

THE DEMISE OF THE EDUCATIONAL DOCTORATE: CAUGHT IN THE MIDDLE OF PROGRAMS TRANSITIONING FROM THE EDD TO THE PHD

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Universities worldwide have begun dismantling pedagogical Educational Doctorates (EdD) and replacing them with the theoretical Doctor of Philosophy (PhD). The consequences of this change in programs remain grossly underexplored. The present article gives voice to the felt difficulties of doctoral students impacted by such changes. Grounded in emancipatory action research, data were collected using Laurel Richardson's (2005) writing as a method of inquiry. Data were analyzed with a multi-layered narrative analysis in order to illuminate concerns of doctoral student respondents who felt silenced and marginalized. Four distinct analytical lenses (language, narrative processes, content, and moments) unveiled the respondents' counternarratives. Three significant warning signs were identified, including the misalignment of (a) advertised opportunities, (b) pre-conceived expectations, and (c) the lived experiences. This research revealed a moral imperative for student-centered faculty interactions, curriculum sequencing that emphasizes the diversity found in the institution's community, and community engagement.