design or curriculum interventions, the preparation of teachers or teacher educators in various content areas or levels (e.g., secondary science or middle school literacy), teacher professionalism (e.g.,

mentoring or induction) or classroom experience (e.g., children's or adolescents' thinking). Findings resulting from research in curriculum & instruction include but are not limited to the relation between curriculum and instruction and how students learn, student achievement outcomes, or expertise in professional practice.

Curriculum inquiry is theoretically based and can often illuminate conceptual or methodological issues involved in the conduct of research in these myriad instructional settings. Issues concerning the ethical, moral, social and epistemological dimensions of such research will also be addressed through the various courses in this component strand of the interdisciplinary program.

The program is designed to provide a solid foundation in curriculum theory and inquiry methods that will support research in several modes defined by Richardson (1996): practical inquiry (action research and reflective practice) or formal research (experimental, survey, case study, qualitative, mixed methodology, etc.).

Coursework:

1. Research to Practice (9 Hours):

- One Course in Curriculum Theory
 - EDC 712, 714, 716 – The Elementary School, the Secondary School, The Middle School (respectively) or an appropriate substitution (in the case of a student who has had these courses as part of a Master's program)
- One Course on the Analysis of Teaching
 - EDC 724 – Guiding and Analyzing Effective Teaching
- One Course on Multi-cultural issues
 - EDC 550 – Multicultural Education, EDP 616, EPE 665, EDC554
 - EDP 616 – Multicultural Psychology
 - EPE 665 – Education and Culture
 - EDC 554 – Culture, Education, and Teaching Abroad

2. Content Specialization (6 hours): Students will select two courses in consultation with their advisory committees:

- EDC 618: Advanced Studies in the Teaching of Reading
- EDC 670: Advanced Studies in the Teaching of Elementary Mathematics
- Advanced seminars in teaching of Social Studies and Science
- Elective content courses 400G or higher

3. Teacher Researcher (9 Hours):

- C&I Proseminar
 - EDC 777 – Proseminar in Curriculum & Instruction
- One Course in Curriculum Inquiry Mixed Methods or Disciplinary sub-topics research (select one).
 - EDC 726 – Curriculum Inquiry Mixed Methods for Research
 - EDC 777 – Seminar in Curriculum & Instruction: Classroom Research Methods

4. One additional advanced research methods course (3 hours)

Strand #2 : Educational Policy Studies – Philosophical and Cultural Inquiry (21 credit hours)

Rationale: The aim of the Interdisciplinary Ph.D. in Educational Sciences with a focus on *Philosophical and Cultural Inquiry* is to prepare graduates to combine knowledge from the humanities and social sciences with expertise in educational research and evaluation methods to study historical and contemporary contexts of education. In particular, this program centers on philosophical and cultural modes of inquiry in the study of education across time, place and peoples. These vocabularies of inquiry can be applied to study of policy formation and evaluation in many settings including classrooms and schools, public agencies, and non-formal education programs. It is expected that students will contribute to scholarly inquiry and support educational practice in school and community arenas within the U.S. and in global contexts.

Coursework:

1. Choose at least 3 additional EPE courses in Philosophical and Cultural Inquiry, one from each group: (9 hours)
 - *Philosophy:* e.g. EPE 628 Ethics, EPE 640 Philosophy of Ed, EPE 652 History of Ed Thought (if not in the core)
 - *History:* e.g. 653 History of Higher Ed, EPE 681 History of the University, EPE 778 History of Ed in KY
 - *Cultural Studies:* e.g. EPE 661 Sociology of Ed, 665 Ed and Culture, 667 Ed and Gender

2. Choose at least two additional courses in Philosophical and Cultural Inquiry, preferably from outside the College of Education. (6 hours)

3. Choose at least two additional research methods courses in such a way as to provide focused depth of inquiry skills in an area of philosophical or cultural inquiry. These courses may be chosen from courses such as: (6 hours)
 - EPE 603 Policy Analysis
 - EPE 619 Survey Research
 - EPE 763 Field Studies
 - EPE 669 Oral History
 - EPE 797 Historical Research

Strand #3: Educational Policy Studies – Evaluation and Policy (15 credit hours)

Rationale: The aim of the Interdisciplinary Ph.D. in Educational Sciences with a focus on *Evaluation and Policy* is to prepare graduates to combine expertise in educational research methods, evaluation and policy in such areas as: research design and implementation, program and personnel evaluation, and applied measurement/assessment. These areas of expertise can be applied to policy formation and evaluation in many settings including classrooms, public agencies and non-formal education programs.

The education profession has been reshaped by theoretical and technological advances in research methods, greater emphasis on the measurement and evaluation of professional practice, the study of program implementation, and the assessment of student achievement and progress. This degree provides a cornerstone of educational inquiry to link quantitative and qualitative methods, evaluation, and measurement with educational policy and research. It is expected that students will contribute to scholarly inquiry and support educational practice in the post-secondary, school and community arenas.

Coursework:

1. EPE 620 Topics and Methods of Evaluation (3 hours)
2. EPE 619 Survey Research in Education (3 hours)
3. One additional advanced research methods course (3 hours)
 - * Quantitative Focus:
e.g., EPE 679 Multiple Measures
 - * Qualitative focus:
e.g. EPE 763 Advanced Field Studies
5. One additional elective focused on research/evaluation methods (e.g. EPE 603 Policy Analysis, 773 Seminar in Policy Studies & Eval, or 797 Historical Research) (3 hours)
6. One additional elective in contextual studies (e.g. EPE 640 Philosophy of Ed, 652 History or Educational Thought, 653 History of Higher Ed, 661 Sociology of Ed, 665 Education and Culture, 667 Educational and Gender) (3 hours)

Strand #4: Health Education (18 credit hours)

Rationale: Students who are admitted to the Ph. D. program in the College of Education with a major in Health Education will be prepared to teach health promotion in a higher education setting and will be able to fulfill their research commitments as part of their faculty responsibilities. Health promotion consists of planned educational, political, environmental, regulatory, or organizational mechanisms that support the actions and conditions conducive to the health of individuals, groups, and communities. Specifically, students are prepared to plan, develop, direct, and evaluate health promotion programming targeting the health of individuals, groups, and/or communities. Students

who complete this program would feasibly teach in a College or School of Public Health, Department of Kinesiology and Health Promotion, or other departments in which health promotion was a component. Additionally, students who complete this program would be qualified to direct a Wellness Program at a college/university or at other work sites.

Coursework:

1. KHP 674 (Foundations of Health Promotion) (3 hours)
2. KHP 675 (Health Assessments) (3 hours)
3. KHP 677 (Planning Health Promotion Programs) (3 hours)
4. KHP 580 (Introduction to Team Development) (3 hours)
5. Two advanced research methods courses (6 hours)

Strand #5: Early Childhood Education (21 hours)

Rationale: The doctoral strand in Interdisciplinary Early Childhood Education (IECE) provides students multiple opportunities to increase their knowledge within the interdisciplinary areas of early intervention, infant and child development, infant and child mental health, and early childhood and early childhood special education. The objectives within the program focus on producing graduates who are adept consumers and evaluators of the research of others and can also design, implement and disseminate their own research. Courses within the program provide advanced training in current trends in early childhood education and related fields as well as an understanding of the field in relationship to current and historical political and social contexts and events. To this end, students will begin with an overview of special education (EDS 600), and will gain knowledge within the discipline through enrollment in IEC 620 (Assessment and Instruction), IEC 621 (Trends and Issues in Early Childhood Special Education) and IEC 710 (Trends and Issues in Early Childhood). A newly designed seminar course will provide opportunities for linkages within political and social organizations. These objectives will be accomplished through in depth discussions, review of current and seminal research and literature, and opportunities for each student to demonstrate skill and expertise through written and oral products. Graduates will exit with skills necessary for success as faculty and researchers within institutes of higher education, directors of state or federal agencies, or other positions of leadership and advocacy.

Coursework:

1. EDS 600: Survey in Special Education (3 hours)
2. IEC 620: Assessment & Instruction in IEC (3 hours)

3. IEC 621: Trends & Issues in Early Ch Spec. Ed. (3 hours)
4. IEC 710: Current Trends in Early Childhood (3 hours)
5. IEC 709: Seminar in Interdisciplinary Early Childhood Education (3 hours)
6. Two advanced methods/statistics courses (6 hours)

Strand #6: Educational Leadership (18 hours)

Rationale: The required courses in this strand reflect the basic knowledge and understandings necessary for advanced academic scholarship in the field. More specifically, four fundamental and interactive themes permeate the required curriculum in this concentration. These themes reflect the most pressing issues facing both educational leadership studies and educational leadership practice in the global community of the early 21st century. As such, they represent the essential areas of expertise needed by those preparing to be the leading scholars in the field. The four motivating themes include:

- Understanding, valuing and using of rigorous evidence-based inquiry
- Fostering educational improvement through planned, organizational change
- Developing leadership capacities
- Addressing concerns for social and organizational justice in and through public schooling

The content of the required curriculum is premised on the assumption that students come to this strand of the Ph.D. program with a strong foundation in the seminal aspects of educational leadership studies, e.g., law, policy, finance, and the like. In the rare incidences where this foundation is not in place, the individual's advisory committee will determine what additional course work will be required. Regardless of previous educational preparation, professional experience or specific future career plans, all students admitted to the Educational Leadership Studies area of concentration will take a five-course sequence within which they will explore the theoretical, empirical and practice-related facets and intersections of these four themes.

Coursework:

1. EDL 700: Knowledge Base for Leaders (3 hours)
2. EDL 701: Leadership in Educational Organizations (3 hours)
3. EDL 702: Leading Organizational Change I (3 hours)
4. EDL 632: Leading Organizational Change II (3 hours)

5. EDL 705: International Perspectives on Educational Reform (3 hours)
6. One additional advanced research methods course (3 hours)

Strand #7: Special Education (18 hours)

Rationale: Doctoral students who complete this strand will begin with an overview of special education (EDS 600) including characteristics of individuals served in public school special education programs, key historical developments in the field, contemporary issues, and the ways in which special education services are delivered. Students will gain technical knowledge of Applied Behavior Analysis (EDS 601) and single-subject research design (EDS 633), prominent paradigms in the field of special education. These courses will enable students to be critical readers of special education research and design technically sound single-subject studies with both quasi-experimental and experimental designs.

In addition, doctoral students will participate in two special education seminars, one in mild disabilities including learning disabilities, behavioral disabilities, and mild mental disabilities (EDS 710) and one in moderate/severe disabilities (EDS 711). In these two seminars, students will gain an in-depth understanding of research literature in both areas. Given the six courses in this strand, students in the Interdisciplinary Ph.D. program should emerge capable of identifying relevant research questions and conducting studies using single-subject and other designs involving children and adolescents with disabilities.

Coursework:

1. EDS 600: Survey in Special Education (3 hours)
2. EDS 601: Applied behavior Analysis (3 hours)
3. EDS 633: Single Subject Research (3 hours)
4. EDS 710: Seminar in Mild Disabilities (3 hours)
5. EDS 711: Seminar in Mod. & Severe Disabilities (3 hours)
6. One additional advanced research methods course (3 hours)

Strand #8: Rehabilitation Counseling (21 credit hours)

Rationale: The doctoral strand in rehabilitation counseling offers students an opportunity to obtain advance training in disability studies, with specific emphasis on research and database application. Students will benefit from in-depth analysis of rehabilitation issues and methods regarding assessment; counseling techniques; administration, supervision, and evaluation; research, and current and evolving trends in rehabilitation counseling. Courses in the rehabilitation strand are designed to assist students in achieving competencies in rehabilitation counseling, familiarity with research literature, and an understanding of interaction of various aspects of disability studies, which they can perform as researchers, agency and program directors, and educators.

The goal of the strand in rehabilitation counseling is multi-fold. First, it is to provide a curriculum in which students have access to key components of disability studies. Second, it is to assist students in becoming critical consumers and producers of research. Finally, in conjunction with the common core and research core this strand is designed to prepare students in identifying relevant research questions and methodologies in disability studies.

Coursework:

1. RC 620: Vocational Evaluation (3 hours)
2. RC 660: Counseling Theories and Practice II (3 hours)
3. RC 740: Administration, Supervision, & Evaluation (3 hours)
4. RC 750: Rehabilitation Research (3 hours)
5. RC 760: Contemporary Issues in Rehabilitation Counseling (3 hours)
6. Two additional research methods courses (6 hours)

Student Involvement in Research

One of the most fundamental aspects of the Interdisciplinary Ph.D. in Education Sciences is the ongoing involvement of students in research. In order to train educational scientists who will be well prepared to compete for external funding in the future, all students will be involved in research from the start of the program, and will continue to work on research projects throughout their time in the program.

We have identified specific strategies for involving students in research for each strand.

Strand #1: Curriculum and Instruction

Doctoral students in the Curriculum & Instruction strand will have myriad opportunities to be initiated into the community of scholars in the field through mentoring and cognitive apprenticeship. First, researchers in the department regularly present and participate in national research organizations such as the National Reading Association, the American Educational Research Association, and the Association for Educational Communications Technology (AECT). Secondly, the Collaborative Center for Literacy Development (CCLD) is housed at the University of Kentucky, and will be able to fund several doctoral students on research grants. In addition, the department has been successful at getting several NSF grants, including the large Appalachian Math and Science Program (AMSP) grant that affords support for doctoral student research. Currently the Curriculum & Instruction department funds more doctoral students through research monies than through its institutional support for teaching assistants.

Strands #2 and #3: Educational Policy Studies and Evaluation

Doctoral students pursuing the Ph.D. with a focus on the philosophical and cultural studies of education would have opportunity to join an existing research group in international education. Other current funded projects that would provide research experiences and opportunities for students in both tracks include an NSF ITR project to model advising within academia and welfare-to-work, high school to college transitions, and community-educational institution partnerships.

Strand #4: Health Promotion

Students in the Ph.D. strand in Health Promotion will be assigned to a specific faculty mentor in the KHP Department; in addition, the potential exists for additional research mentoring by various faculty members in the College of Education. Students will be required to pass the IRB Human Subjects Protection Examination during their first semester in the program. Following that, students will be assigned to directly work with a specific faculty mentor in KHP and be assigned specific research duties. Students will be required to assist in at least one research project during each year they that are enrolled in the program. Students will be required to attend all meetings, if feasible, of the research group in which he/she is participating. Since the KHP Department and specifically Health Promotion collaborates with various academic units throughout the University, and more recently with departments in the College of Medicine, the College of Public Health, as well as the Prevention Research Center, there will be numerous opportunities for student involvement in research activities. For example, graduate students are presently being recruited to assist in a research study directed by Dr. Melody Noland; she and Dr. Richard Riggs are investigating tobacco policies in high schools, and students' tobacco practices and knowledge of those school policies.

Strand #5: Early Childhood Education

Students will be actively involved in research activities. First, students will be cognizant of the varied research methodologies used within the areas of early intervention, infant and child development, infant and child mental health, and early childhood and early

childhood special education. Second, students will be provided opportunities to use multiple research methodologies in collaboration with colleagues and faculty in field placements, the UK Laboratory School, and with IECE faculty mentors. Third, students will participate in funded research projects and grants. IECE faculty are actively involved in state and federally funded research, and have the skills and expertise to mentor student researchers. Current projects span the areas of early identification of and intervention for infants and toddlers with disabilities, evaluation and efficacy projects in preschool and inclusive services, and research in the transition of young children. Faculty are active collaborators with local school districts and agencies in identifying effective and efficient professional development models. Doctoral students in the IECE strand will be provided opportunities to actively engage in each phase of research (sampling, data collection, instrument development, reliability, data analysis and interpretation). In addition, students will be provided opportunities to participate in research dissemination within state and national venues such as state, regional, national, and international conferences.

Strand #6: Educational Leadership

The Department of Educational Leadership Studies will offer doctoral students opportunities to participate in research activities through several avenues. First, faculty and students will collaborate to present or publish results of research projects. Conferences at which students will be encouraged to present their findings include the National Council of Professors of Educational Administration, University Council of Educational Administration, and the American Education Research Association. Second, faculty members will invite students to assist with funded and non-funded research projects. This invitation may involve developing study questions, conceptual frameworks, literature reviews, data collection, or data analysis. As an example, the department currently has a large grant from the Kentucky Department of Education, examining Differentiated Compensation in Kentucky Schools (one current student will be using those data for a dissertation). In the past, the department had two students use data from the 10-year national study of the superintendency to complete their dissertations (those students also collected additional data in Kentucky).

Strand #7: Special Education

The Department of Special Education and Rehabilitation Counseling has numerous funded projects that provide research opportunities to doctoral students. Presently, many of the projects in the special education area are focused on applications of technology to assist individuals with disabilities and their teachers and families. The National Assistive Technology Research Institute employs graduate assistants to assist with data collection, transcription of interview protocols, and data analysis. The Commonwealth Center for Instructional Technology and Learning is studying an innovative on-line model for providing information and consultation to general and special education teachers concerned about students' academic and behavioral performance. Graduate students are involved in creation and maintenance of the website, and in data collection and analysis for this project. In addition, faculty and graduate students are engaged in projects focused

on reading, mathematics, and functional skill interventions, and on classroom observation systems that link specific teacher behaviors to students' learning. There is a strong tradition in the department of not only involving students in carrying out research projects, but also involving them in dissemination of findings. Since 1990, the work of over approximately 120 doctoral and master's degree students from the Department has been published in professional refereed journals.

Strand #8: Rehabilitation Counseling

Students will gain research experience through several venues. First, students will conduct research with professors related to current research projects. Second, students will participate in anticipated funded projects and grants. Currently, the projects in rehabilitation counseling consist of assistive technology, distance learning, comprehensive service personnel development, the migrant demonstration project, and consumer follow-up studies for state rehabilitation agencies. In addition, faculty and graduate students are engaged in projects focused on epilepsy, quality of life, substance abuse, diversity, and AIDS. Students' participation in research related to these projects includes data collection, data analysis, and data interpretation. Students will participate in dissemination of research findings through presentations at state, regional, national, and international conferences. Students within each program within the Department have published thesis and dissertation findings in professional refereed journals.

Resources

The Interdisciplinary Ph.D. will not require any additional resources from the general fund of the University of Kentucky. As stated previously, the Ph.D. option will be made available for students in each area who would like to pursue careers in advanced educational scholarship and research. The College of Education already offers doctoral degrees (Ed.D.) in all eight strands that are proposed in this program. We will therefore be re-directing students who are interested and able to devote full-time study to the Ph.D. program toward the interdisciplinary Ph.D.

The Ph.D. will not involve the addition of any new coursework. There will be no need to hire additional faculty, since we will be using existing courses, albeit with different configurations of course requirements (to focus more specifically on research). We will need to offer one independent section of EDL 651 (Proseminar) each fall for each new cohort, but this will be offered via existing faculty lines and will be incorporated into the teaching schedules of existing faculty.

Program Evaluation

The program will be evaluated annually. Several indicators of success will be used. These are presented below, in Table 1:

Component	Indicator	Timing
Student enrollment	Number of new students enrolled each year, based on fall enrollment data	Fall of each academic year
Student retention	Number of current students who return the next fall	Fall of each academic year
Progress through coursework	Time that it takes for students to complete pre-qualifying examination coursework	Progress will be assessed annually for each student.
Diversity	Student demographic data (race, gender, age, etc.).	Fall of each year
Awards	Number of state, national, or international awards received by students	Data will be collected annually; students required to turn in vitae each spring.
Peer-reviewed publications	Number of peer-reviewed publications by students	Data will be collected annually; students required to turn in vitae each spring.
Peer-reviewed conference presentations	Number of peer-reviewed presentations by students.	Data will be collected annually; students required to turn in vitae each spring.
Student quality	Quality of previous institution, GRE scores, undergraduate GPA	Fall of each year
Time to degree	Time that it takes for students to complete all Ph.D. requirements	Progress will be assessed annually for each student.

These data will be reviewed annually by the core faculty, and also will be presented to the Dean of the College of Education.

Evaluation of Student Progress

Student progress will be evaluated for each individual student annually. Students will be required to nominate the core members of their doctoral advisory committees by the end of their first year in the program. The committee will meet with the student at least once per year (during the spring semester) to evaluate progress to date, and to reevaluate and set goals for the following year.

The program faculty will meet annually to review student progress. All students will receive a letter from the program faculty assessing their progress. These letters will be written in May of each year, and will be sent to the student, and to all members of the student's doctoral committee. The following indicators will be used to assess individual student progress:

Component	Indicator
Academic Achievement	Grade Point Average
Coursework Progression	Committee will examine course completion patterns for each student at the end of each academic year
Research Involvement	The student's advisor will report on the student's specific involvement in mentored research for the previous year.
Research Productivity	Submissions of articles to journals or proposals to conferences
Advisory Committee Report	The doctoral advisory committee will submit an annual report to the program faculty, concerning the student's progress for the previous year.

Program Admissions

Students will be admitted once per year. Admissions will be handled centrally, with all students completing a common program application. Application materials will include:

1. General information sheet
2. Transcripts of all previous work.
3. Writing sample.
4. Statement of purpose.
5. Three letters of recommendation.
6. GRE scores

Program of Study

The program is designed so that students can complete the program in four years. However, some students will choose or need to extend their work into a fifth year. All students are expected to attend full-time, and will be encouraged to apply for a 20 hour per week funded research assistantship throughout the duration of their studies. In addition to coursework, students will be expected to attend professional conferences starting during their second year. All students will be expected to present at conferences by their third year in the program.

Sample Program of Study

Year	Fall	Spring	Summer
1	EDL 651 (Proseminar) EDP/EPE 557 EPE 651 Research Assistantship (20 hours)	EDP 660/EPE 621 EPE 663 EDP 600 Research Assistantship (20 hours)	Two strand courses
2	Three strand courses Research Assistantship (20 hours)	Three strand courses Research Assistantship (20 hours)	Final strand courses
3	Qualifying examination Research Assistantship (20 hours)	Writing of Dissertation Proposal Defense of Dissertation Proposal Research Assistantship (20 hours)	Obtain IRB approval for dissertation
4	Dissertation Research Assistantship (20 hours)	Dissertation Research Assistantship (20 hours)	Completion of dissertation if necessary

Program Faculty

A group of core program faculty will serve as the governing body. This group will consist of one representative from each strand (listed below), during each academic year. Appointment to the core program faculty governing body will be for a period of three consecutive years.

One faculty member will be designated as the program chair each year. That individual will be selected from the core program faculty, and will serve as the primary contact person for all program applicants and current students.

Participating Faculty by Strand

Strand #1: Curriculum and Instruction

Janice Almasi, Ph.D.
Linda Levstik, Ph.D.
Mary Markowitz, Ph.D.
Joan Mazur, Ph.D.
Nancy McCrary, Ed.D.
Douglas Smith, Ph.D.
Kathleen Swan, Ph.D.

Strands #2 and #3: Educational Policy Studies and Evaluation

Richard Angelo, Ed.D.
Terry Birdwhistell, Ed.D.
Kelly Bradley, Ph.D.
Alan DeYoung, Ph.D.
Beth Goldstein, Ph.D.
Thomas Guskey, Ph.D.
Jane Jensen, Ph.D.
John Thelin, Ph.D.
Karen Tice, Ph.D.

Strand #4: Health Promotion

Kim Miller, Ph.D.
Melody Noland, Ph.D.
Richard Riggs, Ed.D.
Andrew Weiner, Ph.D.

Strand #5: Early Childhood Education

Jennifer Grisham Brown, Ed.D.
Lee Ann Jung, Ph.D.

Katherine McCormick, Ph.D.
Deborah Slaton, Ph.D.

Strand #6: Educational Leadership Studies

Lars Bjork, Ph.D.
Tricia Browne-Ferrigno, Ph.D.
Robert Knoepfel, Ph.D.
Joyce Logan, Ed.D.
James Rinehart, Ph.D.
Susan Scollay, Ph.D.

Strand #7: Special Education

Ted Hasselbring, Ed.D.
Harold Kleinert, Ed.D.
John Schuster, Ed.D.
Deborah Slaton, Ph.D.
Donald Stenhoff, Ph.D.

Strand #8: Rehabilitation Counseling

Malachy Bishop, Ed.D.
Ralph Crystal, Ph.D.
Debra Harley, Ph.D.

References

Institute for Education Sciences (2005).

<http://www.ed.gov/about/offices/list/ies/iespriorities.html>.

National Research Council (2005). *Advancing scientific research in education*. Washington, DC: The National Academies Press.

Richardson, V. (1996). The case for formal research and practical inquiry in teacher education. In F.B. Murray (Ed.), *The teacher educator's handbook: Building a knowledge base for the preparation of teachers* (pp. 715-737). San Francisco: Jossey Bass.

The Five Questions

1. Are more Kentuckians ready for postsecondary education?

(A) What preparation (e.g., math, science, foreign language, specific skills and knowledge) is required for entrance into the program?

Program entry requirements will vary across the eight strands of the interdisciplinary Ph.D. All programs will require a minimum of both a Bachelors degree and a Masters degree from accredited institutions. In addition, course preparation specifically aimed at each strand will be expected. For example, students applying for admission to the Health Education strand will be expected to demonstrate relevant preparation in this area (i.e., both academic course work and some practical or research-based experience).

(B) Detail arrangements with lower-level schools (e.g., feeder high schools, community and technical colleges, and universities) to ensure adequate preparation of entering students.

All Kentucky colleges and comprehensive universities will be informed about the program upon approval. In addition, since this program is in the field of Education, we will work diligently to recruit exceptional educators from the public school system. In addition, this program will also draw from a national pool of applicants. Students will be encouraged to speak with affiliated program faculty in advance to learn how to better prepare themselves for admission into the program. Nevertheless, there are no specific requirements (see A); therefore, specific arrangements with other institutions will not be necessary.

2. Are more students enrolling?

(A) Document the need and demand for the program.

There is a great need for this program, particularly as the University of Kentucky strives to reach its goal of becoming a top 20 research institution. The field of educational research has been criticized in recent years for not preparing well trained scientific scholars. This program is designed so that we can tailor doctoral level education to the specific needs of our clientele. We do have students who come to us now for doctoral level education, who would like to become educational researchers, but who would prefer to receive a research focused Ph.D. degree, rather than an Ed.D. However, we also have many students who want to be practitioners (not researchers); those individuals usually do want an Ed.D. degree. Therefore, our goal is to streamline the doctoral programs, so that the students who do want rigorous training in research can enter the interdisciplinary Ph.D. program, whereas those who want to train as practitioners can enroll in the existing Ed.D. track.

In addition, given the impact of the No Child Left Behind legislation on both national and state-level policies, we need to better prepare educational scientists to study complex educational issues at the state-level. Our state will increasingly need Ph.D. level educational scientists to assist the state in the complex array of issues that continue to emerge as a result of the No Child Left Behind legislation. Several recent national programs sponsored by the Institute of Educational Sciences (IES) have documented the need for additional educational scientists trained at the Ph.D. level.

(B) Recruitment Plans.

We plan to use a number of methods for recruitment of students. First, we will be recruiting students annually at national conferences. In particular, many UK faculty are present annually at the meeting of the American Educational Research Association (AERA); AERA is the largest meeting of education researchers in the world (with over 10,000 attendees annually), and it is an excellent and important event at which we can recruit outstanding candidates.

Second, we will actively recruit throughout the Commonwealth of Kentucky, within the public school system. We plan to actively advertise the program via electronic mailings to educators throughout Kentucky. The internet and e-mail serve as an important source of information about educational programs, and we have a highly competent and experienced technology staff that will assist us in making educators across the state knowledgeable about this new option. In particular, since we plan to fund all of the students enrolled in this program, we will focus on the fact that educators who enroll in the program will not have to pay tuition, and will receive a stipend; this may encourage some individuals who normally would be reluctant to leave their positions.

Third, we will recruit at other universities. The University of Kentucky Graduate School's office of Recruitment visits many colleges and universities to recruit graduate candidates. In particular, representatives visit many historically black universities on recruitment trips. This office has agreed to work with our faculty in particular to recruit outstanding minority students for the new doctoral program.

Fourth, we will work to insure gender equity in program enrollment. Although education is a field that often has attracted female candidates, some female candidates may be less likely to enroll in research-focused programs. We have several ways to address this. First and foremost, the majority of the faculty who teach research methodology courses in the College of Education at the University of Kentucky are female. These individuals hopefully will serve as role models to perspective female students. Second, several of the College of Education's most respected female researchers (with international reputations) will be actively involved in the mentoring of students in this program, and thus will serve as role models for their students.

3. Are More Students Advancing Through The System?

(A) Time to Degree

We have carefully examined the requirements for this program, in conjunction with the requirements of the Graduate School at the University of Kentucky. Students will require four years of full-time study to complete the degree. The first year consists of coursework in fundamental educational issues and methodology; the second year involves advanced coursework in the student's strand of specialization; the third year primarily involves the qualifying examination and the dissertation proposal; and the fourth year is devoted to dissertation research and writing. Students will be involved in funded research positions throughout the four years. Since only full-time students will be admitted to this program, we do not anticipate delays in time to degree.

(B) Collaboration with Other Institutions

The only other institution in Kentucky that offers a Ph.D. in related areas is the University of Louisville, which offers the Ph.D. in several areas in Education. Our proposed interdisciplinary Ph.D. is quite different from the University of Louisville's offerings. Our degree contains eight different strands of specialization, including specializations in areas that the University of Louisville's programs do not address, such as Rehabilitation Counseling, Early Childhood Education, Health Promotion, and Policy Studies.

In addition, the University of Kentucky's program will be *interdisciplinary* in nature. We have chosen an interdisciplinary focus for several reasons. First, our program will be unique in that it will be one of the only interdisciplinary Ph.D. programs in Education in the United States. Second, our program is in line with recent funding initiatives sponsored by the Institute for Education Sciences (IES), which have funded the development of interdisciplinary doctoral programs. Our new program is in line with recent recommendations made both by IES and the National Research Council.

Students will be able to transfer comparable coursework into the program where appropriate. Nevertheless, all students must meet the requirements for the doctoral degree as set by the Graduate School at the University of Kentucky.

(B) Distance Learning

We do not plan to offer this degree via the Kentucky Virtual University or other distance learning technologies. We envision this as a full-time, on site program, with extensive emphasis on research.

4. Are We Preparing Kentuckians for Life and Work?

(A) Preparing Kentuckians for Life and Work

This program will well position Kentuckians to work in research and policy arenas both in Kentucky and nationally. Given the impact of the No Child Left Behind legislation on education at all levels, it is imperative that we produce well prepared educational scientists who can work in school systems, with the Kentucky Department of Education, at research centers throughout the Commonwealth, and in Washington on behalf of Kentucky's child, adolescent, and adult learners. The need has never been greater for extremely well-prepared educators with an extensive background in and understanding of research. If Kentucky is to improve the quality and reputation of our educational system, we must prepare individuals in accord with national needs and recommendations.

(B) Accreditation Expectations

Some of the strands in this program will fall under our NCATE accreditation. However, since this program does not directly prepare teacher educators, NCATE will not directly accredit the program.

(C) Licensure Requirements

There are no licensure requirements for graduates of this program.

(D) Projected Degree Completions

We plan to enroll one student in each strand, each year. Therefore, with eight strands, we anticipate being able to graduate eight students per year, after the fourth year of the program.

5. Are Kentucky's Communities and Economy Benefiting?

(A) External Advisory Groups

We consulted with a number of sources in the development of this program. First, we examined the few similar programs that exist. Second, we received extensive feedback in the development of this initiative from two non-funded proposals that we submitted to the Institute for Education Sciences in Washington DC. Third, we consulted with The Urban Institute in the development of this proposal.

(B) Employment Expectations for Graduates

There will be many opportunities for employment for graduates of this program. First and foremost, there are many positions in the field of educational research that remain unfilled every year, due to the lack of qualified personnel. Second, there are many opportunities in Kentucky for graduates to work at the state level, with organizations such as the Kentucky Department of Education, the Council on Postsecondary Education, and the Education Standards Board, on important policy issues emanating from NCLB that affect Kentuckians. Third, there is great need at the local/district level for well trained

researchers to assist Kentucky's schools with teacher training, professional development, and the implementation of research-based practices.

(C) Other Benefits to Kentucky

Kentucky will benefit in many other ways from this program. First, as one of the only interdisciplinary Ph.D. programs in the country, Kentucky should receive much publicity for this highly innovative program.

Second, since much federally funded research is now highly interdisciplinary in nature (i.e., requires collaboration across fields of study), this program will better position Kentucky to be more competitive for additional federal research funds. This is not a small point – the University of Kentucky brought close to \$300 million dollars into the Kentucky economy last year; the existence of this Ph.D. program will better allow education researchers to collaborate with colleagues in other fields (e.g., public health, medicine, behavioral science, etc.) because our faculty and students will be more directly involved with and trained in cutting-edge research methodologies that cut across disciplines. By having a training program of this nature in place, we will be better able to position ourselves to be competitive for interdisciplinary funding.

Third, since this program focuses so strongly on research, our students will be expected to present and publish research from an early stage of their studies. They will be mentored into the research arena from the start, and their work will contribute to the scientific research base in education. This will bode well for Kentucky, as the Commonwealth will be producing additional high-quality research, which can impact policies and practices at the local, national, and international levels.

programs approved_PhD Ed Sci.txt
From: Robert B. Grossman [robert.grossman@uky.edu]
Sent: Friday, November 10, 2006 2:49 PM
To: Brothers, Sheila C
Cc: Steltenkamp MD, Carol; Deem, Jodelle F; Kim, Yoonbai; Petrone,
Karen; VanDyke, Eileen M; Heath, James R; Bhatt, Ramesh S; Richard B
Greissman
Subject: programs approved

Hi Sheila,

The Academic Programs Committee approves the following new programs
with no opposition and a positive recommendation:

University Scholars Agreement with Kentucky State Univ. in
Rehabilitation Counseling

PhD in Educational Science

Dual BS/MS Engineering

We are still awaiting some answers on the Clinical Nurse Leader Track
in MS Nursing before making a decision on it.

-- Bob