



2023 CALL FOR NEW INSTITUTIONAL MEMBERS

The Carnegie Project on the Education Doctorate (CPED) invites applications to join its 135+ member institutions in transforming the Professional Practice Doctorate (EdD) into the degree of choice for aspiring leaders. Broad and diverse CPED membership is central to its success. We seek members committed to reclaiming and enhancing the professional doctorate in education.

Beginning with 25 institutions in 2007, CPED has brought together administrators, faculty, and practitioners from across the country and the globe to rethink advanced education leader preparation and doctoral program development. The Carnegie Project on the Education Doctorate (CPED) envisions a future where equity-minded educational professionals lead lasting and positive change for the learning and benefit of everyone.

The Mission of the Carnegie Project on the Education Doctorate (CPED) transforms the advanced preparation of educational professionals to lead through scholarly practice for the improvement of individuals and communities.

We invite you and your institution to apply for membership.

Applications are due April 3, 2023.

CPED LEADERSHIP

Jill A. Perry, Executive Director

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MEMBERSHIP BENEFITS

CPED represents a unique approach to doctoral program learning through continuous improvement and interaction with colleagues across a broad network of schools of education. CPED faculty meet virtually and at annual Convenings for collaborative learning and dialogue to advance innovative and effective EdD programming. Professional development opportunities, coupled with a rich website and member-driven activities, support [member institutions](#) to develop and promote their programs.

[See how CPED has impacted members](#)

“CPED helps by providing high-quality convenings, ongoing professional development, and a wealth of resources. These resources and events guided the development of our program, including the program evaluation dissertation framework.” - Christine Harrington, Faculty, New Jersey City University

“The CPED principles have been a guiding force in the construction and reconstruction of the EdD programs I have led and/or supervised. CPED provides us with an unparalleled network of educators who can support us and an organization that is responsive to our needs.” - Elizabeth Orozco Reilly, Dean, CSU- Channel Islands

“Involvement in CPED afforded us the opportunity to participate in a national conversation about our EdD program. Our EdD program has been completely redesigned to embrace the CPED guiding principles. The program is now designed to improve students' leadership practice, influence the practice of others, and impact the organization's outcomes. Further, the program emphasizes research and theory to inform practice, decision-making, and solutions that result in better organizational and professional outcomes.” - Grant Hayes, Dean, University of Central Florida

PROFESSIONAL COMMUNITY: The number one benefit of CPED membership is access to supportive and resourceful colleagues from 135+ schools of education dedicated to transformative work. CPED members can access a website, which offers a deep library of **a)** program design and development resources showcasing curricula, signature pedagogies, advising/mentoring strategies, approaches to writing support, evolving models of dissertations-in-practice, as well as program assessment tools, **b)** publications and white papers on EdD programming, and **c)** a materials and video archive from monthly special topic webinars and annual convening sessions.

CONVENINGS: Annual convenings are a signature CPED activity. [Convenings](#) include pre-convening workshops, full consortium sessions, guest speaker sessions, as well as Learning Exchanges and [CPED Improvement Group](#) (CIGS). Each convening has a specific learning theme that members prepare for; they arrive ready to share ideas, give feedback, and collaboratively formulate action steps for the improvement of their programs. Convenings are vital to quality EdD program development and the success of CPED as an organization. CPED members are expected to actively engage in Convenings.

PUBLISHING OPPORTUNITIES: CPED's [*Impacting Education: Journal on Transforming Professional Practice*](#), is an open source, peer-reviewed journal that assists member in producing and disseminating user knowledge for EdD program design and effective student learning experiences.

AWARDS: The consortium annually recognizes members and their students with three awards: [Program of the Year Award](#), [Dissertation in Practice of the Year Award](#), and the [David G. Imig Distinguished Service Award](#). Through evaluation by a committee of peers, each award honors outstanding work and recognizes the impact of CPED on improving professional preparation.

MEMBERSHIP REQUIREMENTS

Membership is by institution, not by program. If admitted, all institutional EdD programs and faculty are considered members.

CPED membership requirements are outlined below. Upon admission, new members sign a [Commitment to Engage and Change](#). This shared understanding is aimed at clarifying the interests of participants and will form the basis of on-going relationships of mutual trust and benefit. This commitment to engage and change contains three parts: mutual commitments, commitments by the CPED Consortium, and commitments by member programs and their host education schools

Please review the [Commitment](#) to be sure your institution is willing and able to engage in this manner.

INSTITUTIONAL REQUIREMENTS: Applying institutions must be: a) a not-for-profit institution, b) accredited by a U.S. regional accrediting agency and in good standing or for non-U.S. institutions, an equivalent evaluative body will be accepted, c) operating an Education Doctorate (EdD) program or have necessary approvals to design and implement a professional doctoral program housed within a school, college, or department of education.

1. **Leadership:** A Dean, chair, and faculty leader prepared to support and lead the EdD program.
2. **Personnel:** Faculty and staff resources matched to program enrollment targets and EdD program demands.
3. **Authority:** Faculty governance that allows for and fully supports program changes.
4. **Budget:** Adequate funding for:
 - a. Annual CPED dues *for minimum three years*.
 - b. Faculty and student participation in annual CPED convenings.
 - c. Program (re)design and implementation
 - d. Supports to facilitate program developments (e.g., release time, graduate assistant).
5. **Facilities:** Adequate space and technology needed to redesign the program.

PROGRAM REQUIREMENTS: Program must be housed within a school, college, or department of education and be committed to the [CPED Framework](#).

- All programs must demonstrate strong Dean, Chair backing as well as sufficient faculty to deliver a quality EdD program.
- First time EdD programs must demonstrate necessary approvals for granting doctoral degrees (institutional and state, if necessary) and provide clear information on design, implementation, and enrollment timelines in their application.

Active Participation: Member programs are expected to actively engage in the CPED consortium by:

- Sending at least two prepared individuals to annual convenings.
- Routinely sharing ideas, information and plans with colleagues, Chairs and Deans.
- Engaging in continues program improvement and exchanges with CPED colleagues.
- Sharing updated program information and data with CPED.

MEMBERSHIP FEE: An annual fee will be charged to each member institution upon acceptance and every year thereafter. The current annual membership fee is \$2,500 USD.

APPLICATION REQUIREMENTS

The CPED consortium looks forward to adding institutions committed to its [Framework](#). Interested institutions should submit an application that includes:

- A completed application (see application below)
- Supporting materials as needed
- Letters of support
- **APPLICATION FEE:** \$300.00 USD (non-refundable)
- Applicants may be asked to participate in a 30-minute phone or video interview with the Executive Director, Board Member, or CPED Member Committee representative.

TO APPLY: The following application and supplemental materials (no more than 10 pages, with clear headings and page numbers) should be submitted as a single .pdf at this [LINK](#)

General inquiries should be sent to info@cpedinitiative.org.

IMPORTANT 2023 DATES & INFORMATION

CPED NEW MEMBER INFORMATION SESSION:

- Wed Mar 15th 1 pm – 2 pm (EST) [REGISTRATION LINK](#)

APPLICATION TIMELINE:

April 3rd	Application materials are due
April 10th - May 31st	Committee Review & Potential interviews with faculty & Dean
June 13th	Decisions announced
July 1st	Annual Membership Begins
Oct 4th-6th	Convening (all new members required to attend)

CPED New Member Application

NAME OF INSTITUTION: _____

Edd PROGRAM OVERVIEW

1. Please complete one row for each Edd program you deliver (or plan to deliver) (add rows if needed)

Edd Program Name (By focus/concentration)	School or College setting	Department setting	Annual Enrollment (Note actual or <i>estimated</i>)

2. Using the **CPED Principles Assessment Rubric** as a guide, please mark the level that best represents your program *overall*. _____
3. When did the institution's Edd program(s) listed above begin? Or when will the first enrollment be? _____
4. Please provide information on tenure-track and clinical faculty in the Edd program. *You may also add key staff and leaders* (but not adjuncts). Please list first the primary faculty

contact who will serve as the CPED Delegate (note in the Title/Role column). If hiring, you may leave the name blank and indicate (or estimate) other information. Please add rows as needed.

Name and Degree	Title/Role	# of EdD courses taught annually	# of dissertation advisees annually

5. Approximately how many *adjunct faculty* teach in the program? _____

6. If adjunct faculty advise EdD dissertations, roughly how many student dissertations are advised by an adjunct annually? _____

7. Please provide program website(s) links that display program structure and curriculum. (If webpages do not display program structure and curriculum, please attach materials that do. If multiple programs significantly differ, send one for each. Otherwise, send one sample view.)

Links: _____

8. Do you plan significant changes to the program structure or curriculum? Please describe.

9. Please describe how advising is provided to a student over the course of his/her/their program. How are students matched with advisers? What, if any, improvement to advising is your program considering?

10. Please describe how your students will be made aware of your CPED membership and the CPED influence on your EdD program? How will students participate in the design of your program?

EdD PROGRAM FEATURES AND DEVELOPMENT

11. Drawing on the provided **CPED Principles Assessment Rubric**, briefly share important program features, goals, and challenges.

Principle #1: The Professional Doctorate in education is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice

Rubric level that best represents this Principle *overall*. _____

Important features, goals, and challenges:

Principle #2: The Professional Doctorate in education prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

Rubric level that best represents this Principle *overall*. _____

Important features, goals, and challenges:

Principle #3: Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

Rubric level that best represents this Principle *overall*. _____

Important features, goals, and challenges:

Principle #4: Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

Rubric level that best represents this Principle *overall*. _____

Important features, goals, and challenges:

Principle #5: The Professional Doctorate in Education is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, and that links theory with systemic and systematic inquiry.

Rubric level that best represents this Principle *overall*. _____

Important features, goals, and challenges:

Principle #6: Emphasizes the generation, transformation, and use of professional knowledge and practice.

Rubric level that best represents this Principle *overall*. _____

Important features, goals, and challenges:

12. How can CPED support your EdD program'(s) development?

INSTITUTIONAL AND FACULTY COMMITMENT & SUPPORT

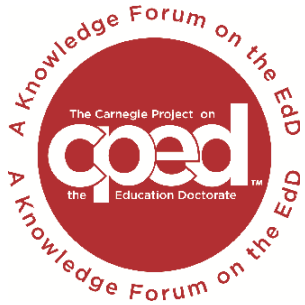
Please review the CPED **Commitment to Engage in Change**. If admitted, your institution must be willing and able to engage in the manner outlined and to remain a member for a minimum of three years.

13. How will program faculty engage in CPED ideas, practices, and resources?

14. How will the program engage in ongoing assessment and development work?
15. Please list ways your institution will support engagement in CPED and EdD program development (e.g., travel funds to attend convenings, graduate assistant and/or release time for primary faculty, and/or other supports)
16. Please attach letters of support* from each of the following. Combined, these letters should demonstrate that members of the institution:
- understand and are ready to commit to engage in the CPED change process
 - have financial support for annual dues and travel; and
 - are willing to join the consortium for a minimum of three years.
- A. Dean of the College or School of Education.
- B. Dean of the Graduate School or Chief Academic Officer.
- C. Head of the department in which the program is/will be housed.
- D. Faculty member directly involved in EdD program leadership

INTERVIEW

As part of the application process, institutions (Dean and faculty member) **may be asked** to participate in a **30-minute Zoom or phone interview** with the CPED Executive Director or CPED committee member. If necessary, these will be arranged starting May 2023.



**GUIDING PRINCIPLES RUBRIC PROTOTYPE
FEBRUARY 2023 – FOR NEW MEMBERSHIP APPLICATION**

The CPED Consortium is currently piloting the use of the below rubric to support learning about how members use the CPED principles in program designs. As part of this pilot, we are using it for the 2023 Membership Application. We hope that you will find it useful. *For questions, please contact info@cpedinitiative.org*

Principle #1: The Professional Doctorate in education is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

Pre-designing & Pre-developing	Designing & Developing	Implementation	Experienced	More Experienced
Program faculty sometimes discuss how to prepare scholar practitioners to understand, internalize, and address issues of equity, ethics, and social justice.	Program faculty regularly discuss how to prepare scholar practitioners to understand, internalize, and address issues of equity, ethics, and social justice.	In depth descriptions, illustrations, and discussions of equity, ethics, and social justice are incorporated in some aspects of the curriculum.	Syllabi, course sequencing and all other program components (e.g., recruitment, admissions, enrollment, orientation, dissertations in practice) stress framing the educational program around issues of equity, ethics, and social justice.	The professional practice of program alumni illustrates an emphasis on fostering equity, ethics, and social justice in their workplace and in the larger society.

<p>Program faculty sometimes seek to understand, internalize, and address issues of equity, ethics, and social justice.</p>	<p>Program faculty usually seek to understand, internalize, and address issues of equity, ethics, and social justice.</p>	<p>Program faculty and scholar practitioners can articulate where, in the curriculum, the focus is on framing the educational experience around issues of equity, ethics, and social justice</p>	<p>Syllabi, course sequencing and all other program components (e.g., recruitment, admission, enrollment, orientation, dissertation in practice) stress understanding, internalizing, and addressing issues of equity, ethics, and social justice.</p>	<p>Students' dissertations in practice demonstrate their ability to understand, internalize and address issues of equity, ethics, and social justice.</p>
<p>Efforts are seldom made by program leadership and faculty to ensure that there is a commitment to equity, ethics, and social justice within the program mission, goals, and other program documentation.</p>	<p>Efforts are sometimes made by program leadership and faculty to ensure that there is a commitment to equity, ethics, and social justice within the program mission, goals, and other program documentation.</p>	<p>Efforts are usually made by program leadership and faculty to ensure that there is a commitment to equity, ethics, and social justice within the program mission, goals, and other program documentation.</p>	<p>A focus on equity, ethics, and social justice is included in some program documentation.</p>	<p>A focus on equity, ethics, and social justice is included in most program documentation, including the program mission and goals.</p>

A commitment to equity, ethics, and social justice is sometimes a priority for program leadership and faculty.	A commitment to equity, ethics, and social justice is usually a priority for program leadership and faculty.	There is some wide-scale diversity of backgrounds within the program leadership and faculty.	There is significant wide-scale diversity of backgrounds within the program leadership and faculty.	The program leadership and faculty display a significant commitment to equity, ethics and social justice and there is wide-scale diversity within the program leadership and faculty.
A commitment to equity, ethics, and social justice is sometimes a priority in student recruitment, admission, and enrollment in the program.	A commitment to equity, ethics, and social justice is usually a priority in student recruitment, admission, and enrollment in the program.	Equity, ethics and social justice are priorities in program policies and practices.	All program applicants are considered equitably, ethically and justly in the recruitment, admission, and enrollment processes.	Scholar practitioners represent a significant diversity of backgrounds and, within the program, there is consistently a commitment to equity, ethics, and social justice in student recruitment, admission and enrollment.

Principle #2: The Professional Doctorate in education prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

Pre-designing & Pre-developing	Designing & Developing	Implementation	Experienced	More Experienced
Program faculty sometimes discuss how to prepare scholar practitioners to construct and apply knowledge in order to make a difference in the lives of others.	Program faculty regularly discuss how to prepare scholar practitioners to construct and apply knowledge in order to make	Descriptions and illustrations of constructing and applying knowledge that makes a positive impact on the lives of others are incorporated in some sections of curriculum.	Syllabi, course sequencing and other program components (e.g., recruitment, admission, enrollment, orientation, dissertation in practice) address the	Program dissertations in practice illustrate how scholar practitioners construct and apply knowledge in order to make a positive impact on the lives of others. In their professional practice,

	a difference in the lives of others.		centrality of knowledge construction and application in order to make a difference in the lives of others.	alums construct and apply knowledge in order to make a positive impact in the lives of others.
Minimal efforts are made to ensure that the program mission and goals of the program reflect a commitment to knowledge construction and application in order to make a difference in the lives of others.	Maximum efforts are made to ensure that the mission and goals of the program reflect a commitment to knowledge construction and application in order to make a difference in the lives of others.	Within the curriculum, there is some focus on linking the program mission and goals with a commitment to knowledge construction and application in order to make a difference in the lives of others.	Within the curriculum there is a major focus on linking the program mission and goals with a commitment to knowledge construction and application in order to make a difference in the lives of others.	The mission and goals of the program directly speak to a commitment to knowledge construction and application in order to make a difference in the lives of others.
The scholarly activities of program faculty do not reflect a commitment to knowledge construction and application in order to make a difference in the lives of others.	The scholarly activities of program faculty reflect a minor commitment to knowledge construction and application in order to make a difference in the lives of others.	The scholarly activities of the program faculty reflect a moderate commitment to knowledge construction and application in order to make a difference in the lives of others.	The scholarly activities of the program faculty reflect a significant commitment to knowledge construction and application in order to make a difference in the lives of others.	The scholarly activities of the program faculty reflect a major commitment to knowledge construction and application in order to make a difference in the lives of others.
Program policies and practices reflect a minor commitment to understanding, internalizing, and addressing knowledge construction and application in order to make a difference in the lives of others.	Program policies and practices reflect a moderate commitment to understanding, internalizing, and addressing knowledge construction and application in order to make a difference in the lives of others.	Most program policies and practices reflect a major commitment to understanding, internalizing, and addressing knowledge construction and application in order to make a difference in the lives of others.	Most program policies and practices explicitly reflect a commitment to understanding, internalizing, and addressing knowledge construction and application in order to make a difference in the lives of others.	All program policies and practices explicitly acknowledge a commitment to understanding, internalizing, and addressing knowledge construction and application in order to make a difference in the lives of others.

Principle #3: Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.

Pre-designing & Pre-developing	Designing & Developing	Implementation	Experienced	More Experienced
Program faculty sometimes discuss how to prepare scholar practitioners to understand, internalize, and address the importance of effectively listening and responding to the diverse perspective of others.	Program faculty regularly discuss how to prepare scholar practitioners to understand, internalize, and address issues of communication and collaboration with diverse audiences.	In depth descriptions, illustrations, and discussions of effective communication and collaboration are incorporated in some aspects of the curriculum.	Syllabi, course sequencing and all other program components (e.g., recruitment, admissions, enrollment, orientation, dissertations in practice) address effective communication and collaboration with diverse audiences.	The professional practice of program alumni illustrates effective communication and collaboration with diverse audiences.
Program faculty sometimes seek to understand, internalize, and address how to prepare students to demonstrate self-awareness and ability to adjust their attitudes and beliefs because of working within and learning from a diversity of communities and cultures.	Program faculty usually seek to understand, internalize, and address issues of preparing students to demonstrate self-awareness and ability to adjust their attitudes and beliefs because of working within and learning from a diversity of communities and cultures.	Program faculty and scholar practitioners can articulate where, in the curriculum, the focus is on self-awareness and engagement with diverse perspectives.	Syllabi, course sequencing and all other program components (e.g., recruitment, admission, enrollment, orientation, dissertation in practice) stress understanding, internalizing, and addressing issues of self-awareness and engagement with diverse perspectives.	Students' dissertations in practice demonstrate their ability to understand, internalize and address issues of self-awareness and engagement with diverse perspectives.
Efforts are seldom made by program leadership and faculty to ensure that there is a commitment to sharpening students' collaboration and communication skills to work	Efforts are sometimes made by program leadership and faculty to ensure that there is a commitment to sharpening students'	Efforts are usually made by program leadership and faculty to ensure that there is a commitment to	A focus on sharpening students' collaboration and communication skills to work with diverse communities is included in some	A focus on sharpening students' collaboration and communication skills to work with diverse communities is included in most program documentation, including the program mission and goals

with diverse communities within the program mission, goals, and other program documentation.	collaboration and communication skills to work with diverse communities within the program mission, goals, and other program documentation.	sharpening students' collaboration and communication skills to work with diverse communities within the program mission, goals, and other program documentation.	program documentation.	
A commitment to intercultural knowledge and competence is sometimes a priority for program leadership and faculty.	A commitment to intercultural knowledge and competence is usually a priority for program leadership and faculty.	There is some evidence of intercultural knowledge and competence within the program leadership and faculty.	There is significant evidence of intercultural knowledge and competence within the program leadership and faculty.	The program leadership and faculty display a significant commitment to intercultural knowledge and competence.

Principle #4: Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

Pre-designing & Pre-developing	Designing & Developing	Implementation	Experienced	More Experienced
Program faculty sometimes discuss how students' placement in the field is pertinent to the program.	Program faculty regularly discuss amongst themselves and with students how students' placement in the field is pertinent to the program.	Program faculty work with students to consider details of their practice. and start developing protocols related to site permissions, IRB, and the like for DiPs. Resources related to twinned roles of being both a scholar (studying one's	Syllabi, course sequencing and other program components reflect the centrality of field placement as a presumed program feature for all students. Faculty strive to support students in their dual	Program dissertations in practice illustrate the pertinence of scholar practitioners' placements in the field. Formal cooperative agreements with common partners (e.g., local school districts, the state dept. of education) articulated with a schedule to periodically revisit.

		professional setting) and a practitioner in that setting are developed.	roles of being both a scholar and a practitioner.	
Program faculty are aware of the value of various inquiry strategies and sometimes discuss the relevance of positioning students to juxtapose and select among various frames for learning more about and attending to educational problems.	Program faculty are aware of the value of various inquiry strategies and regularly discuss the relevance of positioning students to juxtapose and select among various frames for learning more about and attending to educational problems.	Curriculum and coursework explicitly highlight the prospects and limitations of various frames for research and application.	Program coursework and benchmarks (e.g., comps) demonstrate the expectation that students will learn about and know how to deploy various frames for research and resolution of problems of practice	Program success with promoting various frames for research and resolution of problems of practice make the program an exemplar of this principle and position students and faculty to share their expertise with other CPED partners and with various research sites.

Principle #5: The Professional Doctorate in Education is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, and that links theory with systemic and systematic inquiry.

Pre-designing & Pre-developing	Designing & Developing	Implementation	Experienced	More Experienced
Program faculty sometimes study and discuss how to prepare scholar practitioners to integrate practical and research knowledge into a knowledge base, and how to view problems that link theory with systemic and systematic inquiry.	Program faculty regularly study and discuss how to prepare scholar practitioners to integrate practical and research knowledge and how to view problems that link theory with systemic and systematic inquiry. This includes consideration of what EdD students as advanced practitioners 'already bring to the table'.	Program descriptions and materials sometimes illustrate where/how educators' professional knowledge base is presumed to be foundational, where/how practitioner knowledge and research are integrated, and where/how theory (particularly theories of action) are linked to	Program faculty and scholar practitioners can articulate where, in the program descriptions, components, materials, and curriculum, the professional knowledge base is foundational and developed, where practical and research knowledge are integrated, and where theory is linked to systemic and systematic inquiry.	Program dissertations in practice are a demonstration of how scholar practitioners contribute to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry

		systemic and systematic inquiry.		
The scholarly activities of program faculty do not reflect a commitment to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry.	The scholarly activities of program faculty reflect a minor commitment to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry.	The scholarly activities of program faculty reflect a moderate commitment to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry.	The scholarly activities of program faculty reflect a significant commitment to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry.	The scholarly activities of program faculty reflect a major commitment to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry.
Minimal efforts are made to ensure that the program mission and goals reflect a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry.	Maximum efforts are made to ensure that the program mission and goals reflect a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry.	Within the curriculum, there is some focus on linking the program mission and goals with a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry.	Within the curriculum, there is a major focus on linking the program mission and goals with a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry.	The program mission and goals show a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry.
Program policies and practices reflect a minor commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry.	Program policies and practices reflect a moderate commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry.	Most program policies and practices reflect a major commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry.	Most program policies and practices explicitly reflect a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry.	All program policies and practices explicitly acknowledge a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry.

Principle #6: Emphasizes the generation, transformation, and use of professional knowledge and practice.

Pre-designing & Pre-developing	Designing & Developing	Implementation	Experienced	More Experienced
Program faculty sometimes discuss how to prepare scholar practitioners to generate & use professional knowledge and practice.	Program faculty regularly discuss how to prepare scholar practitioners to generate & use professional knowledge and practice.	Program faculty model the generation and use of professional knowledge and practice in some sections of curriculum.	Program faculty model the generation and use of professional knowledge and practice in most sections of curriculum.	The generation and use of professional knowledge and practice is fully integrated into the program curriculum map.
The task of defining knowledge construction and knowledge application in order to make a difference in the lives of others is sometimes recognized and pursued by program faculty.	The task of defining knowledge construction and knowledge application in order to make a difference in the lives of others is usually recognized and pursued by program faculty.	Program faculty and scholar practitioners can articulate where, in the curriculum, is the focus on knowledge generation and use in order to influence change in their educational organizations.	Program coursework consistently demonstrates that scholar practitioners can generate, transform, and use professional knowledge in order to influence change in their educational organizations.	Program dissertations in practice illustrate that scholar practitioners can generate, transform, & use knowledge in order to influence change in their organizations. In professional practice, alums generate, transform, & use knowledge in order to influence change in educational organizations.
The program mission and goals minimally reflect a commitment to knowledge construction and application.	The mission and goals of the program fully reflect a commitment to knowledge construction and application.	Within the curriculum, there is some focus on linking the program mission and goals with a commitment to knowledge construction and application.	Within the curriculum there is a major focus on linking the program mission and goals with a commitment to knowledge construction and application.	Program dissertations in practice demonstrate a commitment to knowledge construction and application.
The scholarly activities of program faculty do not reflect a commitment to knowledge construction and application in order to make a difference in the lives of others.	The scholarly activities of program faculty reflect a minor commitment to knowledge construction and application in order to make a difference in the lives of others.	The scholarly activities of the program faculty reflect a moderate commitment to knowledge construction & application in order to make a difference in the lives of others.	The scholarly activities of the program faculty reflect a significant commitment to knowledge construction and application in order to make a difference in the lives of others.	The scholarly activities of the program faculty reflect a major commitment to knowledge construction and application in order to make a difference in the lives of others.