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
  • Delivery: Fully 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 engages students in 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 leaders who are scholarly practitioners. The program is framed around questions of equity, ethics and social justice to foster leadership to address complex problems of practice. The goal is to prepare leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organization, and communities.

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.

The Interprofessional Leadership major comprises the following concentrations:

- The Athletic Training Education concentration provides the opportunity for students to prepare for the rigors of academic positions in a college or university by blending discipline specific theory and practice strategies related to athletic training education. Students gain extensive knowledge in higher education as a whole while developing critical skills necessary to establish a strong foundation in athletic training educational leadership. Students complete a comprehensive project directly related to athletic training education that addresses a contemporary issue in the profession through purposeful research strategies to generate educational change within the discipline.

- The Cultural Foundations of Education concentration prepares students for leadership roles in educational settings seeking to address problems of practice that reflect broad societal problems and thus defy simple solutions. Immersion in the literature of the field of social foundations of education exposes students to historical, sociological anthropological and philosophical understandings, enabling them to contextualize problems of practice within and beyond their particular institutional setting. Students develop facility with conceptual, critical and normative modes of analysis needed to unpack contemporary problems of practice and propose approaches to addressing them in ways that do justice to their complexity. This concentration will appeal to students who are already grappling with these problems in institutional settings and to those who wish to prepare themselves for such roles.

- The Curriculum and Instruction concentration prepares students to be curriculum leaders and lead positive curricular change in their classrooms, schools and communities. Students attain the knowledge and skills necessary to identify, conceptualize and research important problems related to the practice of curriculum development, curriculum leadership and curriculum evaluation. Additionally, students learn to develop, implement and evaluate solutions that are informed by currently available theory and research in curriculum and instruction.

- The Educational Technology concentration prepare leaders who are conversant in critical research, theories and methods in educational technology to facilitate positive change in their professional settings. The concentration is designed to help students advance their knowledge in educational technology research to implement educational technology initiatives in educational and business environments using research-informed and data-driven decisions.

- The Special Education concentration prepares students for leadership roles in improving the practice of special education, from birth to adulthood. Students attain the knowledge and skills necessary to identify and conceptualize important problems related to the practice of special education and related disciplines. This concentration provides doctoral level training to anyone seeking to lead positive change in how special education and related services are provided to learners with disabilities.

Admission Requirements
- Master’s degree from an accredited college or university
- Minimum 2.750 graduate GPA on a 4.000 point scale
- Official transcript(s)
- Résumé
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)

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, visit the graduate admission website. For more information on international admissions, visit the international 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<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>
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<tr>
<td>EHHS 75501</td>
<td>THEORY AND PRACTICE OF LEADERSHIP</td>
<td>3</td>
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Culminating Requirement

EHHS 80199 DISSENTATION I 1

Concentrations

Choose from the following:
- Athletic Training Education
- Cultural Foundations of Education
- Curriculum and Instruction
- Educational Technology
- Special Education

Minimum Total Credit Hours: 72

1 Upon admission to candidacy, each doctoral candidate must register for EHHS 80199. It is expected that a doctoral candidate will continuously register for Dissertation I for a total of 30 credit hours, and thereafter EHHS 80299, each semester until all requirements for the degree have been met. Student dissertation research will be aligned with the needs of their organizations, useful to their organizations and intended to effect positive change in their organizations.

Athletic Training Education Concentration Requirements

<table>
<thead>
<tr>
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<tr>
<td>ATTR 75001</td>
<td>EVIDENCE BASED INTERVENTIONS IN ATHLETIC TRAINING</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 75002</td>
<td>ACADEMIC AND ADMINISTRATIVE LEADERSHIP IN ATHLETIC TRAINING</td>
<td>3</td>
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<tr>
<td>ATTR 75003</td>
<td>CONTINUOUS QUALITY IMPROVEMENT AND ASSESSMENT IN ATHLETIC TRAINING</td>
<td>3</td>
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<td>ATTR 75004</td>
<td>TEACHING AND CLINICAL EDUCATION LEADERSHIP IN ATHLETIC TRAINING</td>
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Minimum Total Credit Hours: 12

Cultural Foundations of Education Concentration Requirements

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<td>ANTHROPOLOGY AND EDUCATION</td>
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<tr>
<td>CULT 80030</td>
<td>SOCIAL CONTEXTS OF EDUCATION: CONTEMPORARY ISSUES AND THEORY</td>
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<tr>
<td>CULT 89521</td>
<td>MULTICULTURAL EDUCATIONAL PRACTICE AND POLICY</td>
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<td>CULT 89691</td>
<td>VARIABLE CONTENT SEMINAR: GREAT IDEAS IN EDUCATION</td>
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Minimum Total Credit Hours: 12
Curriculum and Instruction Concentration Requirements

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<td>CI 77001</td>
<td>FUNDAMENTALS OF CURRICULUM</td>
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<td>CI 77002</td>
<td>CURRICULUM LEADERSHIP</td>
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<td>CI 77010</td>
<td>CURRICULUM EVALUATION</td>
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Minimum Total Credit Hours: 12

Educational Technology Concentration Requirements

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<td>ETEC 77434</td>
<td>EMERGING TECHNOLOGIES FOR EDUCATION</td>
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<tr>
<td>ETEC 77445</td>
<td>DESIGNING INSTRUCTIONAL AND PERFORMANCE SOLUTIONS</td>
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<td>ETEC 77491</td>
<td>SEMINAR: EDUCATIONAL TECHNOLOGY</td>
<td>3</td>
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<td>ETEC 87450</td>
<td>LEARNING WITH EDUCATIONAL TECHNOLOGIES</td>
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Minimum Total Credit Hours: 12

Special Education Concentration Requirements

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<tr>
<td>SPED 73204</td>
<td>LEGAL AND POLICY FOUNDATIONS OF SPECIAL EDUCATION</td>
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<td>SPED 80002</td>
<td>ANALYSIS OF THE LITERATURE IN SPECIAL EDUCATION</td>
<td>3</td>
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<td>SPED 80005</td>
<td>EMPIRICAL INVESTIGATIONS IN SPECIAL EDUCATION</td>
<td>3</td>
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<tr>
<td>SPED 83201</td>
<td>CONTEMPORARY ISSUES IN SPECIAL EDUCATION</td>
<td>3</td>
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Minimum Total Credit Hours: 12

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 concentration.

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  3
- EHHS 75501  THEORY AND PRACTICE OF LEADERSHIP  3
  
  Credit Hours  6

Semester Two
- RMS 85516  QUALITATIVE RESEARCH DESIGN  3