

# 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

### \*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.

## Description

The Doctor of Education degree in Interprofessional Leadership 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 for students to analyze problems of practice and use multiple frames to develop meaningful solutions.

The Ed.D. degree in Interprofessional Leadership is cohort-based and starts in the summer term. The program can be completed in three to four years. Students select a cognate area for specialized study. Cognates include special education, educational technology, curriculum and instruction, athletic training education and cultural foundations of education.

## 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

## Program Requirements

### Major Requirements

Code	Title	Credit Hours
<b>Major Requirements</b>		
CULT 85535	INTERPROFESSIONAL STUDIES	3
EDLE 76529	LEADING FOR SOCIAL JUSTICE	3
EHHS 75001	SYSTEMS THINKING IN PERSONAL AND PROFESSIONAL LEADERSHIP	3
EHHS 75501	THEORY AND PRACTICE OF LEADERSHIP	3
EHHS 75502	ETHICAL LEADERSHIP IN EDUCATION	3
MIS 74160	LEADERSHIP AND ORGANIZATIONAL CHANGE	3
RMS 75550	INTRODUCTION TO QUANTITATIVE RESEARCH IN EDUCATION	3
RMS 78807	PROGRAM EVALUATION	3
RMS 85516	QUALITATIVE RESEARCH DESIGN	3
RMS 85530	PRACTITIONER INQUIRY	3
Cognate Area: students select a cognate with advisor consultation:		12
<i>Athletic Training Education</i>		
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	
<i>Cultural Foundations of Education</i>		
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	
<i>Curriculum and Instruction</i>		
CI 71130	MULTICULTURAL EDUCATION: STRATEGIES	
CI 77001	FUNDAMENTALS OF CURRICULUM	
CI 77002	CURRICULUM LEADERSHIP	
CI 77010	CURRICULUM EVALUATION	
<i>Educational Technology</i>		
ETEC 77434	EMERGING TECHNOLOGIES FOR EDUCATION	
ETEC 77445	DESIGNING INSTRUCTIONAL AND PERFORMANCE SOLUTIONS	
ETEC 77491	SEMINAR: EDUCATIONAL TECHNOLOGY	
ETEC 87450	LEARNING WITH EDUCATIONAL TECHNOLOGIES	
<i>Special Education</i>		
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	
<b>Culminating Requirement</b>		

EHHS 81099	CAPSTONE I <sup>1</sup>	18
Minimum Total Credit Hours:		60

<sup>1</sup> 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.

<b>Semester One</b>		<b>Credits</b>
CULT 85535	INTERPROFESSIONAL STUDIES	3
EHHS 75501	THEORY AND PRACTICE OF LEADERSHIP	3
Credit Hours		6
<b>Semester Two</b>		
RMS 85516	QUALITATIVE RESEARCH DESIGN	3
Cognate Course 1		3
Credit Hours		6
<b>Semester Three</b>		
RMS 85530	PRACTITIONER INQUIRY	3
Cognate Course 2		3
Credit Hours		6
<b>Semester Four</b>		
EHHS 75502	ETHICAL LEADERSHIP IN EDUCATION	3
RMS 75550	INTRODUCTION TO QUANTITATIVE RESEARCH IN EDUCATION	3
Credit Hours		6
<b>Semester Five</b>		
RMS 78807	PROGRAM EVALUATION	3
Cognate Course 3		3
Credit Hours		6
<b>Semester Six</b>		
EDLE 76529	LEADING FOR SOCIAL JUSTICE	3
Cognate Course 4		3
Credit Hours		6
<b>Semester Seven</b>		
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