



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

**Brief History of the PhD and EdD (Doctoral) Programs in
the Faculty of Education at UBC**

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2008

There were dramatic transformations of graduate education in Canada during the 1970s, including the creation of the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC) in 1977. Faculties of education significantly expanded graduate education options and doctoral degree programs rapidly increased throughout the 1970s. Like other faculties in Canada, faculties of education combined both the American model (emphasis on substantial course work) and the British and French models (emphasis on a long period for original research and a lengthy thesis) (Williams, 2005). The Doctor of Education (Ed.D.) degree was first introduced in the Faculty of Education in 1961, as somewhat of a hybrid of the British, French and American models. In 1970, the following course of study guidelines were introduced:

Each candidate's committee will recommend the kind and number of courses to be taken by the students in relationship to background and the requirements which are appropriate to the doctoral level in the chosen major field. No uniform course requirements can be applied to all departments at the doctoral level. (*UBC Calendar*, 1970, p. 156)

The coursework of each candidate was "supervised by a Candidate's Committee consisting of not less than five members." This Committee planned the course of study, which was to consist of "seminars, required readings, consultations, and such formal courses as may be deemed essential for the fulfillment of the requirements for the degree" (p. 156). The doctoral students were required to spend a minimum of two winter sessions in residence, with the Candidate's Committee recommending more time in residence if necessary.

The Faculty's first Ph.D. was introduced in 1982, for a specialization in Human Learning, Development and Instruction, and a second Ph.D. in Social Foundations of Educational Policy followed in 1983. By the mid 1980s, a student could get an Ed.D. degree in any of twelve specializations within the Faculty, reflecting rapid growth throughout the 1970s. The residency requirement continued as a means to assure the standards of the specialized discipline for the doctorate. The General Curriculum and Instruction degree in the Faculty by then included fifteen specializations: Art Education, Business Education, Early Childhood Education, Elementary Education, English Education, General Curriculum & Instruction, Industrial Education, Mathematics Education, Modern Language Education, Music Education, Reading Education, School Librarianship, Science Education, Social Studies Education and Teacher Preparation. In 1993, the height of the Ed.D. era, a student could choose among 11 Ed.D. programs with 21

different specializations. The Curriculum and Instruction Ph.D. was introduced in 1992. The Ph.D. became more restrictive for specialization, but was preferable. The Ph.D. in Curriculum Studies, approved in 1996, displaced four Ed.D.s and eight specializations for instance (i.e., The Ed.D. degree in the individual subjects— art, music, science, social studies, etc.— was made dormant and a common CUST Ph.D. was the preference). In 1994, coincident with a restructuring of the Faculty, Ph.D. programs were added beside most of the Ed.D. programs and course requirements helped mark the transition to a Ph.D. emphasis. For example, by the end of the 1990s, the Ph.D. in Curriculum Studies required the completion of two doctoral seminars within 18-24 credits of total coursework. Currently, the only Ed.D. left in the Faculty is in Educational Leadership and Policy.