INTERPROFESSIONAL LEADERSHIP - ED.D.

College of Education Health and Human Services
School of Foundations, Leadership and Administration
www.kent.edu/ehhs/fla

Examples of Possible Careers*

Education administrators, postsecondary
- 3.7% about as fast as the average
- 190,500 number of jobs
- $97,500 potential earnings

Education administrators, kindergarten through secondary
- 3.9% about as fast as the average
- 283,200 number of jobs
- $98,490 potential earnings

Contact Information
- Program Coordinator: Tricia Niesz | tniesz@kent.edu | 330-672-0591
- Chat with an Admissions Counselor

Fully Offered
- Online

Admission Terms
- Summer

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
  - Minimum 110 Duolingo English Test score

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

*Note
Source of occupation titles and labor data is from the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook. Data comprises projected percent change in employment over the next 10 years; nation-wide employment numbers; and the yearly median wage at which half of the workers in the occupation earned more than that amount and half earned less.
Program Requirements

Major Requirements

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<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CULT 85535</td>
<td>INTERPROFESSIONAL STUDIES</td>
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<tr>
<td>EDLE 76529</td>
<td>LEADING FOR SOCIAL JUSTICE</td>
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<tr>
<td>EHHS 75001</td>
<td>SYSTEMS THINKING IN PERSONAL AND PROFESSIONAL LEADERSHIP</td>
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<tr>
<td>EHHS 75501</td>
<td>THEORY AND PRACTICE OF LEADERSHIP</td>
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<tr>
<td>EHHS 75502</td>
<td>ETHICAL LEADERSHIP IN EDUCATION</td>
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<tr>
<td>MIS 74160</td>
<td>LEADERSHIP AND ORGANIZATIONAL CHANGE</td>
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<tr>
<td>RMS 75550</td>
<td>INTRODUCTION TO QUANTITATIVE RESEARCH IN EDUCATION</td>
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<td>RMS 78807</td>
<td>PROGRAM EVALUATION</td>
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<td>RMS 85516</td>
<td>QUALITATIVE RESEARCH DESIGN</td>
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<tr>
<td>RMS 85530</td>
<td>PRACTITIONER INQUIRY</td>
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Cognate Area: students select a cognate with advisor consultation: 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

Cultural Foundations of Education
- CULT 79575 ANTHROPOLOGY AND EDUCATION
- CULT 80030 SOCIAL CONTEXTS OF EDUCATION: CONTEMPORARY ISSUES AND THEORY
- CULT 89521 MULTICULTURAL EDUCATIONAL PRACTICE AND POLICY
- CULT 89691 VARIABLE CONTENT SEMINAR: GREAT IDEAS 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 80002 ANALYSIS OF THE LITERATURE IN SPECIAL EDUCATION
- SPED 80005 EMPIRICAL INVESTIGATIONS IN SPECIAL EDUCATION
- SPED 83201 CONTEMPORARY ISSUES IN SPECIAL EDUCATION

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 if needed, each semester, until all requirements for the degree have been met. Credit hours for EHHS 82099 do not count toward the degree.

Graduation Requirements

Students 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.

Semester One
- CULT 85535 INTERPROFESSIONAL STUDIES
- EHHS 75501 THEORY AND PRACTICE OF LEADERSHIP

Credit Hours 6

Semester Two
- RMS 85516 QUALITATIVE RESEARCH DESIGN
- Cognate Course 1

Credit Hours 6

Semester Three
- RMS 85530 PRACTITIONER INQUIRY
- Cognate Course 2

Credit Hours 6

Semester Four
- EHHS 75502 ETHICAL LEADERSHIP IN EDUCATION
- RMS 75550 INTRODUCTION TO QUANTITATIVE RESEARCH IN EDUCATION

Credit Hours 6

Semester Five
- RMS 78807 PROGRAM EVALUATION
- Cognate Course 3

Credit Hours 6

Semester Six
- EDLE 76529 LEADING FOR SOCIAL JUSTICE
- Cognate Course 4

Credit Hours 6

Semester Seven
- EHHS 75001 SYSTEMS THINKING IN PERSONAL AND PROFESSIONAL LEADERSHIP
- MIS 74160 LEADERSHIP AND ORGANIZATIONAL CHANGE

Credit Hours 3
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<thead>
<tr>
<th>Semester</th>
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<tr>
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<td>CAPSTONE I</td>
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<td>Semester Nine</td>
<td>EHHS 81099</td>
<td>CAPSTONE I</td>
<td>9</td>
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Minimum Total Credit Hours: 60