Kent State University
College of Education, Health, and Human Services
The Doctor of Education Professional Degree (EdD)
In Interprofessional Leadership
An Online Delivery Program

PROGRAM DEVELOPMENT PLAN

1. **Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.**

Kent State University's (KSU) College of Education Health and Human Services (EHHS) proposes the development of an online Doctorate in Education (EdD) in Interprofessional Leadership.

The study of leadership proposed in this program will be from an interprofessional perspective. Given the complexity of problems facing our society and the world, students will be educated to cross disciplinary lines and to collaborate beyond organizational boundaries. For example, to address community, and societal issues, leaders must cooperate with social agencies, non-profits, civic leaders, the criminal justice system, and local, state, and federal government. Thus, the program is expected to draw students from a variety of professional fields such as higher education administration, PK-12 education administration (post-licensure), non-profit and for-profit administration, the ministry, the military, healthcare administration, and consultancy groups.

The curriculum of the proposed EdD is designed to meet the interprofessional needs of such individuals. The courses, field experiences, and research requirements will introduce relevant theory, but will emphasize application and translation of theory into practice in particular settings. Rather than generating new knowledge and theory through research, as would happen in the traditional PhD, students will utilize action research to analyze organizational problems, develop new programming, and analyze policy with expertise in organization culture, change, cultural competency, power, and social responsibility. Students in this program will learn to adopt meaningful organizational goals, reciprocal accountability systems, ethical standards, and commitment to adult learning and social justice (Darling-Hammond, 2010).

Because the traditional PhD is intended to prepare doctoral students for a professional life of research and the professoriate, it is not always appealing to many organizational leaders, who want to remain in professional practice. Yet, many of those individuals would be interested in an advanced degree in the study of leadership to prepare themselves for higher level positional leadership and advance themselves professionally in their organizations. Thus, students enrolled in the proposed Kent State University EdD program will develop as *scholarly practitioners* in a variety of professional settings as teachers, professional development practitioners, training and development directors, administrators, managers, or directors of agencies and organizations in which organizational learning is a critical component.

The degree will differ from the PhD in a few ways:
- Coursework and field work will be developed with the student's practical profession in mind. Emphasis will be on the translation of theory to applied practice.
- The students will utilize applied theory as a tool for organizational change toward equity and social justice.

- The program will be purposeful and fluid to meet the needs of professional practice as are other professional degrees- the Juris Doctor, Doctor of Ministry or Divinity, Doctor of Pharmacology, Doctor of Nursing Practice, or Doctor of Business Management.
- The capstone project would not be fashioned as the traditional dissertation, but rather what the Carnegie Project on the Education Doctorate (CPED) refers to as the "dissertation in practice." Student research would be aligned with the needs of their organizations, useful to their organizations, and intended to effect positive change in their organizations. Plans are to prepare and guide students through their organizational research using Action Research Design.

(See Appendix E.)

The proposed program at KSU is supported by the Carnegie Project on the Education Doctorate Consortium, of which Kent State University is a member. The KSU program will prepare students to solve pragmatic problems in a variety of organizational settings. KSU students will critically review and consume extant research, develop program evaluation skills, and create new practical knowledge by engaging in field-based projects and action research.

Students in the KSU EdD program will:
- frame questions of equity, ethics, 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; and
- generate, transform, and use professional knowledge in practice.

The proposed EdD would admit a student after a holistic review of the following requirements for admission:
- an earned master's degrees with a minimum GPA of 3.0 from an accredited institution;
- three letters of professional 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*;
- earned scores on the GRE or the Miller's Analogy Test at the 50%ile ranking; and
- a face-to-face or a Voice Over Internet Protocol (e.g., Skype) interview with the program's faculty members.

2. **Description of the proposed curriculum.**
In order to provide part-time, practicing professionals with a degree program that meets their busy personal and professional needs, all coursework would be offered online. To augment the prescribed online coursework, students would also participate in a 4-day, Thursday through Sunday, on campus residency prior to their first summer term in the EdD program. The residency would allow faculty and students varied opportunities and experiences:

- enrichment of the online coursework with face-to-face interaction with fellow students and professors;
- orientation to the interprofessional concept of leading;
- individual advising;
- individual and group sessions with faculty and area executive leaders for academic and professional advising; and
- co-curricular professional workshops and mini-sessions with faculty and peer support.

Because the degree will be open only to individuals who have earned master's degrees in their particular fields and who have professional leadership experience evidenced in letters of professional recommendation, the degree will not offer technical and managerial courses, such as human resource development, finance, facilities management, and/or other licensure requisites. These managerial courses are generally included in a professional master's degree and gleaned through leadership experience. Rather, the KSU curriculum is designed to develop and deepen students' leadership dispositions for work in collaborative, interprofessional, and community settings.

The proposed curriculum will include
- 33 hours of professionally themed leadership coursework
- 6 hours of leadership internship field work
- 12 hours of research-related coursework
- 9 hours of capstone experience development and implementation
- **60 hours total (See Appendices A and B for specific courses and the plan of study, respectively.)**

The typical student would enter the program prior to the regular summer term and progress through the curriculum in 3 years. Students would participate in a Thursday through Sunday residency prior to their first summer in the program. We anticipate that students will be able to complete the online program in 3 years by enrolling in 2, 7- week long online courses each semester. Students would also participate in the 4-day summer residency the first summer of enrollment in the program. *Everspring: Partners in Online Education*, with whom the University has contracted for assistance with fully online programs, will market and deliver the online courses.

The online coursework will be developed by faculty and EHHS Instructional Designers, in consultation with the KSU Distance and Continuing Education professionals. Faculty and designers will utilize the Quality Matters template and incorporate current interactive tools to ensure the quality and resourcefulness of the online courses. Moreover, faculty who elect to teach in the proposed program will be expected to participate in training offered by the University's Distance and Continuing Education staff for the development of effective teaching in the online environment. During course development, faculty would be supported by instructional technology and pedagogical professionals within the College and at the University levels.

The development of the online EdD is also proposed in response to the strategic initiative of the University to develop high quality online degree programs. The EHHS faculty, administration, and staff have enlisted the support of the Associate Vice-president and Executive Director of Distance and Continuing Education and her professional staff, who have become invested in the development of the degree.

3.   Administrative arrangements for the proposed program: department and school or college involved.

The proposed EdD will be housed in the College of Education, Health and Human Services in the School of Foundations, Leadership, and Administration. The School now houses Higher Education Administration, PK-12 Educational Administration, Hospitality Management, and Recreation, Park, and Tourism Management, all related administrative fields.

The Associate Dean for Administrative Affairs and Graduate Education and the School Director will oversee the program as they do all graduate programming in the College. The College will appoint a full-time graduate faculty member with the appropriate academic credentials, graduate faculty status, experience, and disposition required for coordination and administration of this innovative program. Student services will be managed through the EHHS Office of Graduate Student Services. All student services will be afforded to the students in the online EdD.

4.   Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

According to the US Bureau of Labor Statistics published in 2013, between the years 2012 and 2022 employment requiring doctoral or professional degrees will increase by 16%. Managerial employment in health care and social service is expected to increase by 2.6%; educational services by 1.9%; operations management by 12.4%; management by 7.2%; and, community and social service by 17.2%. Potential students will be practicing organizational leaders, who desire to distinguish themselves from the more ubiquitous master's-prepared employee. They would find that the proposed EdD would offer further education in leadership studies and interprofessional relations and allow them more professional marketability.

In July, 2014, *Everspring: Partners in Online Education*, in partnership with KSU, conducted a Google test survey to identify the market demand for the proposed degree nationally. The survey found the greatest interest, expressed by prospective students, to be enrollment of online degree programs. Likely, their market study showed that interested potential students would be employed full time, self-motivated, lifelong learners, who finish what they start. The majority of prospective students surveyed viewed the degree as one that would help them advance in their fields.

CPED Member Institutions includes around 80 institutions in various stages of development and implementation of the EdD. Among the vital programs, most are designed around PK-12 or Higher Education leadership. Many of these EdD programs have existed for many years, but have been recently redesigned to accommodate CPED guidelines. However, Virginia Commonwealth University, the University of Missouri- St. Louis, Arizona State University, the University of Vermont and Northeastern University have designed programs more aligned with the one we are proposing for Kent State University. The Virginia Commonwealth University is developing practicing scholars with the leadership skills that support learning organizations, those organizations that continually reflect on and redevelop themselves. The University of Missouri- St. Louis program develops leaders of schools, institutions, organizations, and agencies. Arizona State University prepares organizational leaders and community—based educators. The University of Vermont program is marketed to education and social service leadership; Northeastern University's program is marketed to educators, the military, non-profit and for-profit leaders, management consultants, and healthcare professionals.

A search of state university EdD and PhD programs in Ohio, revealed that Bowling Green State University (BGSU) in the Northwest corner of the state offers an EdD in Leadership Studies that is most similar to the proposed KSU degree. However, the BGSU program differs from the proposed KSU program in a couple of ways:

1. The BGSU program requires the traditional dissertation as a culminating research exercise; the KSU proposed program requires a capstone action research project.
2. The BGSU program is not offered online; the KSU proposed program will offer all coursework online after an initial residency prior to their enrollment in the first summer term.

Wright State University in the Southwest corner of the state offers an EdD in Organizational Studies for organizational leadership and a culture of change, similar to the KSU program. However, the Wright State University program differs in three obvious ways:

- The Wright State EdD courses are offered as hybrids, a combination of face to face and online learning.
- The program is geared toward PK-12 school and government leadership.
- The degree requires a dissertation rather than a capstone action research project.

The University of Akron recently proposed an EdD/MBA in Educational and Community Leadership, a joint program through the College of Education and the College of Business Administration. This program is designed for professionals seeking to develop a deeper understanding of educational, professional, and community leadership and management.

The Kent State University proposed EdD will emphasize professional diversity to provide students opportunity to engage with other leaders from varied professions for cross-pollination and multiplicity of ideation, interchange, and inter-professional problem-solving through interactive, field-based online courses. For a more complete comparison and contrast of doctoral leadership programs in the State of Ohio, please see **Appendix C.**

5.   Prospective enrollment.
The first cohort of students would be capped at 30. At present, plans are to cap subsequent cohort enrollment at 30, as well. Later decisions will be based on application interest and financial ability to hire additional full- and part-time faculty.

6.   Special efforts to enroll and retain underrepresented groups in the given discipline.
Kent State University College of Education, Health and Human Services has an established Center for Diversity Outreach.   The full-time Director of the Center initiates and coordinates activities, and programs for the recruitment and retention of underrepresented groups. The College also sponsors a Holmes Scholars chapter that recruits, welcomes, and supports underrepresented students to our doctoral programs. The College Dean and Associate Deans attend conferences intended to recruit minority students and faculty to the university. The Gerald H. Read Center for International and Intercultural Education initiates and supports opportunities for international students to study in the College of EHHS. The College also sponsors a Diversity Committee whose work is the promotion and retention of underrepresented students.

7.   Availability and adequacy of the faculty and facilities available for the new degree program.
Graduate faculty members in the College have expressed interest in teaching in the proposed program. Those include professors in Educational Administration, Special Education, Instructional Technology, Curriculum and Instruction, and Cultural Foundations. These faculty are active in scholarship in their

disciplines, have full graduate faculty status, and have procured sizable grants for the College. These faculty also have been actively engaged in their professional, state, and national organizations, as well as in service to the community. The College dean also has supported the hiring of additional part or full-time faculty, if warranted by enrollment.

Our facilities are technologically state of the art and would readily support both synchronous and asynchronous learning and face to face interaction with students. The College employs two instructional designers who will work with the Office of Distance and Continuing instructional design professionals and the program faculty to design courses for online delivery.

8.   Need for additional facilities and staff and the plans to meet this need
We do not foresee the need for additional facilities to offer this proposed program. The university and college are equipped well to handle the technology. *Everspring: Partners in Online Education*, with whom the University has contracted, will market, manage, and deliver the online courses. However, we will need to release a full graduate faculty member from 3 hours of work course load to coordinate the EdD. Other faculty members interested in teaching will consult with their respective School Directors to determine how teaching in this program could affect course load. Driven by projected enrollment, the former dean and present interim dean have supported the employment of necessary part or full-time faculty to teach and direct action research projects in the program. The Action Research Project Advisory Committees' composition will be based on faculty interest and availability.

9.   Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.
We do anticipate the costs of release time for a faculty member to coordinate this program.   We also anticipate hiring 2-3 part or full time faculty members, dependent on the enrollment in the program. The College's former dean initiated our pursuing development of this degree and his successor is fully committed to its support. The University's Associate Vice-president for Continuing and Distance Education has pledged her and her staff's support for the development and implementation of this degree including assistance with online course development and implementation. The development of the EdD is part of the university's strategic goals for the development of online programs.

Appendix C

The following chart illustrates particular similarities and differences between EdD and PhD programs in the state and the KSU program.

Institution	Degree	Program Characteristics
Kent State University	EdD	• Interprofessional Leadership between public and private organizations representing graduate programs in the College of Education, Health and Human Services • Capstone Action Research Project (often referred to as a dissertation of practice) • All coursework offered online • Thursday-Sunday initial summer term residency
Bowling Green State University	EdD	• Interprofessional Leadership • Traditional Dissertation required • Not offered online
Youngstown State University	EdD	• PK-12 Educational and Health Care Leadership • Dissertation Study • Not offered online
Ohio University	EdD	• Rural/Appalacian Educational Leadership and Comparative and International Educational Leadership • Dissertation • Not offered online
Miami University	EdD	• Educational Leadership • Dissertation of Practice • Not online
University of Cincinnati	PhD	• Educational Studies • Educational Research • Dissertation • Not offered online
Ohio State University	EdD	• Professional Practice • Collaboration with school district administrators and teachers • Problems of practice • Dissertation or Thesis research
Cleveland State University	PhD	• Urban Educational Leadership and Life-long Learning • Dissertation • Not offered online
University of Dayton	PhD	• Educational Leadership • Dissertation • Not offered online
Wright State University	EdD	• Organizational Leadership • Culture of Change • Interdisciplinary- P-12 schools, government • Hybrid courses offered • Dissertation
Ashland University	PhD	• Interdisciplinary Leadership Studies • Dissertation • Not offered online

Appendix A - EdD Program Curriculum

Term	Course	Cr	Consulting Program
First Summer Term and Residency	***Orientation to Interprofessional Leadership Studies***	3	Educational Administration
	Leadership Theories and Values Students as organizational leaders will apply learning theories to design effective learning environments with the use of technology to create learner-centered, interactive opportunities.	3	
First Fall Term	***Ethics and Morality in Leadership*** This course will explore ethical practice in professional contexts in education and human services with a view to helping future and current practitioners to reflect upon, refine and re-evaluate the ethical dimensions of their work.	3	Cultural Foundations
	Adult Learning Theories and Design Students as organizational leaders will apply learning theories to design effective learning environments with the use of technology to create learner-centered, interactive opportunities.	3	Educational Psychology
First Spring Term	***Statistics I***	3	Evaluation and Measurement
	Leading for Organizational and Technological Change Students will study change theory as applied to readying an organization to accept emerging technologies	3	
Second Summer Term	***Diversity and Cultural Competency*** Students will examine diverse organizational environment and develop the cultural competencies to lead with justice and effectiveness.	3	Cultural Foundations
	Policy Development for Socially Responsible Leadership Students will develop a consciousness of organizational and leadership policies and practices and their effect on the individual, the organization, and the environment.	3	
Second Fall Term	***Culture, Politics, and the Exercise of Power*** Students will study the complex and controversial world of US culture and politics and how it influences organizational cultures.	3	Educational Administration
	Leadership: International and Global Themes Students will examine contemporary dispositions and practices through a global lens.	3	
Second Spring Term	***Introduction to Quantitative Research***	3	Evaluation and Measurement
	Introduction to Qualitative Research	3	

Term	Course	Cr	Consulting Program
Third Summer Term	***Appreciative Inquiry and Emotional Intelligence in Leadership*** Students will use appreciative inquiry and emotional intelligence to recognize and capitalize on the worth and value of each organizational member for the positive development of each individual and the organization.	3	
	Negotiating Complex Organizations/ Collaborating with Other Professionals	3	
Third Fall Term	***Action Research Design for Capstone Experience Proposal*** This course will introduce students to action research, a form of systematic inquiry conducted by practitioners on their own practices or on those of their organizations. ***Leadership Internship Field Work Part 1*** Students will engage in a guided leadership internship experience in collaboration with others in their own organizations as they implement their action research proposal.	3 3	Evaluation and Measurement
Third Spring Term	***Leadership Internship Field Work Part 2*** Students will engage in a guided leadership internship experience in collaboration with others within their own organizations.	3	
	Capstone Research Project Students will explore organizations and their structures through the lens of organizational theory, systems theory, change theory, and appreciative inquiry. Students will develop dispositions, strategies, and institutional structures that can foster inter-professional practice through Action Research.	3	
Fourth Summer Term	***Capstone Research Project*** Students will explore organizations and their structures through the lens of organizational theory, systems theory, change theory, and appreciative inquiry. Students will develop dispositions, strategies, and institutional structures that can foster inter-professional practice through Action Research.	3	
	Capstone Research Project Completion and Defense	3	
Total Number of Credits		**60**	

Appendix B

Kent State University
College of Education, Health and Human Services

Doctorate in Education (Ed.D.)
Inter-professional Leadership
Plan of Study

This Plan of Study must be filed with the EHHS Office of Graduate Student Services (418 White Hall) by the end of the first semester of study in the program.

Student _____   Banner ID number_____

Address_____   Email _____

Phone Contact Numbers: home_____

                                                work_____

                                                mobile_____

Semester/Year of Admission   _____/_____

Anticipated Date of Graduation   _____/_____

Advisory Committee Membership

Major Advisor   _____

Co-Advisor or Second Member   _____

At-large Member   _____

Required Coursework
- 33 hours of interprofessionally-themed leadership coursework
- 6 hours of leadership internship field work
- 12 hours of research-related coursework
- 9 hours of capstone experience development and implementation
- **60 hours**
  (Students who opt to earn a cognate will be required to complete a minimum of 15 additional hours in a designated discipline for a total of 75 hours.)

Course	Credit	Year	Grade
First Summer Term and Residency			
Orientation to Interprofessional Leadership Studies	*3*		
Leadership Theories and Values	*3*		
First Fall Term			
Ethics and Morality in Leadership	*3*		
Adult Learning Theories and Design	*3*		
First Spring Term			
Statistics I	*3*		
Leading for Organizational and Technological Change	*3*		
Second Summer Term			
Diversity and Cultural Competency	*3*		
Policy Development for Socially Responsible Leadership	*3*		
Second Fall Term			
Culture, Politics, and the Exercise of Power	*3*		
Leadership: International and Global Themes	*3*		
Second Spring Term			
Introduction to Qualitative Research	*3*		
Introduction to Quantitative Research	*3*		
Third Summer Term			
Appreciative Inquiry and Emotional Intelligence in Leadership	*3*		
Negotiating Complex Organizations/Collaborating with Other Professionals	*3*		
Third Fall Term			
Action Research Design for Capstone Experience Proposal `	*3*		
Leadership Internship Field Work Part 1	*3*		
Third Spring Term			
Leadership Internship Field Work Part 2	*3*		
Capstone Research Project	*3*		
Fourth Summer Term			
Capstone Research Project	*3*		
Capstone Research Project Completion and Defense	*3*		
	Total 60		

Optional Cognate (minimum 15 hours at the 70-80,000 levels)

Program Area:

_____

Course Number and Title	Credit	Year	Grade

_____

_____

_____

_____

Approval of the Plan of Study for the Doctorate in Education (Ed.D.)

Student   _____

Anticipated Date of Graduation   _____

Optional Cognate Area   _____

/s/_____   Date_____
Major Advisor or Co-Advisor

/s/_____   Date_____
Co-Advisor or Member

s/s_____   Date_____
Cognate Advisor (if applicable)

s/s_____   Date_____
Student

s/s_____   Date_____
Program Coordinator

s/s_____   Date_____
Associate Dean for Academic Affairs and Graduate Education