KENT STATE
U N I V E R S I T Y

College of Education, Health and Human Services

Doctor of Education (Ed.D.) degree
IN
Interprofessional Leadership

100% ONLINE DELIVERY
Cohort-based
Cohorts begin in the summer

APPLICATIONS:
https://www.kent.edu/admissions/apply

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Ed.D. in Interprofessional Leadership

Our doctoral program in Interprofessional Leadership is designed for the study of leadership from an interprofessional perspective. 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. The program is framed around questions of equity, ethics, and social justice to foster leadership to address to complex problems of practice. We aim to prepare leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

Program Learning Outcomes

Graduates of this program will be able 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

Cognates

Applicants to Kent State's Ed.D. program apply for a cognate area. Students' advisors are faculty members from their cognate areas. Cognates include the following:
- Athletic Training Education
- Cultural Foundations of Education
- Curriculum and Instruction
- Educational Technology
- Special Education

Carnegie Project for the Education Doctorate

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.

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[1] Retrieved from www.cpedinitiative.org/page/framework.

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.

Differences between the Ed.D. and the Ph.D.

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.
- The program is focused on meeting the needs of professional practice, as are other professional doctoral degrees (e.g., Doctor of Audiology, Doctor of Nursing Practice).
- An important emphasis in applying theory to practice will be organizational change with a focus on equity and social justice.
- 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 in using applied approaches to research.

Admission Criteria

Application materials will be reviewed holistically based applicants' professional experience and evidence of the following requirements:
- Master's degree from an accredited college or university
- Minimum 3.000 graduate GPA on a 4.000 point scale
- Resumé
- Goal statement (1-2 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)

Tuition

The cost of tuition for the Interprofessional Leadership Ed.D. program can be found here: https://onlinedegrees.kent.edu/degrees/doctor-of-education-interprofessional-leadership#tuition-and-fees

Curriculum/coursework

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.

| Research: | Introduces students to different research methods, with a focus on applied research approaches | 12 credits |

Leadership:	Provides students with an understanding of interprofessional practice and essential understandings for functioning effectively in leadership positions	18
Cognate:	Cognates in athletic training education, cultural foundations of education, curriculum and instruction, educational technology, and special education.	12
Capstone:	A dissertation in practice during which students will conduct applied research to make a positive impact in their organizations.	18
	Minimum Total Credits:	**60**

Culminating Academic Experiences

Students will present a professional portfolio upon the completion of coursework. The portfolio will include artifacts that best represent the student's learning prior to moving onto the dissertation in practice. Students choose the artifacts to be included in the portfolio, priority being given to those aligned with CPED principles and informing 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.

The culminating requirement (capstone project) is be a "dissertation in practice." Student research will respond to a problem of practice identified by the student. Research projects will be applied to the student's practice with the goal of effecting positive change in their organization or community.

Table 2: Course requirements for the Ed.D. degree program

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

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 80300 Social Context of Education
>   CULT 89521 Multicultural Educational Practice and Policy

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 83201 Contemporary Issues in Special Education
>   SPED 80002 Literature Analysis in Special Education
>   SPED 80005 Empirical Investigations in Special Education

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 until all requirements have been met.

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

Year 1
Summer
CULT 85535 Interprofessional Studies (3cr)
EHHS 75501 Theory & Practice of Leadership (3cr)
6 credit hours
Fall
RMS 85516 Qualitative Research Design (3cr)
Cognate course 1 (3cr)
6 credit hours
Spring
RMS 85530 Practitioner Inquiry (3cr)
Cognate course 2 (3cr)
6 credit hours

Year 2
Summer
EHHS 75502 Ethical Leadership in Educ (3cr)
RMS 75550 Intro to Quantitative Methods (3cr)
6 credit hours
Fall
RMS 78807 Program Evaluation (3cr)
Cognate course 3 (3cr)
6 credit hours
Spring
EDLE 76529 Leading for Social Justice (3cr)
Cognate course 4 (3cr)
6 credit hours

Year 3
Summer
EHHS 75001 Systems Thinking in Personal and Professional Leadership (3cr)
MIS 74160 Leadership & Organizational Change (3cr)
6 credit hours
Presentation of Portfolio
Fall
EHHS 81099 Capstone I (9cr)
9 credit hours
Spring
EHHS 81099 Capstone I (9cr)
9 credit hours

Year 4 (if needed)
EHHS 82099 Capstone II (if needed)* (1-9cr)

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

RMS 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.

RMS 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.

RMS 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.

RMS 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 80030 Social Contexts of Education: Contemporary Issues and Theory (3 credit hours)
The course will explore contemporary social contexts of education through the lenses of major sociological perspectives, including seminal theoretical works and emerging contemporary scholarship. Students will become familiar with the uses of classic and current sociological theories in order to understand contemporary educational issues.

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 80002 Literature Analysis in Special Education (3 credit hours)
This course is designed to assist doctoral students in the acquisition, organization, and interpretation of information about research in special education. The seminar introduces students to the nature of inquiry and the process of generating questions about a broad array of disability-related research topics. Students will gain knowledge to analyze critically the outcomes of research in special education.

SPED 80005 Empirical Investigations in Special Education (3 credit hours)
The course is intended to help students solidify their knowledge, skills, and dispositions related to research design, research methods, and scholarly writing by applying and expanding them in the context of special education research. Students will review and analyze quality indicators for special education research, critique select special education research literature, and develop a preliminary research proposal.

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.