College of Education, Health and Human Services

Doctor of Education (EdD) degree
IN
Interprofessional Leadership

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For inquiries please contact:
Dr Steve Mitchell, Associate Dean
College of EHHS, KSU
smitche@kent.edu
330-672-0229
Overview of the Program.
The study of leadership proposed in the Ed.D. degree will be from a collaborative perspective that seeks to involve a diversity of expertise to achieve common goals. Given the complexity of 21st-century education and society, educators and leaders in all fields must be prepared to address problems across organizational boundaries.

The objective of the degree is to develop students as scholarly practitioners in a variety of positions such as teachers, administrators, managers, professional development experts, training and development directors and leaders of agencies and organizations in which organizational learning is a critical component.

Kent State’s Ed.D. degree will differ from a Ph.D. degree in a few ways:

- Coursework and fieldwork will be developed with the student’s practical profession in mind. Emphasis will be on the application of theory to practice.
- An important emphasis in applying theory to practice will be organizational change with a focus on equity and social justice.
- The program will be focused on meeting the needs of professional practice, as are other professional doctoral degrees (e.g., Doctor of Audiology, Doctor of Nursing Practice).
- The program’s culminating requirement will not be fashioned as the traditional dissertation, but rather as a “dissertation in practice.” Students’ research will be aligned with the needs of their organizations, useful to their organizations and intended to effect positive change in their organizations. Students will be prepared and guided through their organizational research using action research design, improvement science or other applied approaches.

Carnegie Project for the Education Doctorate (CPED).
The Carnegie Project for the Education Doctorate (CPED) has been a driving force in conceptualizing the 21st century Ed.D. degree. The objectives of Kent State’s Ed.D. degree are based conceptually on the CPED’s guiding principles,¹ which suggest that the professional doctorate in education:

1. Is framed around questions of equity, ethics and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation and use of professional knowledge and practice.

Student Learning Outcomes
The Ed.D. degree in Interprofessional Leadership will prepare graduates to:

▪ Frame questions of organizational leadership, educational change and social justice to bring about solutions to complex problems of practice
▪ Develop and demonstrate a professional knowledge base that integrates both practical and research knowledge, and that links theory with systemic and systematic inquiry
▪ Construct and apply knowledge interprofessionally to make a positive difference in the lives of individuals, families, organizations and communities
▪ Develop and demonstrate interprofessional collaboration and communication skills to work with diverse communities and to build partnerships
▪ Analyze problems of practice and use multiple interprofessional frames to develop meaningful solutions
▪ Generate, transform and use professional knowledge in practice
▪ Integrate technology as a tool for teaching, learning, assessment, management, planning and communication

Curriculum
Courses in the program’s core emphasize the interprofessional focus while also providing students with understandings that are regarded as essential for leaders, particularly in the areas of ethical practice, social justice, systems thinking and organizational change. Students will have the opportunity to select or develop their own cognate area for specialized study.

The curriculum is designed with online lectures, seminars, field experiences and research requirements that will not only introduce relevant theory, but also emphasize the application and translation of theory into practice in particular settings. Rather than generating new knowledge and theory through research, as would happen in a traditional Ph.D. degree program, students will utilize action research, improvement science and other applied approaches to analyze and address problems of practice and to make positive change in their own professional settings. See table 1 for the program breakdown, table 2 for program courses, and table 3 for course sequence.

<table>
<thead>
<tr>
<th>Table 1: Curriculum breakdown of the Ed.D. degree program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research: Introduces students to different research methods, with a focus on applied research approaches</td>
</tr>
<tr>
<td>Leadership: Provides students with an understanding of interprofessional practice and essential understandings for functioning effectively in leadership positions</td>
</tr>
<tr>
<td>Cognate: Initial cognates at the time of development are athletic training education, cultural foundations of education, curriculum and instruction, educational technology and special education</td>
</tr>
<tr>
<td>Capstone: A “dissertation in practice” during which students will conduct research that culminates in a scholarly and comprehensive paper or project</td>
</tr>
</tbody>
</table>

Minimum Total Credits: 60
Table 2: Course requirements for the Ed.D. degree program

<table>
<thead>
<tr>
<th>Coursework (course descriptions are provided in Appendix 1)</th>
<th>Credit Hours</th>
<th>CPED Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major (Leadership) Requirements</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>CULT 85535 Interprofessional Studies</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 76529 Leading for Social Justice</td>
<td>3</td>
<td>1, 2</td>
</tr>
<tr>
<td>EHHS 75001 Systems Thinking in Personal and Professional Leadership</td>
<td>3</td>
<td>3, 5, 6</td>
</tr>
<tr>
<td>EHHS 75501 Theory and Practice of Leadership</td>
<td>3</td>
<td>1, 2</td>
</tr>
<tr>
<td>EHHS 75502 Ethical Leadership in Education</td>
<td>3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>MIS 74160 Leadership and Organizational Change</td>
<td>3</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Research Requirements</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>EVAL 75550 Introduction to Quantitative Methods in Education</td>
<td>3</td>
<td>5, 6</td>
</tr>
<tr>
<td>EVAL 78807 Program Evaluation</td>
<td>3</td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>EVAL 85516 Qualitative Research Design</td>
<td>3</td>
<td>5, 6</td>
</tr>
<tr>
<td>EVAL 85530 Practitioner Inquiry</td>
<td>3</td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>Cognate Area</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Students select a cognate area in consultation with their advisor.

Athletic Training Education
- ATTR 75001 Evidence Based Interventions in Athletic Training
- ATTR 75002 Academic and Administrative Leadership in Athletic Training
- ATTR 75003 Continuous Quality Improvement and Assessment in Athletic Training
- ATTR 75004 Teaching and Clinical Education Leadership in Athletic Training Programs

Cultural Foundations of Education
- CULT 79568 Great Ideas in Education
- CULT 79575 Anthropology and Education
- CULT 89521 Multicultural Educational Practice and Policy
- CULT 89582 Social Perspectives of Education

Curriculum and Instruction
- CI 71130 Multicultural Education
- CI 77001 Fundamentals of Curriculum
- CI 77002 Curriculum Leadership
- CI 77010 Curriculum Evaluation

Educational Technology
- ETEC 77434 Emerging Technologies for Instruction
- ETEC 77445 Designing Instructional and Performance Solutions
- ETEC 77491 Seminar: Educational Technology
- ETEC 87450 Learning with Educational Technologies

Special Education
- SPED 73204 Legal and Policy Foundations of Special Education
- SPED 73300 Research Applications in Special Education
- SPED 83201 Contemporary Issues in Special Education
- SPED 83301 Single-Subject Research Methods

Culminating Requirement                                   | 18           |                |
| EHHS 81099 Capstone I *                                  | 1-9          | 4, 5, 6       |

Minimum Total Credit Hours: 60
* Students must register for EHHS 81099 in consecutive semesters for a total of 18 credit hours, and thereafter EHHS 82099, each semester (inc. summer) until all requirements have been met.

**Table 3: Course sequence for the Ed.D. degree program**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td>CULT 85535 Interprofessional Studies</td>
<td>EVAL 75550 Introduction to Quantitative Methods</td>
</tr>
<tr>
<td>EHHS 75501 Theory and Practice of Leadership</td>
<td>Cognate Course 2</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 6</td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>EVAL 85530 Practitioner Inquiry</td>
<td>EVAL 78807 Program Evaluation</td>
</tr>
<tr>
<td>Cognate Course 1</td>
<td>Cognate Course 3</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 6</td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>EDLE 76529 Leading for Social Justice</td>
<td>EHHS 75502 Ethical Leadership in Education</td>
</tr>
<tr>
<td>EVAL 85516 Qualitative Research Design</td>
<td>Cognate Course 4</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 6</td>
</tr>
<tr>
<td><strong>YEAR 3</strong></td>
<td><strong>YEAR 4</strong></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>Spring Semester</td>
</tr>
<tr>
<td>EHHS 75001 Systems Thinking in Personal and Professional Leadership</td>
<td>EHHS 82099 Capstone II (if needed)*</td>
</tr>
<tr>
<td>MIS 74160 Leadership/Organizational Change</td>
<td>Credit Hours: 1-9</td>
</tr>
<tr>
<td>Presentation of Professional Portfolio</td>
<td><strong>Credit Hours: 6</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>EHHS 81099 Capstone I</td>
<td>EHHS 81099 Capstone I</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 9</td>
</tr>
<tr>
<td></td>
<td><strong>Spring Semester</strong></td>
</tr>
<tr>
<td>EHHS 81099 Capstone I</td>
<td>EHHS 81099 Capstone I</td>
</tr>
<tr>
<td></td>
<td>Credit Hours: 9</td>
</tr>
</tbody>
</table>

**Course Sequencing**
The Ed.D. degree will be a cohort-designed program, starting in the summer term with students taking a minimum of three years to complete the degree (2 years for coursework and 1 year for the culminating requirement). Course descriptions are provided in Appendix 1.

**Culminating Academic Experience**
Students will present a professional portfolio upon the completion of coursework. The portfolio will include elements of selected coursework that best represents the student’s learning prior to moving onto the culminating requirement. Students choose the artifacts to be included in the portfolio, priority being given to coursework that provides evidence of alignment to the six CPED principles and that will form the basis for dissertation research. Each portfolio artifact will be accompanied by a narrative that provides a rationale for the inclusion of the artifact. Students
prepare the portfolio in an online format and defend to a committee of two faculty members from within the cognate area (either face-to-face or by video conferencing).

The culminating requirement (capstone project) will be a “dissertation in practice.” Student research will be aligned with the needs of their organizations, useful to their organizations, and intended to effect positive change in their organizations. Students are most likely to employ an applied research methodology such as action research design, improvement science or case study research.

**Admission Criteria and Advising**

The proposed Ed.D. degree program will be cohort-based, admitting 25-30 students in the summer. Applicants will be reviewed holistically based their professional experience and the following requirements:

- Master's degree from an accredited college or university for unconditional admission
- Minimum 3.000 graduate GPA on a 4.000 point scale for unconditional admission
- Résumé
- Goal statement (2-4 pages, explaining how applicant’s career intentions relate to and will be supported by the program, what they bring to the program, and how they intend to use the degree to affect their practice)
- Three letters of recommendation from organizational supervisors evidencing the applicant’s leadership capacity and experience in the organization and/or from former professors attesting to the applicant’s capacity for doctoral work
- Interview with designated program faculty (face-to-face or by video conference)

Students will select a primary advisor during their first year of the program. The advisor will be from the student’s proposed cognate area and—in conjunction with the college’s Office of Graduate Student Services—will monitor the student’s academic progress via periodic or virtual interactions.
Appendix 1
Course Descriptions

MAJOR (LEADERSHIP) AND CAPSTONE COURSEWORK

CULT 85535 Interprofessional Studies (3 credit hours)
Comprehensive analysis of issues affecting professional practice in education and human service resource settings. Examination of questions related to interprofessional collaboration on policy, research and practice.

EDLE 76529 Leading for Social Justice (3 credit hours)
Centers on investigating a broad research agenda on leading for social justice within educational leadership. Provides a context for candidates to establish strong connections between what it means to lead and the primary concerns for learning and equity, which are associated with increased performance and effectiveness for American education. Candidates engage in concepts such as equity audits, border culture, hegemony, moral transformation and other concepts aligned with leading 21st century schools. Such concepts encourage school leaders to reconsider the influence of wider social, political, cultural and economic contexts in creating transformative and revolutionary schools.

EHHS 75001 Systems Thinking in Personal and Professional Leadership (3 credit hours)
The development of personal and professional leadership characteristics and traits through a self-examination and in-depth examination of the literature. Students will develop an understanding of the role leadership plays in complex systems through the application of systems thinking concepts. The course will focus on the importance of personal and professional leadership in systems thinking and organizational change.

EHHS 75501 Theory and Practice of Leadership (3 credit hours)
Theoretical perspectives on educational leadership as a foundation for effective practice in a range of educational settings. Contemporary, evidence-based research will support the integration and synthesis of educational leadership theory in practice. Leadership theory, myths, traits, models, strategies and assessment tools for leadership will be infused for a historical and comprehensive approach to educational leadership as an essential construct in education.

MIS 74160 Leadership and Organizational Change (3 credit hours)
Course develops students’ understanding of the theories and techniques needed for the successful management of significant organizational change with emphasis on discussion, exercises and case studies.

EHHS 81099 Capstone I (1-9 credit hours)
Operates as a “dissertation in practice,” focusing on a problem of practice and using either action research or improvement science as a methodology. Students’ research is aligned with the needs of their organizations, useful to their organizations and intended to effect positive change in their organizations. The research culminates in a scholarly, comprehensive paper/project that integrates knowledge attained through coursework/research.
RESEARCH COURSEWORK

EVAL 75550 Introduction to Quantitative Methods in Education (3 credit hours)
Introduction to purposes and practice of quantitative research related to educational services. Emphasis on elements of doing research and using products of research to support and enhance practice. Authentic examples used as illustration.

EVAL 78807 Program Evaluation (3 credit hours)
Study of principles and techniques of evaluation and measurement, and utilization of evidence to improve teaching, learning and implementation programs.

EVAL 85516 Qualitative Research Design (3 credit hours)
Introduction to qualitative research approaches, design and methods. Students learn about the theoretical underpinnings, nature, characteristics and methods of qualitative research. Students are introduced to several types of qualitative research designs. They learn to engage in critical reading of qualitative research reports. Students also learn to design qualitative research studies.

EVAL 85530 Practitioner Inquiry (3 credit hours)
Students engage in practitioner research. It provides an overview of the history, theoretical, ethical and practical issues related to engaging in practitioner work in a variety of fields. Research design, data collection and analysis are explored and practiced. Students critique practitioner research and design their own practitioner research study.

COGNATE AREA COURSEWORK

Athletic Training Education
ATTR 75001 Evidence Based Interventions in Athletic Training (3 credit hours)
Course examines implementation of evidence-based intervention constructs across the curriculum and program. Specific emphasis on designing and implementing EBP into didactic and clinical experiences in athletic training. Implementation in the development, implementation and dissemination of research is addressed. Through an extensive examination of the critical literature, students gain an understanding of how to broadly integrate these constructs in their professional practice.

ATTR 75002 Academic and Administrative Leadership in Athletic Training (3 credit hours)
Course addresses the key academic leadership constructs needed to navigate the higher education culture as a faculty and/or clinical faculty member. Human resources, politics, administrative processes and organizational factors related to successful higher education and clinical leadership are the focus. Leadership and advocacy strategies for professional organizations also are developed.

ATTR 75003 Continuous Quality Improvement and Assessment in Athletic Training (3 credit hours)
Focus includes the fundamental constructs associated with quality improvement through an academic program in athletic training. The development of inter-professional practice, engaging
curriculum, creation of educational and administrative policy, and leading change within athletic training organizations. Course assists student in developing action plans for their organization pertaining to organizational improvement.

ATTR 75004 Teaching and Clinical Education Leadership in Athletic Training Programs (3 credit hours)
Focuses on the comprehensive and integrated elements in athletic training education. An in-depth analysis of curriculum design and implementation, didactic and clinical education, program assessments, and accreditation policies and standards is addressed. A framework rooted in the context of inter-professional education promote organizational and programmatic improvements related dynamic trends in healthcare education.

Cultural Foundations
CULT 79575 Anthropology and Education (3 credit hours)
Students explore the contributions that cultural and social anthropologists have made to the study of education broadly conceived, focusing particularly on studies addressing the interrelationships among education, culture, and forms of social inequity. Through engaging in critical readings of classic and contemporary educational ethnographies, students explore the myriad ways in which "culture" has been theoretically conceptualized as well as the implications of those conceptualizations for educational inquiry and practice.

CULT 89521 Multicultural Educational Practice and Policy (3 credit hours)
Interdisciplinary inquiry into issues of pluralism and its influence on professional practice in education and human service settings. Cross-cultural interaction will be analyzed; reflection on developing culturally responsive professional practice.

CULT 89582 Social Perspectives of Education (3 credit hours)
This course examines both classic and contemporary social theories in education. Students will become familiar with different social theories; specifically focusing on strengths and limitations of various theoretical approaches. Students will also analyze the role social theories have had upon educational research and examine different conceptual issues within various social theoretical traditions.

CULT 79568 Great Ideas in Education (3 credit hours)
This course explores a great idea in education from multiple disciplinary perspectives (philosophical, sociological, historical) and looks at the ways in which the idea in question has shaped or could transform educational practice at multiple levels.

Curriculum and Instruction
CI 71130 Multicultural Education (3 credit hours)
Teachers will be provided with knowledge and strategies for teaching children to function effectively in a pluralistic society.

CI 77001 Fundamentals of Curriculum (3 credit hours)
This course is designed to help students learn to plan for and use a variety of techniques to gather information in systematic ways, across different phases of curriculum planning, development,
implementation, and evaluation to enhance decision-making processes. Students will develop evaluation questions around a curriculum or program of their choice and then design a detailed evaluation plan.

CI 77002 Curriculum Leadership (3 credit hours)
Explores the theories and practices of curriculum leadership with reference to the current politics of education and the democratic ideals of information-age, pluralistic societies. Mandated accountability reform is critically compared to invited professional renewal.

CI 77010 Curriculum Evaluation (3 credit hours)
This course is designed to help students learn to plan for and use a variety of techniques to gather information in systematic ways, across different phases of curriculum planning, development, implementation, and evaluation to enhance decision-making processes. Students will develop evaluation questions around a curriculum or program of their choice and then design a detailed evaluation plan.

**Educational Technology**
ETEC 77434 Emerging Technologies for Instruction (3 credit hours)
Focuses on the theoretical foundations, design, and development of educational delivery systems employing leading-edge and emergent technologies. Includes presentations and activities that employ the technologies.

ETEC 77445 Designing Instructional and Performance Solutions (3 credit hours)
Develop knowledge of the systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field in adapting and applying the process in a flexible and innovative manner, especially to large-scale projects.

ETEC 77491 Seminar: Educational Technology (3 credit hours)
Variable topic seminar for advanced study of specialized areas and topics. Normally designed around research and theory applied to practice.

ETEC 87450 Learning with Educational Technologies (3 credit hours)
Provides an overall introduction to research and practice in educational technology at the doctoral level. Includes examination of principles and examples of the effective application of technology to educational settings as well as approaches to research in the field.

**Special Education**
SPED 73204 Legal and Policy Foundations of Special Education (3 credit hours)
This course will review the statutory and regulatory foundations of U.S. public policies pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. Provides comprehensive overviews of Individuals with Disabilities Education Act, Every Student Succeeds Act, Americans with Disabilities Act, Vocational Rehabilitation Act, relevant sections of the Social Security Act. In addition, students will gain an awareness of miscellaneous other pieces of legislation and examples of case law pertaining to the education of students with disabilities.
SPED 73300 Research Applications in Special Education (3 credit hours)
In this course students apply their content, methods and research skills to develop a research project that addresses an area of special education. Focuses on techniques for answering research questions, developing curriculum, and assimilating knowledge through applied projects.

SPED 83201 Contemporary Issues in Special Education (3 credit hours)
This course is designed to help doctoral students to develop (a) foundational knowledge for understanding important and controversial issues in special education and related disciplines; (b) skills in critical analysis and synthesis of research; and, (c) skills in effective oral and written communication about historical and contemporary issues in special education.

SPED 83301 Single Subject Research Methods (3 credit hours)
Research designs and techniques associated with behavioral observation and a description of single subject experimental methodology are presented. The study of this methodology includes topics related to applied behavior analysis, assessment, experimental design and data evaluation. In addition, single subject methods are discussed in relations to other research designs. 20 field hours.