Faculty of Education
Graduate Diploma in Professional Education (GDip), Master of Professional Education (MPEd) and Doctor of Education (EdD) Programs

(Edited from the Proposal Brief submitted to the School of Graduate and Postdoctoral Studies. The full Brief is available upon request.)

Over the past decade, there has been extensive discussion across North America on the nature and purpose of doctoral education. This discussion, and the reform efforts that accompany it, has been conducted by the *Carnegie Foundation for the Advancement of Teaching*. From 2001 to 2006, the *Carnegie Initiative on the Doctorate* engaged 84 American departments and 44 universities across six fields of study in a systematic investigation of the PhD. Discussion led to confirmation that, at its heart, the PhD must be seen as a research degree that demonstrates one's ability to conduct research and scholarship that makes a unique contribution and meets the standards of credibility and verifiability. Ultimately, it was determined that the intent of a PhD is the development of *stewards of the discipline,* where the term *steward* is deliberately intended to convey a role that transcends a collection of accomplishments and skills. A *steward of the discipline* is a person entrusted with care of the discipline by those in the discipline on behalf of those in and beyond the discipline. The notion of *steward* has both conservative and progressive entailments. A PhD holder thinks about the continuing health of the discipline and how to preserve the best of the past, the heart, and essence of the field for those who will follow. But there are also important forward-looking meanings; stewardship does not imply stasis. *Stewards* are caretakers who direct a critical eye toward the future. They must be willing to take risks and move the discipline forward. Ultimately, *stewards* consider how to prepare and initiate the next generation of leaders. In all their work, they act with responsibility and according to the highest ethical standards (CID Report, see www.Carnegiefoundation.org/programs/index).

Clarification of, and agreement on the goals of PhD programs in education have directed attention to the purposes and effectiveness of other doctoral approaches in education (i.e., EdD). Thus, attention has turned from the focus on the preparation of *stewards of the discipline* in the PhD to the nature of professional preparation of s*tewards of the profession* in the EdD. Among the many conclusions of the *Carnegie Initiative on the Doctorate* was one with important consequences for the field of education, namely that graduate schools of education need to resolve the confusion over the degree titles PhD and EdD. "Having two degrees with dual purposes has long perpetuated misconceptions about the quality of education doctorates and led to accusation that both are 'second-rate degrees'" (Schulman et al., 2006).

> [B]better distinctions between a scholarship of practice and the scholarship of research in education are essential to strengthen both the PhD in Education and the professional practice degree in education (EdD) (Schulman, Golde, Bueschel, 2006). We must contribute to the ongoing debate regarding the potential of graduate schools of education continuing the role as a primary incubator of new talent for staffing the nation's schools and [universities]. . . . Our education system faces enormous challenges that demand a new form of school leadership – leaders who possess a new vision, have a different "skill set," are innovators and entrepreneurs, understand both student learning and the dynamics of local communities, believe in "systems thinking" and are willing to experiment with promising practices. Preparing highly effective school and classroom leaders is the key to address the myriad of problems that face schooling in this country. (Imig et al., 2009)

The recognition that Faculties of Education need to direct effort toward strengthening and making more relevant the education doctorate (EdD) has resulted in bold efforts to redefine the professional practice degrees to make them the degrees of choice for aspiring educational professionals (Imig et al., 2009). Much of this work is being spearheaded by the *Carnegie Foundation for the Advancement of Teaching* and the *Spencer Foundation*. Over the past three years, the *Carnegie Project on the Education Doctorate* (CPED), a network of campus-based representatives throughout the United States, has focused on developing programmatic outcomes and candidate attainments for those enrolled in professional programs within participating universities with the intent of determining a common set of expectations or learning outcomes for professional practice degrees. This work has led to the development of an evolving set of "promising practices" to use in the design and evaluation of professional programs, along with a rubric of outcomes and

an assessment design for candidates of professional degrees. Moreover, findings have advanced notions of signature pedagogies,[1] laboratories of practice[2] assessment, and capstones and their role in the design and conduct of professional preparation programs, as well as means for assessing the capabilities and competencies of professional educational graduates. As a result of these initiatives, there is an emerging consensus that professional programs should prepare educators for the application of appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession.

As stewards of the profession, our professional graduates will be individuals who:

1. *Possess the Habits of Mind – knowledge, Habits of Hand – skills, and Habits of Heart – moral imperative to intervene and solve problems of practice;*
2. *Employ inquiry to inform their decisions;*
3. *Are agents of change; and,*
4. *Possess an ethical obligation to engage in critical examination and to share.*

For clarity purposes, the following table presents a succinct summary of the primary differences between what we propose to offer in our professional versus research-intensive degree offerings.

Comparison of Professional and Research-Intensive Programs

	Professional – Leader of the Profession	**Research Intensive - Steward of the Discipline**
Primary Career Intention	Leadership and practice in educational institutions or related organizations.	Scholarly practice, research, and/or teaching at university, college, institute or educational agency.
Degree Objective	Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners.	Preparation of professional researchers, scholars, or scholar practitioners. Develops competencies in educational scholarship and research that focuses on acquiring new knowledge.
Knowledge Base	Develops and applies knowledge for practice. Research-based content themes and theory are integrated with practice with emphasis on application of knowledge base.	Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership, practice, and policy.
Research Methods	Develops an overview and understanding of research including data collection skills for participatory/action research, program measurement, and program evaluation.	Courses develop and understanding of inquiry and qualitative and quantitative research. Developing competencies in research design, analysis, synthesis, and writing.
Comprehensive Knowledge Assessment	Knowledge and practice portfolios provide evidence of ability to improve practice.	Written and oral assessments are used to understand theoretical and conceptual knowledge in the field.

[1] Signature Pedagogies *are defined as the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: "to think, to perform, and to act with integrity" (Shulman, 2005, p. 52). The concept of signature pedagogy includes three dimensions: a) teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability; b) teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings; and, c) teaching helps students develop a critical and professional stance.*

[2] Laboratories of Practice *are settings where theory and practice inform and enrich each other. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.*

Capstone	Well-designed applied research of value for informing educational practice.	Original research illustrating a mastery of competing theories with the clear goal of informing disciplinary knowledge.
Capstone Committee	Committee includes at least one practicing professional in an area of relevance to the candidate's program.	Composed primarily of active researchers in areas relevant to students' areas of interest.

Source: University Council for Education Administration, M.D. Young, UCEA Review, XLV (2), Summer 2006.

Our proposal for professional graduate programs at the Doctoral (EdD), Master's (MPEd) and Diploma (GDip) levels is informed by this research but is also in alignment with the principles articulated for graduate programs issued by the Council of Ministers in Education, Canada (2007). We conceptualize our professional programs as applied offerings in which a thorough understanding of a substantial body of knowledge is at the forefront of students' academic discipline and professional practice. Our students will be provided with a conceptual understanding and methodological competence that nurtures their ability to conceptualize, design, and implement applied research for the generation of knowledge; make informed judgments on complex issues in specialist fields; produce advanced scholarship; and contribute to the development of professional skills, tools, practices, ideas, theories, and approaches. Emphasis will be placed on developing the competencies in our students to communicate complex and/or ambiguous ideas and conclusions clearly and effectively. They will demonstrate an appreciation of the limitations of their own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. Importantly, they will exhibit the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations, the intellectual independence to be academically and professionally engaged and current, and the ability to evaluate the broader implications of applying knowledge to particular contexts.

All of our professional programs are firmly situated within a practitioner-scholar approach, a preparation model that is focused on research-informed practice. According to this model, graduates are scholars, critical consumers and creators of research, and highly-prepared professional practitioners who apply knowledge and techniques to solve authentic problems of practice. The practitioner-scholar model is embedded within a conceptual preparation framework based on research that indicates the optimal learning for adults, especially professionals with a rich background of experience. This model also involves interactions between the characteristics they bring to the learning situation, the experiences in which they engage during the process, and the environments in which they learn. To realize this philosophy and model of preparation, our professional programs will generally incorporate state-of-the-art signature inductive pedagogies and pedagogical tools, in situ opportunities designed to facilitate the critical application of research and theoretical knowledge, a participatory culture; technologies to map knowledge and knowledge-producing systems, and a cohort model constructed on the principles underlying communities of learners. In addition to the complexity of the content areas, the EdD will clearly differentiate itself from other offerings via a portfolio comprehensive examination and thematic and/or field-based dissertation. **Normally, all of our professional programs will be delivered through on-line formats.** However, from time-to-time, participants may have opportunities to attend summer institutes, on-campus or face-to-face sessions, blended courses, hybrid courses, week-end courses, and short concentrated experiences to augment on-line offerings.

Overview of the New Programs

Doctor of Education (EdD)

The Doctor of Education (EdD) is a professional doctorate that prepares students for academic, administrative, clinical, or research positions in educational, civil, and private organizations. The EdD degree has been in existence since the 1920's in North America and is currently offered in Faculties of Education at the Tier I universities across Canada (e.g. University of British Columbia, University of Alberta, University of Calgary, Ontario Institute for Studies in Education, and University of Toronto). Our proposed EdD, a full-time program housed within the Faculty of Education, Western University, will prepare educators and other professionals for the application of appropriate and specific practices, the generation of new knowledge, and

the stewardship of the profession. The EdD will be innovative, current, and practitioner-oriented, designed to facilitate future and current professionals to develop the knowledge, skills, and dispositions to solve authentic problems of practice and succeed in educational and other professional positions.

Our EdD program will distinguish itself for its emphasis on:

- Preparing scholars of the profession, educators who can construct and apply knowledge; develop and demonstrate collaboration and communication skills; analyze problems of practice and use multiple frames to develop meaningful solutions; develop a professional knowledge base that integrates both practical and research knowledge and links theory with systemic and systematic inquiry; and emphasize the generation, transformation and use of professional knowledge and practice.
- Delivery methods that enhance program flexibility and accessibility. **Programs will largely be delivered on-line;** however, program offerings may be augmented through the inclusion of summer institutes, blended courses, hybrid courses, week-end courses, and short concentrated experiences, all of which will occur as part of articulated course offerings but give opportunities for some students to take advantage of face-to-face interactions.
- A Model of preparation situated within a practitioner-scholar approach and firmly embedded within a conceptual preparation framework based on the adult learning literature.
- Signature pedagogies and pedagogical tools, those forms of instruction and instructional support that are essential to preparing stewards of the profession – inductive stance, analytical framing, concept maps, laboratories of practice, cohort model, and continuous enrolment;
- A written candidacy examination, which consists of a portfolio in which students provide evidence of their capacity to frame and analyze problems of practice, synthesize research, examine the evolution of their own thinking, and articulate their thoughts clearly and effectively. This program will also provide opportunity for thematic dissertation groups where students work collaboratively with faculty and practitioners to study a contemporary problem in education and field dissertation groups where students will work collaboratively on an authentic problem of practice.

Master of Professional Education (MPEd)

The Master of Professional Education (MPEd) is designed to prepare candidates for professional and/or management leadership roles in Education. Through situating the program within a practitioner-scholar approach, students will develop competencies in consuming and creating research and applying knowledge and techniques to solve authentic problems of practice. Borrowing heavily from the framework underlying our EdD, students will experience a program solidly embedded within the adult learning literature and employing signature inductive pedagogies and pedagogical tools, an in-situ opportunity designed to facilitate the application of research and theoretical knowledge, a participatory culture, technologies to map knowledge and knowledge-producing systems through distance and other delivery frameworks, and a cohort model constructed on the principles underlying communities of learners. Although research is embedded within all courses, the program itself is course-based.

Graduate Diploma in Professional Education (GDip)

The Graduate Diploma in Professional Education (GDip) is designed to provide bachelor-level students opportunities to complete advanced graduate professional course work in their professional area. Frameworks that define the EdD and MPEd will also play a pivotal role in our Diploma in Professional Education: practitioner-scholar knowledge, signature inductive pedagogies and pedagogical tools, a participatory culture, and technologies to map knowledge and knowledge-producing systems through distance education and other delivery frameworks. As with the MPEd, although the GDip is a course-based program, research is embedded within all courses. Students completing the GDip may apply to the MPEd program and ladder two half-courses.

Goals and Objectives of the Program in Relation to the Graduate Degree Level Expectations

Introductory Statement

To fully appreciate how our professional programs meet specific expectations for professional programs, it is necessary to present a more detailed overview of the embedded nature of these innovative programs. In accordance with work stemming from research on the Carnegie Project for the Education Doctorate (CPED), our professional programs seek to prepare professionals for the application of appropriate and specific

practices, the generation of new knowledge, and the scholarship of the profession. The programs are in alignment with the CPED charter insofar as they:

- Prepare leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities;
- Provide opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships;
- Provide field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions;
- Are grounded in and develop a professional knowledge base that integrates both practical and research knowledge and that link theory with systemic and systematic inquiry; and,
- Emphasize the generation, transformation, and use of professional knowledge and practice.

Our programs accomplish these goals through an innovative philosophy and model of preparation that includes participatory cultures; a practitioner-scholar model; signature pedagogies (e.g. inductive stance, inquiry-based learning, problem-based learning, project-based learning and hybrid methods, case-based teaching); diverse pedagogical tools (e.g. connectivism, technologies to map knowledge and knowledge-producing systems, and frames); laboratories of practice; cohort model; and, in the case of the EdD, comprehensive portfolio examination and thematic and field-based dissertation research.

Depth and Breadth of Knowledge

Education in the traditional sense is not a discipline. Rather, it generally is a borrower discipline: it has one foot in traditional disciplinary areas (e.g. history, sociology, psychology) and the other solidly embedded within interdisciplinary frameworks. It bends and makes more porous disciplinary boundaries such that the fields of study are coalitions of subjects, permitting scholars and professionals to respond to developments outside of their discipline.

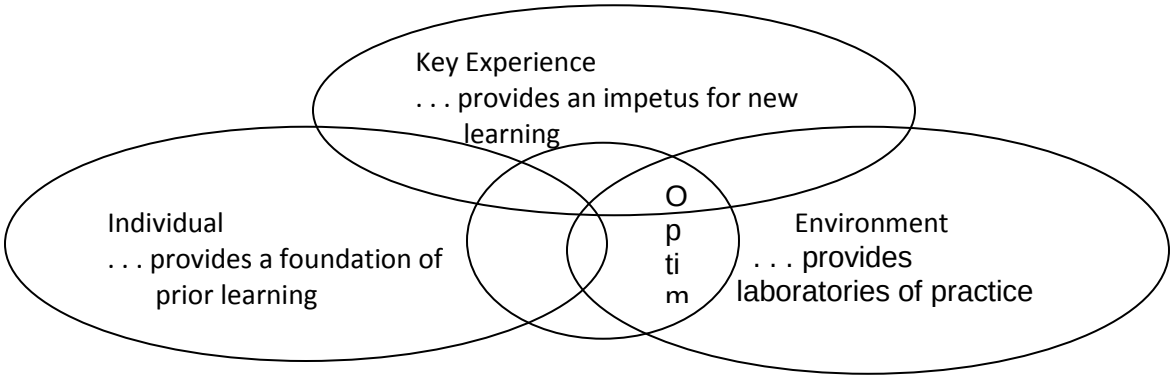
To ensure that students in our professional programs acquire a depth and breadth of knowledge, our pedagogical framework utilizes a diversity of approaches that not only provide disciplinary but also interdisciplinary knowledge. Our learners will experience the freedom to adapt and interpret learned material through their own understandings, operate intellectually and practically across the artificial boundaries of a discipline, furnish multiple perspectives on the discipline, and provide the level of criticality essential to the integration of prior knowledge.

Research and Scholarship

Our professional programs are firmly situated within a practitioner-scholar approach, a preparation model that is focused on research-informed practice. According to this model, graduates of professional programs are scholars, critical consumers of research, and highly prepared professional practitioners who collaboratively apply knowledge and techniques to solve authentic problems of practice. We propose demanding, rigorous, respectable, high-level academic experiences that prepare students for service as leading practitioners in the field of education by building on these professionals' experiences through immersing them in collaborative structures for learning about and practicing research. Graduates will be able to read research reports critically and have the analytical skills and experiences necessary to evaluate these reports; when graduates need more specialized knowledge, review and critically analyze the literature so they may make good practice and policy decisions; and demonstrate the requisite skills to carry out applied research and evaluations in order to guide practice. Moreover, they will have the skills and experience to apply the scholarship of teaching and learning in their own programs. As highly-skilled and knowledgeable practitioner scholars, our graduates will be competent and capable researchers who are skillful practitioner-scholar leaders capable of investigating and resolving problems of practice (Guzman & Muth, 1998, 1999; Muth, 1997).

We have embedded our practitioner-scholar model within a conceptual preparation framework based on research that indicates the optimal learning for adults, especially professionals with a rich background of experience, involves interactions between the characteristics they bring to the learning situation (Edelman & Tononi, 2000; Lehrer, 2009; Ritchart & Perkins, 2007), the experiences in which they engage during the process (Ericsson, 2009; Markham & Gentner, 2001), and the environments in which they learn (Christakis & Fowler, 2007; Gully, Beaubien, Incalcaterra & Hoshi, 2002). This model has been adopted by the University of Connecticut (Sheckley, Donaldson, Mayer, & Lemons, 2010) in their professional education doctorate.

Figure 1– TRIO Model of Adult Learning (Sheckley, Kehrhahn, Bell & Grenier, 2008)



Based on an extensive review of the adult learning and neuroscience literature and subsequent program evaluation studies, the University of Connecticut (see Sheckley et al., 2010) articulated several principles that define effective professional programs:

Principles Defining Effective Professional Programs – University of Connecticut (Sheckley et al., 2010)
Principle 1: A professional program is most effective when it uses learners' experience-based mental models as a foundation for a program of study and helps learners to understand the limits of using these mental models in their thinking, reasoning, and decision-making.
Principle 2: An effective professional program engages learners in experiences that are structured so that they have the qualities outlined in the research on deliberate practice and is designed to help learners build the reasoning skills they will need to learn best from these experiences and help learners become skilled at self-regulating their own learning.
Principle 3: An effective professional program engages learners in settings that support collaboration among learners, engage individuals in ongoing inquiry into problems of practice, focus efforts on a common performance goal, and provide multiple opportunities for learners to use the skills and knowledge gained in their courses.

Drawing extensively from the literature, several key concepts hold promise for enhancing the design of professional programs.

Key Learning Concepts
• Providing learners with practice using information in a variety of different contexts and receiving feedback on their performance (essentially engaging in the complex patterns that are tangled with experience). • The use of concept maps to help students understand new concepts and expand their existing experience-based mental models to incorporate these new styles; • Enhance learning through guided practice, independent practice, and active experimentation. • Employ intentionality in learning new practices (i.e., students engage in the experience with the specific goal of learning something new or improving performance); • Allow for duration of effort in learning new skills or performance ideally when a coach can serve as a guide to help learners work through specific experiences skillfully; • Engage learners in rich experiences that expand their mental models; • Engage learners in settings where they have opportunities to use the knowledge and skills they gain in courses to address problems of practice; • Provide students with multiple opportunities to use theory and research as guides in exploring specific problems of practice in authentic settings; • Students must be actively engaged in reasoning deeply about the many facets that comprise problems of practice;

- Select experiential settings that support collaboration among learners and that engage individuals in the ongoing process of inquiry and problems solving.

Abstracted : Sheckley, Donaldson, Mayer, & Lemons, 2010

Although research is embedded within all aspects of the program, it is specifically focused upon within the Comprehensive Portfolio and Dissertation Work.

Level of Application of Knowledge
In the previous section, we have described how we will ensure that our graduates have the competencies to undertake applied research at an advanced level. We will further enhance our graduates' skills in applying their knowledge through developing their professional skills, techniques, tools, practices, ideas, and theoretical approaches and/or materials through laboratories of practice.

The construct of *laboratories of practice* represents a fusion of two important developments in contemporary research: communities of practice and laboratories. A *community of practice* is a group of people who share an interest, a craft, and/or a profession. The group can evolve naturally because of the members' common interest in a particular domain or area, or it can be created specifically with the goal of gaining knowledge related to their field. It is through the process of sharing information and experiences with the group that the members learn from each other and have an opportunity to develop themselves personally and professionally (Lave & Wenger 1991). A laboratory of practice is, in essence, a "center without walls, in which … researchers can perform their research without regard to physical location, interacting with colleagues, accessing instrumentation, sharing data and computational resources, [and] accessing information in digital libraries" (Wulf, 1989). A laboratory of practice "is more than an elaborate collection of information and communications technologies; it is a new networked organizational form that also includes social processes; collaboration techniques; formal and informal communication; and agreement on norms, principles, values, and rules" (Cogburn, 2003, p. 86).

Laboratories of practice are structured experiences of messy, real-world practice that serve as sources of active inquiry and professional learning. Models come from other professional fields, including psychology and medicine. Within the laboratories of practice, we seek to fulfill the following objectives:

- Provide candidates with in situ opportunities for expanding their experiences within their concentration area and expose them to alternative contexts, responsibilities and roles;
- Through the provision of opportunities for students to view work within context and actively interact with one another and with practicing professions, we aim to have their self-identified problems of practice, and those of the profession, serve as sources of active inquiry and professional learning. The goal is to promote critical inquiry that addresses important issues related to teaching, learning, and leading in order that service and collaboration among colleagues and the professional communities can be enhanced;
- Provide students the opportunity to critically apply theoretical and technical knowledge, to develop and refine professional skills, and to integrate theoretical, research, and practical knowledge in their emergent roles as professionals;
- Provide students with opportunities to contribute to the development of community institutions and agencies and/or public policies and procedures that advocate for effective programs and services and benefit all children, youth, and families;
- Facilitate the application of students' knowledge of research findings, professional literature, and other relevant information to their work and to evaluate research, translate research into practice and knowledge mobilization, and conduct investigations and program evaluations for improvement of services.

Our laboratories of practice will be guided by an individual learning plan and with a specified number of contact hours. Students will be encouraged to prepare a reflective analysis of their experience in light of their professional goals and related concentration area. Further, the laboratories of practice courses will be designed to situate candidates within differing environments to ensure diverse experiences (e.g. rural, urban), with the intent of exposing students to how problems facing schools or other institutions differ as a function of context. In responding to contextually-based problems of practice, students will be expected to

take an inquiry stance, wherein issues are examined through reviewing the theoretical and research literature and using an analytical framework to explore problems and responses based on setting and context. Students will bring to their content courses what they have seen and will be required to pool and process, describe, and analyze what they have seen across settings. There is an emphasis on problem-based learning as they move through their laboratories of practice, with a clear expectation that they will progress toward developing deep solutions and recommendations for each site. Monthly meetings with their cohort group will further enhance their understandings and consolidate their learnings.

Professional Capacity/Autonomy
Several components of our professional programs seek to develop professional capacity and autonomy:

1. **Participatory culture**: where emphasis is placed on the preparation of an "active contributor mindset" by supporting the development of habits, tools, and skills that enable students to contribute to the design of their lives and communities;
2. **The Practitioner-Scholar Model**: where graduates are prepared to serve as scholars who have competencies to critically and analytically research and evaluate research reports, review and critically analyze the literature to inform practice and policy decisions, demonstrate the requisite skills to carry out applied research and evaluations to guide practice, apply the scholarship of teaching and learning in their own programs, and are skillful practitioner-scholar leaders capable of investigating and resolving problems of practice.
3. **Signature Pedagogies**: where graduates are exposed to forward-thinking, innovative, and effective pedagogy that prepares professionals who demonstrate the knowledge, skills, and moral imperative to intervene and solve problems of practice, employ inquiry to form decisions; is an agent of change; and, possesses an ethical obligation to engage in critical examination and to share.
4. **Pedagogical Frames**: where major political, social, economic, legal, and cultural themes provide the analytic lenses that guide learning and enable students to consider problems solving through common perspectives that hold primary within educational contexts.
5. **Laboratories of Practice**: where emphasis is placed on promoting critical inquiry that addresses important educational issues and the application and integration of theoretical, research, and practical knowledge to authentic problems of practice.

Level of Communication Skills
Considerable emphasis is placed on students' abilities to communicate complex ideas, issues, and conclusions clearly and effective through the use of:

1. **Connectivist Theory and Practice:** where emphasis is placed on external networks and human interactions.
2. **Laboratories of Practice**: which provide a situated opportunity to develop students personally and professionally through interacting with colleagues in the pursuit of positive social change.
3. **The Cohort Model**: where peer support, mentorship, discussion, and networking provide opportunities for shared learning, communication, interdependence, and opportunities for individual growth.
4. **Comprehensive and Dissertation work** (within the EdD): where students must demonstrate their competencies in articulating their thinking clearly and effectively both in written and oral communication.

Of primary importance to the development of professional capacity, autonomy, and communication skills is our incorporation of participatory cultures within our professional programs. Current interests in participatory cultures have been spurred by rapid developments in communicative technologies and participatory media that allow for—and , arguably, call for—a shift in how we approach teaching and learning. In particular, with the de-centralization and increased accessibility to information, the roles of the educational institution and teachers shift from source and disseminator of knowledge to location and means of accessing, interpreting, extending, and utilizing that knowledge.

Jenkins et al. (2006) describe a participatory culture as one:

- With relatively low barriers to artistic expression and civic engagement;
- With strong support for creating and sharing one's creations with others;
- With some type of informal mentorship whereby what is known by the most experienced is passed along to novices;

- Where members believe that their contributions matter; and,
- Where members feel some degree of social connection with one another (at the least they care what other people think about what they have created).

It is our intention that these qualities be embodied in the proposed professional programs. In making this assertion, it is acknowledged that participatory cultures present both tremendous opportunities and significant challenges. In the latter category, challenges include finding ways to work with the decentralization of knowledge inherent in online spaces; developing policies with respect to filtering software that protects learners and schools without limiting students' access to sites that enable participation; and, considering the role of assessment in classrooms that embrace participatory practices.

More significantly, perhaps, the notion of participatory culture presents a critical challenge to longstanding assumptions on the role of educational institutions. Rather than serving as what Ivan Illich described as the "reproductive organ of a consumer society," educational institutions must cultivate the development of an active contributor mindset by supporting the development of habits, tools, and skills that enable people to contribute to the design of their lives and communities. Beyond supporting contributions from individual designers, educational institutions are argued to contribute to a culture of sharing, supported by effective technologies and sustained by personal motivation to occasionally work for the benefit of groups and communities.

Awareness of Limits of Knowledge
Interdisciplinarity, by its very nature, involves integration across disciplinary theories and methods. Instead of in-depth discussion of one or a small number of theories or methods, interdisciplinary education must grapple with how to deal with many. In particular, interdisciplinary research must involve a process of integrating across the insights generated from disciplinary theories and methods.

The interdisciplinary approach that forms the foundation for our professional programs relies heavily on integrating the insights of various disciplines. Through our signature pedagogies, students are introduced to overarching problems of practice and are guided to disciplinary and interdisciplinary content areas, theoretical formulations, and research findings. The goal is to develop their abilities to employ reasoning processes as they weave together theory, research, and facts from "real-world" contexts into a comprehensive interdisciplinary analysis of the situation. Our goal is for students to develop an inquiry stance to examine and collaboratively address issues from various theoretical and research perspectives authentic problems of practice.

Student Learning Outcomes
A full elaboration of student learning outcomes aligned to program goals is presented in later sections that provide full descriptions of the Doctor of Education (EdD), Master of Professional Education (MPEd), and Graduate Diploma in Professional Education (GDip). (See pages 48 - 65; 65 - 83; 83 - 90).

Consultation Process in the Preparation of the Proposal
Development of these programs involved extensive study of published works stemming from the Carnegie Foundation for the Advancement of Teaching and in particular, the Carnegie Initiative on the Doctorate and Carnegie Project on the Education Doctorate. Over the past three years, discussions were also held with major universities participating in the Carnegie Project and with other Canadian universities offering professional programs. More recently, the Faculty has held extensive discussions with senior administration at Western University, as well as with various school divisions (e.g. Thames Valley District School Board, London District Catholic School Board) and professional organizations (e.g. the Ontario Principals Association) and academic groups (e.g. Autism Resource Centre, Schulich School of Medicine and Dentistry (Autism Centre of Excellence), King's College) with the intent of forming active collaborations in the design and delivery of our professional programs.

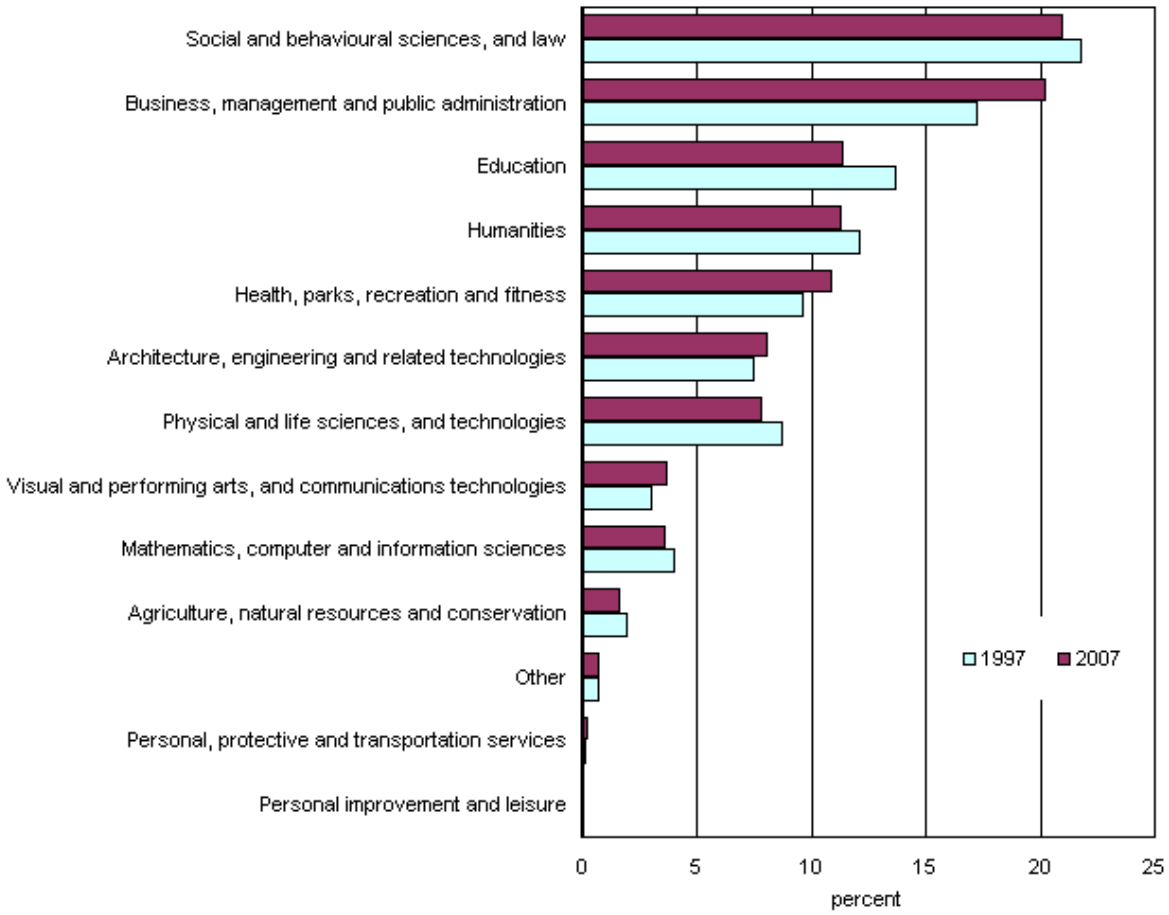
Evidence to Support the Introduction of the Program
Universities have a leading role and responsibility in the education of future professionals. Professional graduate degrees often are required for entry-level employment where employees must possess a high-level understanding of disciplinary or interdisciplinary knowledge. Professional graduate degrees, more so than traditional ones, intersect the integration between knowledge creation and knowledge application. They also

frequently involve relevant stakeholders in the creation of professional programs and provide networks for graduates, as well as lead efforts toward community development. Over the past decade, increasing attention has been focused on the need for more graduates of professional graduate programs.

The needs of the knowledge economy have increased demands for doctoral-level research abilities within various contexts. Noteworthy is that the greatest demands are for high-level research skills in non-academic settings (Canadian Association of Graduate Studies, 2005; Savage, 2009; Scott et al., 2004; Woodrow Wilson National Fellowship, 2005). These demands have led to the rapid growth in professional doctoral programs: the degree is seen as needed to address the gaps between the skills and knowledge that have conventionally been associated with doctoral-level learning and what is presently required by employers within the knowledge economy.

Within Canada, university graduate enrolments have increased substantially over the past number of years. For example, Statistics Canada (2009) reports that in 2007/2008, 166,000 graduate students were enrolled in Canadian universities. This represents an average annual increase of 5% since 2000/2001, a faster rate of growth than at the undergraduate level (3.1% per annum). Amongst the plethora of graduate degrees offered through North American universities, those in the areas of **Educational Leadership and Administration, Curriculum, and Educational Psychology (Inclusive/Special Education; Counselling Psychology**) are listed amongst the top twenty "in-demand" graduate programs (Campus Explorer, 2011). The most recent Canadian data shows that Education graduate degrees (Master's and Doctoral programs) are amongst the top six most popular fields of graduate study at Canadian universities (Trends in Higher Education, 2010). As for future demand, Statistics Canada (2009) reports that two fields of study had the highest numbers of university graduates in Canada as a whole: social and behavioural sciences and business, management, and public administration. Education was tied at third in terms of their share of graduates with humanities and health (see table below).

Percentage Distribution of University Degrees/Diplomas/Certificates Granted by Field of Study, Canada 1997 and 2007



Source: Statistics Canada and Council of Ministers of Education, Canada. October 2009. *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program*. Catalogue no. 81-582-X. Ottawa.

International Demand for Professional Programs

Since 2000, the number of students enrolled in international higher education has increased worldwide by 50 per cent, underlining the rapid rise in popularity of this kind of study experience. Recent studies (Australian Government, 2007) indicate that the number of internationally mobile students is likely to rise in the coming years. By 2025, it is predicted that 3.72 million students will travel internationally for some part of their university-level education, a growth of 71 per cent over 20 years, or 2.7 per cent annually. According to the Australian study, depending on the future nature of the world's economy, demand for graduate-level international education is likely to outstrip that for other programs and by 2025, 62 per cent of mobile international students will either pursue a Master's or PhD in another program.

In Canada, 6.5 per cent of all students in postsecondary education are international students; however, Canada only has 4 per cent of the world's market share of international students compared to 7 per cent for Australia, 12 per cent for the United Kingdom, and 20 per cent for the United States. Between 2003 and 2007, Canada's population of international students grew by 6 per cent, while Australia saw a 41-per cent increase, the U.K. 89 per cent, and the U.S. 27 per cent. Despite the overall increase in the number of foreign students studying in Canada, there are significant concerns about whether we are "punching our weight" in capturing our share of the market for international students, and this is occurring within the context of increased competition for international students as the benefits of attracting these students becomes more widely recognized and the global demand for international education grown. It is estimated that by 2025, the number of students studying outside of their home countries will have grown from 1.8 million to 7.2 million

(*Bringing Education in Canada to the World, Bringing the World to Canada: International Education Marketing Action Plan for Provinces and Territories*, June 2011).

In his report on the Ontario postsecondary education system, *Ontario: A Leader in Learning*, the Honourable Bob Rae commented:

> International study is intensely enriching. Participating students benefit from a broader education experience. Home and host institutions benefit from a more diversified student body. Ontario benefits from stronger ties and contacts with the rest of the world and citizens with a better understanding of global issues.

In alignment with recommendations of Honourable Bob Rae and the Canadian Ministers of Education, we will focus our efforts toward establishing an enhanced web presence for marketing and program delivery so as to ensure that the Faculty of Education, Western University, will become a destination of choice for international students seeking graduate professional preparation in education. We anticipate that international students will compose over 20 per cent of our enrolments over the next 5 years.

An important commitment for our Faculty through these programs is the realization of achieving social justice and equity for learners of all ages. Educator quality at leadership and practitioner levels is a key determinant in attaining these goals. Many countries worldwide are finding it difficult to achieve educator quality through limits on the availability and quality of professional pre-service and graduate-level education preparation. Through delivering our programs through distance education and ICT improved access, we will contribute to the international goal of achieving universal access to post-secondary education.

Fields of Research in the Program

Doctor of Education (EdD)

The field of research for the EdD program is Educational Leadership. Interest in what leaders do (e.g. work activities, decision-making, problem solving, and resource allocation) and what they do that makes a difference (e.g. leading change, promoting organizational learning, influencing organizational processes and outcomes) has long captured the attention of scholars. Researchers in educational leadership have borrowed liberally from scholars who became identified with theories of scientific management, human relations, transformational leadership, and organizational learning during the twentieth century (Heck & Hallinger, 2005). Over the last twenty years, considerable emphasis has been placed on raising the importance of theoretically and conceptually-informed and methodologically-diverse research as critical links to the development of a valid knowledge base underlying the practice of educational leadership within schools, higher education, and international contexts.

Educational leaders, regardless of context, are challenged with steering unprecedented change: educational leadership and management have never been more demanding. Cohort groups within our EdD will focus on **Educational Leadership within Schools and Educational Contexts.** The concentration also provides opportunities for students to study educational leadership within the context of international education. The EdD program provides for the in-depth study of leadership in education with a focus on theory and research within the context of professional practice (e.g. organizational leadership, structure and culture of schooling, school improvement, and educational reform).

Graduates will have opportunities to scrutinize possible leadership strategies within a changing policy context increasingly focused on standards, accountability, and reputation. They will use research evidence to illuminate the practices, challenges, and problems facing leaders in education and endeavor to overcome the perceived gap between practice and research to create an integrated approach to leadership development.

Master of Professional Education (MPEd)

The fields of research for the MPEd program include:

- Educational Leadership
- Curriculum Studies (with focus on Literacy, Language, Mathematics, Early Childhood Education)
- Educational Psychology and Inclusive/Special Education
- International Education

As indicated above, each of these is an area of high market demand.

Graduate Diploma in Professional Education (GDip)
Although the Graduate Diploma in Professional Education does not support fields, as outlined below, there are various areas in which students may gain advanced skills. The areas of research and study generally parallel those outlined in the MPEd:

- Educational Leadership
- Curriculum Studies (with focus on Literacy, Language, Mathematics, Early Childhood Education)
- Educational Psychology and Inclusive/Special Education
- International Education

Delivery Method of the Program
Normally, all of our program options (EdD, MPEd, and GDip) will be delivered on-line. Depending on cohort needs, though, some on-line offerings may be elaborated through the delivery of portions of courses through face-to-face interactions, on-campus summer sessions and institutes, blended courses, and short concentrated experiences.

PROGRAM REGULATIONS AND COURSES

Program Regulations: Doctor of Education (EdD)

Program Components and Educational Goals

Program Component	Year	Educational Goals
Inquiry and research ▪ Theoretical Foundations of Inquiry)(half course) (required course) ▪ Methodologies and their Fit with Professional Problems (half-course) (required course) Specialization study ▪ Specialization Course I (half-course) ▪ Specialization Course II (half-course)	Year 1	Understand how inquiry tools are used in educational research; learn to critique and design research studies; and, develop research skills to be used in problem analysis and the dissertation
Specialization study and internships ▪ Specialization course III (half-course) ▪ Specialization Laboratory of Practice I (half-course) (graded course) (required course) ▪ Specialization Course IV (half-course) ▪ Specialization Laboratory of Practice II (half-course)(graded course) ▪ Comprehensive Examination (required element)	Year 2	Gain in-depth understanding in an area related to the students' specific work setting and enhance research skills and professional learning within "real-world" contexts
Dissertation ▪ Identifying, Framing, and Designing Dissertation Problems; (full-course) (required course) ▪ Doctoral Dissertation (required)	Year 3	Conduct relevant applied research through thematic or field-based formats
10 Half-courses + Comprehensive Examination + Doctoral Dissertation	3-year program	

Learning Objectives

Program Objectives, Student Learning Outcomes, Courses Aligning with Outcomes, and Assessment Techniques Doctor of Education (EdD)			
Program Objectives	**Student Learning Outcomes**	**Courses Aligning with Outcomes**	**Sources of Assessment Data**
Expert Knowledge of Educational Leadership	Deep understanding of the disciplinary area. Skilled uses of techniques for forecasting, planning, and management of change. Adapt and interpret learned material through one's own understandings, operate intellectually and practically across the artificial boundaries of a discipline, furnish multiple perspectives on the discipline, and provide the level of criticality essential to the integration of prior knowledge.	Organizing for Learning ; Leading for Learning; Approaches to Professional Problems in Education Leadership; Essential Contexts of Leadership, Part I; Essential Contexts of Leadership, Part II; Philosophy, Change and Supervisory Theory; Aims of Education Leadership; Leadership Abilities in Education; Contextualizing the Education Profession	Course Assignments Seminar Discussions Applied Research Projects Portfolio
Knowledge Application in Educational Leadership	Undertake applied research at an advanced level. Take an inquiry stance, wherein issues are examined through reviewing the theoretical and research literature and using an analytical framework to explore problems and responses based on setting and context. Required to pool and process their knowledge and describe and analyze what they have seen across settings. Demonstrate competence as researchers who are skillful practitioner-scholar leaders capable of investigating and resolving problems of practice.	Theoretical Foundations of Inquiry; Methodologies and their Fit with Professional Problems; Leading for Learning; Approaches to Professional Problems in Education Leadership; Essential Contexts of Leadership, Part I; Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory; Identifying, Framing and Designing Dissertation Problems; Aims of Education Leadership; Leadership Abilities in Education; Contextualizing the Education Profession; Laboratory of Practice: I; Laboratory of Practice: II	Course Assignments Seminar Discussions Dissertation Applied Research Projects Portfolio
Professional Practice Informed by Scholarly Literature	Read research reports critically and demonstrate the analytical skills and experiences necessary to evaluate these reports. Review and critically analyze the literature to make good practice and policy decisions. Demonstrate the requisite skills to carry out applied research and evaluations to guide practice.	Theoretical Foundations of Inquiry; Methodologies and their Fit with Professional Problems; Approaches to Professional Problems in Education Leadership; Essential Contexts of Leadership, Part I; Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory;	Course Assignments Seminar Discussions Dissertation Applied Research Projects Portfolio Laboratory of Practice Assignment

		Identifying, Framing and Designing Dissertation Problems; Laboratory of Practice: I; Laboratory of Practice: II	
Reflective Practice	Use self-analysis, inquiry, and purposeful reflection to continually improve practice, model and encourage these habits with others, and create communities that promote high achievement for all learners. Systematically engage, compare, and critique experience from diverse educational settings. Apply the principles derived from the literature in professional practice.	Theoretical Foundations of Inquiry; Methodologies and their Fit with Professional Problems; Leading for Learning; Approaches to Professional Problems in Education Leadership; Essential Contexts of Leadership, Part I; Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory; Identifying, Framing and Designing Dissertation Problems; Aims of Education Leadership; Leadership Abilities in Education; Laboratory of Practice: I; Laboratory of Practice: II	Course Assignments Seminar Laboratory of Practice Assignment Portfolio
Equity and Cultural Competency	Culturally competent practitioner-advocates who purposefully work for equity by creating collaborative environments that welcome and serve diverse members.	Organizing for Learning; Leading for Learning; Laboratory of Practice: I Laboratory of Practice: II	Seminar Discussions Course Assignments Applied Research Projects Portfolio
Professional Capacity and Autonomy	Demonstrate the habits, tools, and skills that enable contributions to the design of their communities. Demonstrate the competencies to critically and analytically evaluate research reports, review and critically analyze the literature to inform practice and policy decisions, demonstrate the requisite skills to carry out applied research and evaluations to guide practice, and apply the scholarship of teaching and learning. Demonstrate agency in promoting social change; the knowledge, skills, and moral imperative to intervene and solve problems of practice; and the ethical obligation to engage in critical examination. Demonstrate knowledge and skills to use social, political, economic, and other analytic lenses to guide learning and inform practice. Engage in critical inquiry that	Methodologies and their Fit with Professional Problems; Organizing for Learning; Leading for Learning; Approaches to Professional Problems in Education Leadership; Essential Contexts of Leadership, Part I; Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory; Identifying, Framing and Designing Dissertation Problems; Leadership Abilities in Education; Laboratory of Practice: I; Laboratory of Practice: II	Dissertation Progress Reports Seminars Discussions Course Assignments Applied Research Projects Laboratory of Practice Assignments Portfolio

	addresses important educational issues and the application and integration of theoretical, research, and practical knowledge to authentic problems of practice.		
Communication	Communicate complex ideas, issues, and conclusions clearly and effectively. Demonstrate awareness of cutting-edge technologies and how they can enhance teaching, learning, and leadership. Provide leadership for creating, promoting, and sustaining a dynamic, digital-age learning culture that provides rigorous, relevant, and engaging education and uses these resources to promote positive social change. Engage in the provision of peer support, mentorship, discussion, and networking to provide opportunities for shared learning, communication, interdependence, and opportunities for individual growth. Demonstrate competencies in articulating their thinking clearly and effectively both in written and oral communication. Demonstrate an active contributor mindset by supporting the development of habits, tools, and skills in others.	New Technologies in Professional Education (Non-credit seminar); Organizing for Learning; Leading for Learning; Approaches to Professional Problems in Education Leadership; Essential Contexts of Leadership, Part I; Essential Contexts of Leadership, Part II: Philosophy, Change and Supervisory Theory; Leadership Abilities in Education; Laboratory of Practice: I; Laboratory of Practice: II	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignments Portfolio
Awareness of Limits of Knowledge	Demonstrate abilities to employ reasoning processes as they weave together theory, research, and data from “real-world” contexts into a comprehensive interdisciplinary analysis of a situation or problems of practice. Develop an inquiry stance to examine and collaboratively address problems of practice from various theoretical and research perspectives.	Methodologies and their Fit with Professional Problems; Approaches to Professional Problems in Education Leadership; Identifying, Framing and Designing Dissertation Problems; Laboratory of Practice: I; Laboratory of Practice: II	Discussions Dissertation Applied Research Projects Laboratory of Practice Assignments Portfolio

Program Sequence
The program is divided into three distinct phases:

Phase I (Year 1) is designed primarily to develop students’ competencies as “critical critical consumers of educational research” and skills to conduct practitioner-inquiry.

Phase II (Year 2) is designed to engage students in an in-depth analysis of an identified problem of practice through diverse academic disciplines (e.g., leadership, workplace, and adult learning). Specialization coursework exposes students to context specific best practices and cutting edge research and emphasizes the application of theory and research to practice within laboratories of practice.

Phase II (Year 3) is designed to support students in synthesizing their Phase 2 inquiry projects into a dissertation. Students work collaboratively with faculty and practitioners from their field to complete a dissertation that addresses a contemporary issue in education.

Each specialization class will be framed within an overarching problem of practice, which will serve as the catalyst for identifying other problems and issues of practice that students encounter in their own work and for engaging in problem solving and applied inquiry. Coursework will be loosely structured to supplement and guide this inquiry around the content area, theoretical formulations, and research findings. The goal is to develop students' abilities to employ reasoning processes as they weave together theoretical formulations, results of empirical research, and facts from real-life situations into a comprehensive analysis of the educational situation. Ultimately, our goal within each course is for students to develop an inquiry stance to examine and collaboratively address from various theoretical and research **perspectives** authentic problems of practice in their professional work.

Admissions
Our EdD program is designed to attract mid-career, full-time professionals working in complex organizations.

Enrolment Plan – Cohort Model
Our students will join together as members of a cohort that collaborates as a professional and academic "community of practice." This cohort structure will provide ongoing support within the course work and through the dissertation writing process. In this approach, a new group of 20 students will be admitted each year. Each cohort group will proceed through the program together, enrolling in the required courses. To ensure the integrity of the cohort model, a continuous enrollment requirement will be necessary which will necessitate that students complete all the required courses within the timeframe stipulated.

Admissions Criteria
- Master's degree in area of Educational Leadership or allied degree
- Minimum grade point average of 80% in student's most recent Master's program.

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:
- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is **0984**].
- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and postdoctoral Studies by the testing agency.

Other formal evidence of graduate level proficiency in English (as determined by the School of Graduate and Postdoctoral Studies) may be considered in lieu of these test scores.

Advanced Credit
Students who have not received advanced credit at the MPEd level may achieve advanced credit (a total of 2 half-courses) for completion of the Ontario Principal's Qualification Program (PQP, Parts I and II) or Ontario Supervisory Officer Qualification Program (SOQP) or an equivalent qualification from another jurisdiction. Students who have been approved for advanced credit will be required to pay for the course-equivalent credits.

Application Material
All admission packages judged by the admissions committee will consist of the submission of university transcripts; a description of years of experience along with level of responsibility, unique talents, and accomplishments; letters of recommendation; and a writing sample.

Admission to the program depends upon several factors, including the quality of application materials, relevant and acceptable degree(s) from accredited institution(s), participant/program fit, and competitive grades. An application form for all applicants will be developed that includes the following:

- SGPS/FoE Application Form Personal statement that addresses problems of practice that is of particular interest to the candidate.
- Three letters of recommendation: letters of recommendation are a very important part of the application. Three letters are required, one from an immediate supervisor; one from a person who can speak to the academic work of the applicant; and one who knows professional work and background of the applicant.
- Resume
- Writing sample: the writing sample requirement provides a measure of the applicant's potential and current ability to write at the graduate level. The writing sample must prove that the applicant can coherently present a thesis, develop an idea, and present ideas on paper. Students may write on any topic in the general field of learning, teaching, or critical issues of leadership. Regardless of topic, the paper must include citations and a reference list.
- Application fee
- Official transcripts
- ELP test score and Permanent Resident documentation where applicable.

Prerequisite:

- Graduate research course in qualitative, quantitative, or program evaluation is required at the Master's level.
- In cases in which a student's background in his/her chosen specialty is limited, the individual may be required to fulfill deficiency requirements.

Comprehensive Examination

Purpose of Comprehensive Examination
We see the comprehensive examination as the culminating assessment linked to the student's coursework. It provides an opportunity for the student to demonstrate the depth and breadth of his/her knowledge related to the program of study. Further, the comprehensive examination serves as an assessment tool that aids in forecasting each student's completion of the EdD degree.

Establishing the Comprehensive Examination Format
When the student has completed all course requirements and has submitted his/her completed portfolio, the Director of Professional Programs will arrange for an examination of the submitted material. The date for completion of the evaluation and submission of final comments and grade will be set for three weeks following examiners' receipt of the portfolio document. The Examination committee will consist of a Neutral Chair who will be asked to ensure timelines are met and who intervenes to provide mediation if required. The Neutral Chair will also assume responsibility for grade submission using the system currently in place at Western and advising the candidate and the School of Graduate and Postdoctoral Studies of the recommendation made by the committee.

The Evaluating Committee will consist of:

- Neutral Chair (non-voting member)
- Supervisor
- Three other members, only one of whom can be an adjunct or an emeritus professor

Students who do not receive a passing grade on their examination shall be given a second opportunity to resubmit their revised material within three months of the original examination. Students who do not pass the second evaluation shall be required to withdraw from the program.

Comprehensive Guidelines and Regulations

We are proposing to adopt an examination format used by several of the CPED EdD programs in the United States. The examination procedure involves only ***a written product***, which consists of a portfolio in which students provide evidence of their capacity:

a) To frame a problem of practice that has sufficient depth and breadth to serve as the focus for the dissertation project;
b) To frame, analyze, and innovatively resolve educational dilemmas in light of political, social, economic, legal, and cultural contexts that are informed by current literature, applied theoretical knowledge, and current policies;
c) To synthesize research from different frames into a coherent analysis of this problem of practice;
d) To examine the evolution of their own thinking as an educational leader throughout the program; and,
e) To articulate their thinking clearly and effectively.

The portfolio will have three main components. The first is an essay that provides an in-depth analysis of the key components and relationships germane to a problem of practice that will form the basis for the dissertation work.

The essay will include:

a) A discussion of the proposed problem of practice and its significance and potential to contribute to the field;
b) A multi-dimensional graphic ("concept map") that provides a conceptual lens that will be used to frame the problem of practice—a lens that includes specific references to the theoretical and research-based literature and to the data and information collected for the course-based projects in each of the core courses;
c) A concise review of the background literature;
d) Methods to be applied to the examination of the problem of practice; and
e) A timetable and, if appropriate, discussion of such matters as funding, field logistics, scheduling, and so on.

The proposal must be well thought-out, carefully written and edited, and finished with appropriate references and illustrations.

The second component of the portfolio is an appendix that includes final copies of the papers written in each of the core courses—papers that integrate the concepts addressed in a core course with an exploration of how these ideas play out within a laboratory of practice.

In the final component of the portfolio, candidates will also include a reflective self-analysis of how their thinking as an educational professional has changed over the course of the program.

Assessment of the Comprehensive Portfolio

The comprehensive exam will be a *written* exam (i.e. portfolio) scheduled in June to August of students' second year in the program. A framework for a rubric-driven portfolio evaluation system will be developed and used in the evaluation of students' candidacy portfolios. The Faculty of Education has several academic staff members who have internationally-recognized expertise in the development of online portfolio systems, and their expertise will be harnessed to create doctoral portfolio assessment standards. Feedback from the assessment and reasons for the decision reached by the examination committee will be documented and

provided to the student in sufficient detail to allow the student to understand the decision, including identifying strengths and weaknesses.

The type of portfolio required is a performance of depth of understanding consisting of three components:

i. An essay;
ii. An appendix that includes final copies of the papers written in each of the core courses—papers that integrate the concepts addressed in a core course with an exploration of how these ideas play out within a laboratory of practice; and
iii. A reflective self-analysis—the analysis requires an assessment that can adequately capture these various components. A rubric of clearly articulated criteria and levels of performance to guide the assessment process is proposed.

Rubrics are a particular format for criteria with all score points described and defined. The best rubrics are worded in a way that guides the decision making process when judging quality and reflects the best thinking in the field as to what constitutes good, strong scholarly professional performance. An analytic rubric divides a product or performance into essential traits or dimensions so that each component can be judged separately (i.e. one examines a product or performance for essential traits). It articulates levels of performance for each criterion. An analytic rubric is able to handle weighting of criteria by using a simple multiplier for each criterion. As such, an analytic rubric would be well-suited for judging a complex performance such as a portfolio involving several significant components.

Criteria would be developed based on each of the required portfolio components, (e.g. “demonstrates knowledge of the specialization area,” synthesizes the literature and cites it as support for the assertions made,” “thinks critically and expresses ideas effectively,” “addresses issues in a clear, logical, and succinct manner,” etc.). Levels of performance would be developed for each criterion in the rubric. A quantitative scoring system would be developed for the rubric (e.g. each section of the portfolio framework will be evaluated out of 20 points.) A weighting scale would be used to assess each component, and the final numerical score for the response would be reported, along with any comments, in a template that will be provided.

0 – 13 points	NOT PASSING
14 – 17 points	PASSING
18 – 20 points	PASSING WITH HONORS

If there turns out to be great differences in inter-rater scores on any component, the Neutral Chair would mediate the discussion in an attempt to reconcile the gap and move toward greater consensus. In the feedback provided to the doctoral students, the mean score from the examiners for each question would be given.

Dissertation

The focus of the third academic year of study will be the student’s dissertation research and preparation of the dissertation. It is noteworthy that work in support of the dissertation is embedded throughout the EdD program; however, formal dissertation research is subject to passage of the candidacy examination and approval by the dissertation proposal examination specified in (1) (C) above and subject to approval as necessary of the Conjoint Faculties Research Ethics Board.

All students in the EdD program will complete a rigorous research-based dissertation that integrates theory and research in the study of educational practice.

The dissertation will include the results of the candidate's independent research and will focus on examination of:

a) An educational problem,
b) A practice or program or
c) An educational policy or reform.
Most dissertations will be studies undertaken in the local context and have the potential to contribute to solutions of local educational problems. Dissertations may draw on a range of qualitative and quantitative research and evaluation methodologies. The dissertation will present the results of the

candidate's independent investigation in a manner that contributes both to professional knowledge in education and to the improvement of educational practice. Examples might include studies examining and/or evaluating reforms in curriculum and instruction, professional development, assessment, and applications of technology.

In understanding the features of an EdD dissertation in comparison to those of a PhD dissertation, it is important to understand that the EdD dissertation is typically a research study focused on educational programs or practices. Unlike the PhD dissertation that is generally seen as contributing theoretically-grounded knowledge and contributing to the research in a scholarly discipline, the goal of the EdD dissertation is to generate knowledge that contributes to the understanding of educational practices, policies, or reforms. Nevertheless, the EdD dissertation is a significantly scholarly work that uses rigorous research methodologies in the study of educational problems and practices. The dissertation is expected to be based on one or more theoretical frameworks and to include a comprehensive review of relevant literature in which the research question or questions are situated. The dissertation most often involves collection of original empirical data, qualitative and/or quantitative analysis of these data, interpretation of the findings, a discussion of their significance and implications, and an indication of important areas for further research.

Although EdD dissertations differ in nature from more discipline-oriented and theoretically-focused PhD dissertations, they are held to the same high standards of academic quality and rigor as are other Western University doctoral dissertations. All students in the program will participate in two half-course **credit** dissertation seminars in which the expectations regarding dissertations are explored in depth and during which they will further elaborate their problem of practice (POP), reviews of research literature, and dissertation methodologies. Candidates consolidate their work in the program into seminar presentations that provide a clear and well-developed statement of their POP, a summary of information they have gathered on their POP, an analysis of their POP based on the information they have gathered, a critical review of the literature, and specific recommendations to address their problem of practice.

Dissertation Models
There are two models of practice based applied research experiences that will be used in the program. One is to provide thematic topics developed by the student in consultation with their supervisor, and another is to provide topics from field organizations. Both approaches will be available in this program.

Thematic Dissertation
Consistent with the directions set by many of the CPED initiatives, the proposal seeks to offer an innovative approach toward dissertation preparation. Named “thematic dissertation groups,” students will work collaboratively with faculty and practitioners from the field to study a contemporary problem in education. Bringing together a strong combination of experiences and perspectives to understanding problems of practice, the groups’ work culminates in a set of unique, complementary dissertations around thematically related topics. Students will write individual dissertations but rely on their faculty group leaders and fellow group members for support, literature and research design recommendations, and feedback on their drafts.

We see two major benefits of this approach. First, consistent with emergent understandings of participatory cultures (e.g. Jenkins et al., 2006), this emphasis on collaboration can foreground the collective dimensions of knowledge and knowledge production. As with any collective, cohort members will contribute to and enable one another’s thinking. However, a participatory culture entails a more deliberate effort toward being conscious of such influences and their consequences, rendering the process of knowledge-production a site for research and investigation. This opportunity, to be attentive to the simultaneous learnings of individuals and collectives, is of course, of tremendous value within the field of educational research.

The second major reason has more to do with focus and motivation. Because their studies will be related, group members hold each other accountable for staying on track and considering the most contemporary and relevant theoretical and conceptual frameworks. The camaraderie and built-in support motivates students to stay focused, which ultimately reduces time to completion of the dissertation. Pilot tested in a number of CPED sites, thematic dissertations enable students to explore important questions and conduct research like professionals do in everyday settings—collaboratively.

Thematic dissertation groups will define each annual cohort group and will be either specialization specific or lend themselves to interdisciplinary exploration.

Potential topics could include problems such as:

- Access and persistence in postsecondary education
- Data-based decisions in education: What data? Which decisions?
- Effective leadership practices of the new principal: Making a successful transition
- Improving instruction for professional education
- Large scale educational reform: Assessing the evidence
- Student engagement in high-performing urban high school
- Teaching and learning: Innovative university-school partnerships for the purpose of teacher education
- The 21st century: The changing role and challenges of the urban superintendent
- The role of the academic dean in changing the academy

Field Dissertations

Problems of practice articulated by field organizations will be topics for study. Students will work in groups on these problems of practice in a collaborative endeavor that requires them to understand the issues as posed, analyze them from a number of perspectives, and respond with policy and practice. Each student will respond to a unique problem of practice and write an individual dissertation. Clients will prepare a request for assistance with a project. Such a request will include:

1) A context statement;
2) The problems to be addressed;
3) The expectation of the client;
4) The data sources that will be made available and/or the agreements for data to be collected;
5) The expectations regarding communication and reports; and
6) The final report (i.e., the dissertation).

Students will "bid" on the project on which they want to work. Once a student team has selected a project, the team will present a scope of work memorandum to the client and the supervisor that defines the scope of the project, including key problems of practice; specifies the analytical focus and data collection strategies; develops a timeline and task completion schedule; and assigns individual team members to specific areas of focus. Each student will provide a final project report which will serve as the dissertation. Typically, the final project will be a report of the analysis undertaken, including a description of the literature which informed the topic, a description of the data used, and the policy and practice recommendations. In addition to the dissertation examination, students will be expected to present a summary of the research to clients.

Supervision

Students will be matched with an approved Supervisor at the time of first registration. Supervision may be provided by Full-time Members in the professorial ranks or, alternatively, a Supervisor who does not have a continuing appointment but who holds an Adjunct appointment, has Emeritus status, or is from outside the university. In such cases, the School of Graduate and Postdoctoral Studies will be asked to approve the appointment in the form of a request for membership at a level to include privileges to supervise student at the Doctoral level. Normally, Supervisors from outside the university must meet the following criteria:

- Hold a PhD or EdD degree;
- Have extensive experience in a professional field related to the area of a student's study and dissertation research;
- Have made significant professional contributions at the local, national, and international levels in research, teaching, and/or service;
- Have been active in professional scholarly research in an area related to the student's interest and dissertation research.

Program Regulations: Master of Professional Education (MPEd)

Program Components and Educational Goals

Program Component	Year	Educational Goals
Inquiry and research • Participatory Research (half-course) (required course) ▪ Program Evaluation (half-course) (required course) Specialization study ▪ Specialization Course I (half-course) ▪ Specialization Course II (half-course)	Year 1	Acquire a basic knowledge of the processes and practices of research in education, including developing an understanding of program evaluation. Introduction to the specialization area.
Specialization study ▪ Specialization course III (half-course) Elective study ▪ Elective (half-course) Laboratory of Practice (half-course) (graded) (required course) Capstone Project (one-half course) (half-course) (required course)	Year 2	Further elaboration of knowledge relative to specialization interests, as well as related content areas. Enhance research skills and professional learning within "real-world" context. Demonstrate collaborative abilities to frame a problem of practice, develop a concept map, gather relevant research, and identify methods for examining it.

Learning Outcomes

Program Objectives, Student Learning Outcomes, Courses Aligning with Outcomes, and Assessment Techniques Master of Professional Education (MPEd)			
Program Objectives	**Student Learning Outcomes**	**Courses Aligning with Outcomes**	**Sources of Assessment Data**
Show advanced knowledge of their disciplinary area	Demonstrate knowledge of historical and current influences on disciplinary theory and practice. Demonstrate a professional knowledge base that integrates both practical and research knowledge and links theory with systemic and systematic inquiry.	Disciplinary courses within specified fields	Course Assignments Seminar Discussions Applied Research Projects
Apply knowledge of their disciplinary area	Demonstrate abilities to generate, transform, and use professional knowledge to guide practice. The ability to use self-analysis, inquiry, and purposeful reflection to continually improve practice and model and encourage these habits with others. Scholarly practitioners who inspire shared vision and commitment to high student achievement informed by best practices by developing structures and processes fostering collaboration and inquiry for	Participatory Research; Program Evaluation; Laboratory of Practice; Field specific courses	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment Portfolio

	continuous instructional improvement. Scholarly-practitioners who value the application of theory in practice and conduct systemic inquiry.		
Professionals whose practice is informed by scholarly literature	Acquire a knowledge base in research methodology that permits critical analysis of the literature.	Participatory Research: Program Evaluation; Laboratory of Practice; Field specific courses.	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment Portfolio
Reflective practice	Use self-analysis, inquiry, and purposeful reflection to continually improve their own practice. Frame complex problems of practice to bring about meaningful solutions. Demonstrate systems thinking and strategic approaches for teacher leaders to create a learning community that demonstrates ethical, caring and reflective practice.	Participatory Research; Program Evaluation; Laboratory of Practice; Field Specific courses.	Course Assignments Seminar Discussions Applied Research Projects Portfolio
Equity and Cultural Competency	Are culturally competent and advocate purposefully for equity	Field specific courses	Course Assignments Seminar Discussions Applied Research Projects Portfolio
Communication	Develop and demonstrate collaboration and communication skills to work with diverse communities and build partnerships. Provide service to the professional, scholarly, and university communities through the dissemination and translation of research.	Field specific courses; Laboratory of Practice	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment
Professional Capacity and Autonomy	Identify and act with professionalism, integrity, and ethical behavior. The competencies of practitioner-researchers who purposefully engage in inquiry and construct knowledge that promotes equity in education.	Laboratory of Practice; Field specific courses	Course Assignments Seminar Discussions Applied Research Projects Laboratory of Practice Assignment

Awareness of Limits of Knowledge	Develop an inquiry stance to examine and collaboratively address problems of practice from various theoretical and research perspectives.	Program Evaluation; Participatory Research; Field specific courses	Course Assignments Seminar Discussions Applied Research Projects

Program Phases
The program is divided into two phases:

Phase I (Year 1) is designed primarily to develop students' competencies as "critical critical consumers of educational research" and skills to conduct practitioner-inquiry. Emphasis is also placed on introducing students to the theoretical and research literature related to their area of specialization.

Phase II (Year 2) is designed to engage students in an in-depth analysis of an identified problem of practice through diverse academic disciplines. Specialization and elective coursework exposes students to context specific best practices and cutting edge research and emphasizes the application of theory and research to practice within a laboratory of practice. Students culminate their program with a capstone project, which is focused on a collaborative research project designed around a problem of practice.

Each specialization class will be framed within an overarching problem of practice which will serve as the catalyst for identifying other problems and issues of practice students encounter in their own work and for engaging in problem solving and applied inquiry. Coursework will be loosely structured to supplement and guide this inquiry around the content area, theoretical formulations, and research findings. The goal is to develop students' abilities to employ reasoning processes as they weave together theoretical formulations, results of empirical research, and facts from real-life situations into a comprehensive analysis of the educational situation. Ultimately, our goal within each course is for students to develop an inquiry stance to examine and collaboratively address from various theoretical and research perspectives authentic problems of practice in their professional work.

Program Sequence and Detail
In the first year, student's complete two introductory research courses, as well as three core specialization courses that are framed around major political, social, economic, legal, and cultural themes. Subsequent coursework in the second year builds upon this broad base of knowledge and aligns with students' career objectives. Each concentration exposes students to context-specific best practices and cutting edge research and emphasizes the application of theory to practice. Students are also provided with opportunities to view practice within context and apply their research and theoretical knowledge in their emergent roles as professionals within a laboratory of practice. The year ends with teams of students collaborating engaging in the development of a capstone project.

Objectives – Year I
In addition to overarching problems of practice introduced by the instructors and fellow students, candidates will also be asked to decide on a problem of practice that will become the centerpiece of their program of study. Research has shown that allowing students to self-identify a problem of practice to guide their program will energize their work over their period of study, be associated with a rich network of students' prior experiences, and because of students' prior experience, include a wide range of explicit and tacit knowledge. Phase I is designed to help candidates develop skills that they can use to add depth and breadth to their thinking about the problems of practice they are studying through developing the research and information collection and data analysis skills they will use to explore the many facets of a problems of practice. Candidates also learn how to read the educational literature critically through studies within their specialization area. Cumulatively, these experiences will add depth and breadth to the experience-based conceptions students' initially use to frame their chosen problems of practice.

Objectives – Year II
Learners explore their POP through lenses filtered by concepts from the research literature in light of political, social, economic, legal, and cultural contexts. The emphasis is not on learning about ideas and concepts in order to write a paper or to pass a test but rather on learning how to use these ideas and

concepts to address a complex problem of practice. Using inductive teaching techniques or what Shulman (2005) refers to as signature pedagogy, the proposed program seeks to elaborate candidates' divergent and convergent problem solving abilities and cognitive flexibility, which, in concert, will contribute to the mental leaps that characterize insightful and creative thought. To further enhance the cognitive abilities that support complex problem solving, knowledge gleaned from the topic-specific and elective courses informs action within a laboratory of practice setting in which students explore how concepts covered in their course-related readings play out in practice. Since this laboratory of practice is typically situated within school districts or related agencies, it presents students with the intricate challenges of real-world situations. As they conduct exploration projects within this setting, students are often perplexed; the textbook theory just does not translate neatly into real-world situations. To resolve the conflict, they often have to make mental leaps to connect—to figure out the relationships between the ideas they read about in their courses and the information they gather from their exploration projects within these settings.

In each course, students read the research literature critically and then explore these issues within a laboratory of practice. In each instance, instructors would use various inductive techniques to help students develop the ability to make insightful mental leaps between conceptual frameworks and problems of practice. Armed with this ability, candidates would enter real-world situations with the capacity to devise creative solutions to complex problems of practice. Throughout, instructors also help students enhance their ability to self-regulate their own learning. Instead of setting absolute requirements, instructors outline a list of readings from which candidates can choose. In terms of exploration projects, instructors work with candidates to develop the best approach to use within a particular setting. As learners consider these options at hand, instructors help them develop the skills they can use to make the most effective choices and to self-regulate—to plan, monitor, and evaluate—how they implement these choices. When candidates learn to self-regulate their own learning, they also learn how to think about their own thinking. In doing so, they often appreciate the limits of their own decision-making. With assistance from their instructors, they generally build appropriate checks and balances into the process they use to plan, monitor, and evaluate their own actions. The emphasis is on helping candidates to use convergent and divergent reasoning processes, along with framing, to conceptualize the relationships among the ideas covered within the core courses, to link these conceptual relationships to issues they find in their exploration projects, to analyze the results of their exploration, and to propose creative recommendations on ways to address a problem of practice. Phase II culminates with the completion of an integrate capstone project.

Admissions
Our Master of Professional Education is designed to attract emerging and mid-career, full-time professionals working within educational or related service organizations.

Enrolment Plan – Cohort Model
Students join together as members of a cohort that collaborates as a professional and academic "community of practice." This cohort structure will provide ongoing support within the course work and through the dissertation writing process.

In this approach, a new group of 20 students will be admitted each year. Each cohort group will proceed through the program together, enrolling in the required courses.

To ensure the integrity of the cohort model, a continuous enrollment requirement will be necessary which will necessitate that students complete all the required courses within the timeframe stipulated.

Admissions Criteria
For admission to the Master of Professional Education program, students must possess a four-year degree from an accredited university. The School of Graduate and Postdoctoral Studies requires at least a 70% average in senior level academic courses, as determined by the School of Graduate and Postdoctoral Studies, taken in the last two full-time years of the undergraduate degree.

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or

550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is **0984**].

- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and postdoctoral Studies by the testing agency.

Other formal evidence of graduate level proficiency in English (as determined by the School of Graduate and Postdoctoral Studies) may be considered in lieu of these test scores.

Advanced Credit
Students enrolling in the Educational Leadership field may achieve advanced credit (a total of 2 half-courses) for completion of the Ontario Principal's Qualification Program (PQP, Parts I and II or Ontario Supervisory Officer Qualification Program (SOQP) or an equivalent qualification from another jurisdiction. A course tuition fee will be charged to students for every one-half course advanced credit they are granted in alignment with approved tuition fees.

Laddering
It may be possible for students who have completed the Diploma in Professional Education to "ladder" two half-course equivalents into a Master of Professional Education program. No additional fees will be charged for laddering these courses.

To be eligible to participate in the laddering process, the following conditions must be met:

- Students will have completed a Professional Diploma in the Faculty of Education, Western University, or two half-course equivalents at the graduate level in Education at another accredited university.
- Students will have maintained a graduate equivalent of "B" or higher in the courses transferred.
- No more than two years will have elapsed since the completion of the Professional Diploma.

Application Material
All admission packages judged by the admissions committee will consist of university transcripts; a description of years of experience, along with level of responsibility; unique talents and accomplishments; letters of recommendation; and, the submission of a writing sample.

Admission to the program depends upon several factors, including the quality of application materials, relevant and acceptable degree(s) from accredited institution(s), participant/program fit, and competitive grades.

All applicants will be required to submit the following:

- SGPS/FoE Application Form Personal statement that addresses problems of practice that is of particular interest to the candidate.
- Three letters of recommendation: letters of recommendation are a very important part of the application. Three letters are required, one from an immediate supervisor; one from a person who can speak to the academic work of the applicant; and one who knows professional work and background of the applicant.
- Resume
- Application fee

- Official transcripts
- ELP test score and Permanent Resident documentation where applicable.

Program Regulations: Graduate Diploma in Professional Education (GDip)
The GDip, a full-time program, is designed to provide Bachelor-level students opportunities to completed advanced graduate professional course work in their chosen professional area. The frameworks that define the EdD and MPEd will also play a pivotal role in our GDip: practitioner-scholar knowledge; signature inductive pedagogies and pedagogical tools; a participatory culture; and technologies to map knowledge and knowledge-producing systems through distance education and other delivery frameworks. The GDip is a course-based program, with research embedded within all courses.

Program Components and Educational Goals

Program Component	Year	Educational Goals
Inquiry and research ▪ Action Research: Teachers as Researchers – ED9577 (half-course)(required) Professional Area (3 half-courses) ▪ Educational Leadership ▪ Curriculum ▪ Educational Psychology	Year 1	Acquire introductory level knowledge of the role of research in professional education, importance of research-informed practice; and to elaborate their understanding of specialization areas in professional education.

As with our EdD and MPEd, each professional area course will be framed within an overarching problem of practice which will serve as the catalyst for identifying other problems and issues of practice students encounter in their own work and for engaging in problem solving and applied inquiry. Coursework will be loosely structured to supplement and guide this inquiry around the content area, theoretical formulations, and research findings. The goal is to develop students' abilities to employ reasoning processes as they weave together theoretical formulations, results of empirical research, and facts from real-life situations into a comprehensive analysis of the educational situation. Ultimately, our goal within each course is for students to develop an inquiry stance to examine and collaboratively address from various theoretical and research perspectives authentic problems of practice in their professional work.

Learning Outcomes

Program Objectives, Student Learning Outcomes, Courses Aligning with Outcomes, and Assessment Techniques **Graduate Diploma in Professional Education (GDip)**			
Program Objectives	**Student Learning Outcomes**	**Courses Aligning with Outcomes**	**Sources of Assessment Data**
Knowledge of selected disciplinary area	With respect to their selected disciplinary area, students will demonstrate: Knowledge and understanding of current debates, concepts, and issues within the area under study. Knowledge and understanding of research that underpins practice in the area of study. Critical appreciation of relevant education strategies, policies and guidelines, and their implications for teachers in relation to improving	Disciplinary courses within specified fields	Course Assignments Seminar Discussions Applied Research Projects

	practice. Understanding and appreciation that teaching and learning occur in complex and contextualized settings that impact practice.		
Apply knowledge of their disciplinary area	Knowledge of key terms, concepts and theories to inform and evaluate practice	Disciplinary courses within specified fields	Course Assignments Seminar Discussions Applied Research Projects
Professionals whose practice is informed by scholarly literature	An acquisition of a knowledge base in action research methodology that permits critical analysis of the literature. Application of critical thinking and decision-making skills in relation in reviewing literature and practice	Action Research: Teachers as Researchers – ED9577 Field specific courses	Course Assignments Seminar Discussions Applied Research Projects
Reflective practice	The ability to critically evaluate use insights to enhance practice. A reflective approach to research and other literature to inform and improve practice. Purposeful engagement in self-analysis, inquiry, and reflection to continually improve practice.	Field specific courses	Course Assignments Seminar Discussions Applied Research Projects
Equity and Cultural Competency	Cultural competence and advocacy skills to purposefully promote equity.	Field specific courses	Course Assignments Seminar Discussions Applied Research Projects
Communication	Abilities to develop and maintain effective written, oral, nonverbal, and electronic communications with diverse listeners. Competencies in the use ICT applications for information retrieval and communication purposes	Field specific courses Laboratory of Practice	Course Assignments Seminar Discussions Applied Research Projects
Professional Capacity and Autonomy	Actions that are consistent with principles of fairness, equity, and diversity to support the development and learning of individual children, within the context of his/her family, culture, and society. Ability to apply a personal philosophy of within the framework of ethical and professional standards. Competencies at identifying and acting with professionalism, integrity, and ethical behavior.	Laboratory of Practice Field specific courses	Course Assignments Seminar Discussions Applied Research Projects

Awareness of Limits of Knowledge	Ability to develop an inquiry stance to examine problems of practice from various theoretical and research perspectives.	Action Research: Teachers as Researchers – ED9577 Field specific courses	Course Assignments Seminar Discussions Applied Research Projects

Program Sequence and Detail
The Graduate Diploma in Professional Education program is designed to be completed within one year. All students entering the GDip will initially complete an introductory research course followed by three professional area courses. Courses will normally be delivered online across three terms (fall, winter, summer).

Admissions
The Graduate Diploma in Professional Education (GDip) is intended to provide university bachelor-level graduates the opportunity to advance their professional development as a teacher or forge new knowledge in an area not previously studied with the goal of developing specialized knowledge to enhance future professional and graduate opportunities.

Enrolment Plan
Up to 40 students will be admitted to the Graduate Diploma in Professional Education on an annual basis.

Admissions Criteria
For admission to the Master of Professional Education program, students must possess an undergraduate degree from an accredited university, preferably in Education. The School of Graduate and Postdoctoral Studies requires at least a 70% average in senior level academic courses, as determined by the School of Graduate and Postdoctoral Studies, taken in the last two full-time years of the undergraduate degree.

Applicants whose first language is not English must furnish evidence of their proficiency in the use of the English language by a satisfactory* achievement within the last two years in one of the following:

- The Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 86, with no individual score below 20 for the internet based version; 213 for the standard electronic version; or 550 for the paper and pencil version, although some programs require a higher minimum score. [Western's TOEFL ID is **0984**].
- The International English Language Testing Service (IELTS) of the British Council. The minimum acceptable score is 6 out of 9. The IELTS is offered in 6 test centres in the US and 3 in Canada.
- The Michigan English Language Assessment Battery (MELAB) of the University of Michigan. Students must have at least 80 on each of the sections and an overall score of at least 85. Arrangements to write MELAB may be made online.
- The Canadian Academic English Language Assessment (CAEL Assessment). The minimum acceptable score is 60. The CAEL Assessment is offered in several countries throughout the world as well as Canada.
- Fanshawe College's ESL Program. The requirement is graduation from Level 5, Advanced Academic Preparation, with a minimum 80% in all components.

Students who are required to present evidence of proficiency in English must make their own arrangements to write the TOEFL, IELTS, MELAB or CAEL and to have the official results sent directly to the School of Graduate and postdoctoral Studies by the testing agency.

Other formal evidence of graduate level proficiency in English (as determined by the School of Graduate and Postdoctoral Studies) may be considered in lieu of these test scores.

Advanced Credit
Students may achieve advanced credit (a total of 2 half-courses) for Additional Qualification courses taken from the Faculty of Education, Western or other Advanced Certificate programs completed at an accredited university in the area of professional studies to which they are applying. Students who are approved for advance credit will be required to pay the corresponding course fee.

Laddering
It may be possible for students who have completed the Professional Diploma in Education to "ladder" two half-course equivalents into a Master of Professional Education program.

To be eligible to participate in the laddering process, the following conditions must be met:

- Students will have completed a Professional Diploma in the Faculty of Education, Western University, or two half-course equivalents at the graduate level in Education at another accredited university.
- Students will have maintained a graduate equivalent of "B" or higher in the courses transferred.
- No more than two years will have elapsed since the completion of the Professional Diploma.

Courses laddered from the Professional Diploma or another university will complete the elective slots in the Master of Professional Education program.

Application Material
All admission packages judged by the admissions committee will consist of university transcripts; years of experience, along with level of responsibility; unique talents and accomplishments; letters of recommendation; and the submission of a writing sample.

Admission to the program depends upon several factors, including the quality of application materials, relevant and acceptable degree(s) from accredited institution(s), participant/program fit, and competitive grades.

All applicants will be required to submit the following:

- SGPS/FoE Application Form Personal statement that addresses problems of practice that is of particular interest to the candidate
- Three letters of recommendation; letters of recommendation are a very important part of the application. Three letters are required, one from an immediate supervisor; one from a person who can speak to the academic work of the applicant; and one who knows professional work and background of the applicant.
- Resume
- Application fee
- Official transcripts
- ELP test score and Permanent Resident documentation where applicable.

Delivery
As previously noted, normally, all of our program options (EdD, MPEd, and GDip) will be delivered on-line. Depending on cohort needs, at times, we may elaborate our on-line offerings by delivering segments of courses through face-to-face interactions, on-campus summer sessions and institutes, blended courses, and short concentrated experiences.

Over the last decade, Canadian universities have played a leadership role and gained international recognition in e-learning—In infrastructure, deployment, learning methodology, tools and practices, work on accessibility, and research on learning objects and repositories (*State of E-Learning in Canada*, Canadian Council on Learning, 2009). Through harnessing these strengths, we will seek to offer an accessible, equitable program and in the process enhance our market.

With the development and diffusion of effective e-learning practices across Canada and throughout the world, more learners at all stages of life will be able to access more educational opportunities. For the past ten years, online enrolments in higher education have grown substantially faster than overall higher education enrolments (*Review of E-Learning in Canada*, Knowledge Link, Concordia University, 2009; *State of E-Learning in Canada*, Canadian Council of Learning, 2009; *E-Learning in the Canadian Post-Secondary Education System*; Ontario Undergraduate Student Alliance, 2010). Yet, despite this rapid growth, numerous myths surround perceptions of the relative weaknesses and strengths of distance delivery options.

Recent meta-analysis of reviews of distance education compared with classroom instruction point to considerable heterogeneity, suggesting that although some students do better in distance education, the

goodness-of-fit is better for other within the face-to-face environment. This wide variability means that a substantial number of distance education applications provide better achievement results, are viewed more positively, and have higher retention rates than their classroom counterparts. On the other hand, a substantial number of distance education applications fare worse than classroom instruction in regard to all three measures.

We have carefully reviewed the existing literature on distance education to give us information on how best to support the design and development of a quality distance education EdD. Following is a listing of related findings and what we propose to do to address these issues.

1. Attention to quality course design should take precedent over attention to the characteristics of the media. This presumably includes what the instructor does as well as what the student does. Related to this finding is that the professional development and training of instructors to use technology effectively is crucial. As previously noted throughout this document, we have given considerable care to developing a pedagogical and disciplinary framework for the EdD program. Moreover, we have exercised considerable care in assembling a team of digital pedagogical experts who will provide on-going support to instructors in course preparation and delivery, along with training programs. All instructors will be asked to participate in these preparation programs prior to their involvement in program delivery.
2. Active learning (e.g. problem-based learning that includes or induces some degree of collaboration among students appears to foster better achievement and attitudes outcomes in distance learning). The pedagogical approaches utilized throughout the program place a premium on active inductive-learning techniques. Further, media designed to support interactivity will be used throughout the program.
3. Opportunities for communication, both face-to-face and through mediation, appear to benefit students. The use of a cohort-based model, emphasis on participatory cultures and connectivism, and laboratories of practice enhance opportunities for students to actively participate in communities of learning and practice.
4. Provision of student support services. Research reports that the most important services for students in distance education are the ones required to get students through the early steps. Thus, provision of information and advice about distance learning opportunities and orientation to resources and learning formats are important. To ensure student success, we will be offering a compulsory non-credit course (New Technologies in Professional Education) that will introduce incoming students to basic, advanced, and cutting edge experimental online educational tools. It will also provide students with practice in the collaborative use of these tools so that they can participate easily in, and contribute effectively to, their online “for credit” professional courses.