Request to Add/Change a Graduate Program/Option

Title: Career and Technical Education

Curriculum Code: CTGC                      College: Education

Dept: Curriculum & Teaching                  Date: 2/23/2009

Proposed Graduate Program/Option:

Justification:
See attached proposal.

Additional resources or resource shifting required. If none, please explain.
No additional resources or resource shifting are required. Course work is provided by existing faculty lines.

Approvals

Graduate Requests

[Signature]
Head
Department

[Signature]
Chair
College/School Curriculum Committee

[Signature]
Dean
College or School

Graduate Council

[Signature]
Chair

University Curriculum Committee

10/20/08
Date

3/13/09
Date

3/19/09
Date
The mission of the Career and Technical Education program at Auburn University is to provide professional development opportunities to individuals engaged in learning, instruction, research, and outreach in Career and Technical Education. The degree is designed for professionals who wish to enhance their competence in Career and Technical Education, conduct and interpret research in the field, and prepare for leadership roles in secondary education or faculty positions in higher education. The Doctor of Education (and proposed Doctor of Philosophy) in Career and Technical Education is designed to provide individuals an opportunity to pursue their long-range goals and objectives by preparing for careers in teaching, administration, extension service, and training and development positions in public and private education, business, industry, and governmental agencies. This program builds upon the competencies and foundations of previous experiences and course work.

This proposal is to request changing the Career and Technical Education doctoral program degree nomenclature from Doctor of Education (EdD) to Doctor of Philosophy (PhD). This doctoral program is approved as CIP 13.1319 Career and Technical Education (formerly Vocational Education). A strong rationale for changing the degree nomenclature is presented and includes the following: (1) direction of the field with regard to doctoral degrees (i.e., doctoral degrees in similar programs at peer institutions), (2) similarity of the research component of the curriculum to other PhD programs in the department and college and to other Career and Technical Education (or related field) PhD programs in peer institutions, and (3) report of agreement.

With the exception of five programs in Auburn University's College of Education, all existing doctoral programs lead to a PhD degree. This proposal is accompanied by similar requests from the other four EdD programs to change the degree nomenclature to PhD (i.e., Adult Education, Administration of Supervision and Curriculum, Administration of Higher Education, and Administration of Elementary and Secondary Education).

This proposal does not include the addition of a degree program

**Direction of the Field with Regard to Doctoral Degrees**

At the time of initial approval, the EdD was the most common doctoral degree in areas related to Vocational Education and viewed primarily as a practitioner degree even though the curricular requirements were similar to those of approved PhD programs across the college. It was thought in those original stages that the college wished to differentiate an EdD degree for those individuals working in public educational settings and a PhD degree for those seeking positions in university settings. However, EdD graduates in Career and
Technical Education have frequently been appointed as professors and administrators in the university setting.

Appendix A shows that progressive Career and Technical Education programs in the United States offer PhD degrees rather than EdD degrees. By offering the EdD as our doctoral degree, we are not as competitive as other doctoral granting universities offering the PhD degree. Although the EdD degree remains an excellent practitioners’ degree which is well received within public and private educational institutions, the Career and Technical Education program, with its close ties to post-secondary settings, would be far better suited with a degree nomenclature reflective of its research focus. The EdD degree is not nearly as recognizable as is the PhD. The program is far more marketable in the form of the PhD.

CURRICULUM

Justification for this request is based on the premise that the existing EdD program in Career and Technical Education mirrors the specialized content knowledge and research requirements of programs offering PhD degrees in similar programs at peer institutions as well as other programs offering PhD degrees in Auburn University’s College of Education. (See Appendix A and Appendix B.) EdD graduates achieve “mastery of a special field of learning as shown by the satisfactory completion of a prescribed course of study and investigation, the successful passing of general examinations covering the major and minor fields, the preparation of an acceptable dissertation reflecting high achievement in scholarship and independent original investigation, and the passing of a final examination on the dissertation and related subjects” (Auburn University Bulletin 2008-2009, p. 115)—achievements which fulfill University requirements for doctoral study.

Specifically, students in the existing EdD program as well the proposed PhD program are required to have plans of study that include the following:

- A minimum of 18 hours in research methods and statistical techniques.
- A minimum of 90 hours beyond the bachelor’s degree to include dissertation hours.

Appendix A documents that the curricular requirements of the existing Career and Technical Education EdD program are similar to and typically exceed the minimum number of hours in research and total hours of similar PhD programs offered by peer institutions. Appendix B shows that the curricular requirements are similar to or exceed the minimum number of hours in these areas when compared to sample PhD programs offered by Auburn University’s College of Education. In addition, within Auburn University’s College of Education, EdD students in Career and Technical Education have met the same graduation requirements as PhD students in other programs, namely:

- They have taken research courses within the department and college.
- They have completed at least as many total credit hours as required by the PhD programs.
- They have completed data-based research dissertations.
- They have published research in major journals and have presented at national conferences with, and independent of, their university mentors.
- They have followed the same residency requirements as PhD students.
REPORT OF AGREEMENT

This proposal has strong support from the Graduate Faculty within the Department of Curriculum and Teaching, the college's Curriculum and Academic Affairs Committee, and the Dean of the College of Education, Dr. Frances Kochan.
Appendix A
Peer Institutions Offering Doctorates in Career and Technical Education or Similar Programs: Degree and Curricular Comparison

<table>
<thead>
<tr>
<th>School</th>
<th>Degree</th>
<th>Area</th>
<th>Research Course Hours</th>
<th>Minimum Total Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louisiana State University</td>
<td>PhD</td>
<td>Career and Technical Education</td>
<td>17</td>
<td>90</td>
</tr>
<tr>
<td>Mississippi State University</td>
<td>PhD</td>
<td>Instructional Systems, Leadership, and Workforce Development</td>
<td>19-22</td>
<td>90</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>PhD</td>
<td>Workforce Development and Education</td>
<td>12-20</td>
<td>90</td>
</tr>
<tr>
<td>Southern Illinois</td>
<td>PhD</td>
<td>Workforce Education and Development</td>
<td>17</td>
<td>94</td>
</tr>
<tr>
<td>Texas A &amp; M</td>
<td>Ed.D/ PhD</td>
<td>Agricultural Leadership, Education, &amp; Communications</td>
<td>15 – 21</td>
<td>96</td>
</tr>
<tr>
<td>University of Florida</td>
<td>PhD</td>
<td>Agricultural Education and Communication</td>
<td>21</td>
<td>90</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>EdD/ PhD</td>
<td>Workforce Education</td>
<td>15-18</td>
<td>72 - 80</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>Ph.D</td>
<td>Career and Technical Education</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>Auburn University</td>
<td>EdD</td>
<td>Career and Technical Education</td>
<td>18</td>
<td>90</td>
</tr>
</tbody>
</table>

* Includes major/supporting course work and research/dissertation hours
Appendix B
Sample PhD Programs in Auburn University's College of Education: Degree and Curricular Comparison

<table>
<thead>
<tr>
<th>School</th>
<th>Degree</th>
<th>Department</th>
<th>Research Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Education</td>
<td>EdD</td>
<td>EFLT</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>PhD</td>
<td>EFLT</td>
<td>15</td>
<td>78</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>PhD</td>
<td>CTCH</td>
<td>18</td>
<td>90</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>PhD</td>
<td>KINE</td>
<td>TBD</td>
<td>90</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>PhD</td>
<td>SERC</td>
<td>12</td>
<td>85</td>
</tr>
</tbody>
</table>

Departmental Codes:
CTCH  Curriculum & Teaching
EFLT  Educational Foundations, Leadership & Technology
KINE  Kinesiology
SERC  Special Education, Rehabilitation, Counseling/School Psychology