INTERPROFESSIONAL LEADERSHIP - ED.D.

College of Education Health and Human Services
School of Foundations, Leadership and Administration
300 White Hall
Kent Campus
330-672-2012
www.kent.edu/ehhs/fla

Description
The Doctor of Education degree in Interprofessional Studies allows for the study of leadership from an interprofessional perspective that is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice. The program prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities. Field-based opportunities are provided to analyze problems of practice and use multiple frames to develop meaningful solutions.

The Ed.D. degree in Interprofessional Leadership is cohort-based, starting in the summer term, with students taking a maximum of five years to complete the degree. Students select a cognate area for specialized study. Examples of cognates include special education, educational technology, curriculum and instruction, athletic training education and cultural foundations in education.

Fully Offered At:
• Online

Admission 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
• Official transcript(s)
• 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)
• English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
  • Minimum 550 TOEFL PBT score (paper-based version)
  • Minimum 79 TOEFL IBT score (Internet-based version)
  • Minimum 77 MELAB score
  • Minimum 6.5 IELTS score
  • Minimum 58 PTE score
  • Exception) by earning one of the following:
  • Proof of English language proficiency (unless they meet specific exceptions)

Applicants will be reviewed holistically based their professional experience and the requirements listed above. For more information about graduate admissions, please visit the Graduate Studies admission website. For more information on international admission, visit the Office of Global Education’s admission website.

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

Program Requirements
Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULT 85535</td>
<td>INTERPROFESSIONAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 76529</td>
<td>LEADING FOR SOCIAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>EHHS 75001</td>
<td>SYSTEMS THINKING IN PERSONAL AND PROFESSIONAL LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>EHHS 75501</td>
<td>THEORY AND PRACTICE OF LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>EHHS 75502</td>
<td>THICAL LEADERSHIP IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EVAL 75550</td>
<td>INTRODUCTION TO QUANTITATIVE RESEARCH IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EVAL 78807</td>
<td>PROGRAM EVALUATION</td>
<td>3</td>
</tr>
<tr>
<td>EVAL 85516</td>
<td>QUALITATIVE RESEARCH DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>EVAL 85530</td>
<td>PRACTITIONER INQUIRY</td>
<td>3</td>
</tr>
<tr>
<td>MIS 74160</td>
<td>LEADERSHIP AND ORGANIZATIONAL CHANGE</td>
<td>3</td>
</tr>
</tbody>
</table>

Cognate Area: students select a cognate with advisor consultation:

<table>
<thead>
<tr>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATHLETIC TRAINING Education</td>
<td>12</td>
</tr>
</tbody>
</table>

- EVIDENCE BASED INTERVENTIONS IN ATHLETIC TRAINING
- ACADEMIC AND ADMINISTRATIVE LEADERSHIP IN ATHLETIC TRAINING
- CONTINUOUS QUALITY IMPROVEMENT AND ASSESSMENT IN ATHLETIC TRAINING
- TEACHING AND CLINICAL EDUCATION LEADERSHIP IN ATHLETIC TRAINING

Cultural Foundations of Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULT 79568</td>
<td>GREAT IDEAS IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CULT 79575</td>
<td>ANTHROPOLOGY AND EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>
CULT 89521  MULTICULTURAL EDUCATIONAL PRACTICE AND POLICY
CULT 89582  SOCIAL THEORIES IN EDUCATION
Curriculum and Instruction
CI 71130  MULTICULTURAL EDUCATION: STRATEGIES
CI 77001  FUNDAMENTALS OF CURRICULUM
CI 77002  CURRICULUM LEADERSHIP
CI 77010  CURRICULUM EVALUATION
Educational Technology
ETEC 77434  EMERGING TECHNOLOGIES FOR EDUCATION
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
EHHS 81099  CAPSTONE I 1

Minimum Total Credit Hours: 60

1 Students must register for EHHS 81099 for a total of 18 credit hours. It is expected that a doctoral candidate will continuously register for EHHS 81099, and thereafter EHHS 82099, each semester, including summer, until all requirements for the degree have been met. Credit hours for EHHS 82099 do not count toward the degree.

Graduation Requirements
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 capstone. Students choose the artifacts to be included in the portfolio 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 capstone 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.

Roadmap
This roadmap is a recommended semester-by-semester plan of study for this major. However, courses designated as critical (!) must be completed in the semester listed to ensure a timely graduation.

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULT 85535</td>
<td>INTERPROFESSIONAL STUDIES 3</td>
</tr>
<tr>
<td>EHHS 75501</td>
<td>THEORY AND PRACTICE OF LEADERSHIP 3</td>
</tr>
<tr>
<td></td>
<td>Credit Hours 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVAL 85530</td>
<td>PRACTITIONER INQUIRY 3</td>
</tr>
</tbody>
</table>

Cognate Course 1

Semester Three
EDLE 76529  LEADING FOR SOCIAL JUSTICE 3
EVAL 85516  QUALITATIVE RESEARCH DESIGN 3
Credit Hours 6

Semester Four
EVAL 75550  INTRODUCTION TO QUANTITATIVE RESEARCH IN EDUCATION 3
Cognate Course 2 3
Credit Hours 6

Semester Five
EVAL 78807  PROGRAM EVALUATION 3
Cognate Course 3 3
Credit Hours 6

Semester Six
EHHS 75502  ETHICAL LEADERSHIP IN EDUCATION 3
Cognate Course 4 3
Credit Hours 6

Semester Seven
EHHS 75001  SYSTEMS THINKING IN PERSONAL AND PROFESSIONAL LEADERSHIP 3
MIS 74160  LEADERSHIP AND ORGANIZATIONAL CHANGE 3
Credit Hours 6

Semester Eight
EHHS 81099  CAPSTONE I 9
Credit Hours 9

Semester Nine
EHHS 81099  CAPSTONE I 9
Credit Hours 9

Minimum Total Credit Hours: 60