

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **14-Mar-18** Curriculum Bulletin \_\_\_\_\_  
 Effective Date **Fall 2019** Approved by EPC \_\_\_\_\_

Department **Foundations, Leadership and Administration**  
 College **EH - Education, Health and Human Services**  
 Degree **EDD - Doctor of Education**  
 Program Name **Interprofessional Leadership** Program Banner Code **TBD**  
 Concentration(s) \_\_\_\_\_ Concentration(s) Banner Code(s) \_\_\_\_\_  
 Proposal **Establish program**

Description of proposal:

**The College of Education Health and Human Services proposes the development of an online Doctorate in Education (EdD) in Interprofessional Leadership with the opportunity for study in a specific cognate area. The proposed post-master's degree doctoral program will educate students to become leaders as teachers, administrators, or directors of agencies and organizations in which education is a critical component. The degree is not intended to prepare students for faculty positions in research-intensive universities, but rather as scholarly practitioners.**

Does proposed revision change program's total credit hours?  Yes  No  
 Current total credit hours: **NA** Proposed total credit hours **60**

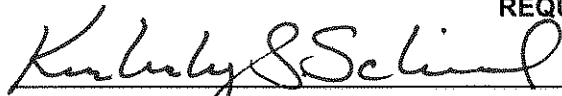

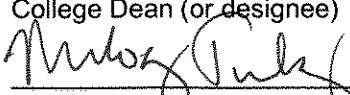
Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

**This degree should not impact policy or procedures in any way. Faculty, who choose to teach in the program, will do so as part of their regular load. The program will require a faculty member to coordinate it. The new degree will attract a student population disinterested in the PhD, a research degree, but interested in a practitioners' degree within which action research is embedded.**

Units consulted (other departments, programs or campuses affected by this proposal):

**All Schools in the College were consulted and informed of this degree and its effect on their programming. College of Business**

**REQUIRED ENDORSEMENTS**

 Department Chair / School Director	<u>3 / 22 / 18</u>
 Campus Dean (for Regional Campuses proposals)	<u>  /  /  </u>
College Dean (or designee)	<u>  /  /  </u>
 Dean of Graduate Studies (for graduate proposals)	<u>4 / 24 / 18</u>
Senior Vice President for Academic Affairs and Provost (or designee)	<u>  /  /  </u>

# Interprofessional Leadership Doctor of Education Degree

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FULL PROPOSAL

Submitted to: Chancellor's Council on  
Graduate Studies,  
Ohio Department of Higher Education

Submit date: *to come*

Submitted by: College of Education, Health  
and Human Services,  
Kent State University



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## I Introduction

Kent State University proposes the establishment of the Doctor in Education (Ed.D.) degree with a major in Interprofessional Leadership. The degree program will be offered online-only and in an accelerated delivery—three-to-five years, including summers—to meet the needs of working professionals. Administration will be through the School of Foundations, Leadership and Administration in the College of Education, Health and Human Services.

A program development plan was submitted to the Chancellor's Council on Graduate Studies (CCGS) in May 2016. Kent State acknowledges and appreciates the feedback from CCGS members. See Appendix A for responses to the feedback.

### A Overview of the Program.

The study of leadership proposed in the Ed.D. degree will be from a collaborative perspective that seeks to involve a diversity of expertise to achieve common goals. 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 students as scholarly practitioners in a variety of positions such as teachers, administrators, managers, professional development experts, training and development directors and leaders of agencies and organizations in which organizational learning is a critical component.

Kent State's proposed Ed.D. degree will differ from a Ph.D. degree in a few ways:

- Coursework and fieldwork will be developed with the student's practical profession in mind. Emphasis will be on the application of theory to practice.
- An important emphasis in applying theory to practice will be organizational change with a focus on equity and social justice.
- The program will be focused on meeting the needs of professional practice, as are other professional doctoral degrees (e.g., Doctor of Audiology, Doctor of Nursing Practice).
- The program's culminating requirement will not be fashioned as the traditional dissertation, but rather as a "dissertation in practice." Students' research will be aligned with the needs of their organizations, useful to their organizations and intended to effect positive change in their organizations. Students will be prepared and guided through their organizational research using action research design, improvement science or other applied approaches.

## **B Carnegie Project for the Education Doctorate (CPED).**

The Carnegie Project for the Education Doctorate (CPED) has been a driving force in conceptualizing the 21st century Ed.D. degree. The objectives of Kent State's Ed.D. degree are based conceptually on the CPED's guiding principles,<sup>1</sup> which suggest that the professional doctorate in education:

1. Is framed around questions of equity, ethics and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation and use of professional knowledge and practice.

There are approximately 100 CPED member institutions in various stages of development and implementation of the Ed.D. degree (including Miami University, University of Findlay and Ohio State University). Most programs are designed around K-12 or higher education leadership. Some of these Ed.D. degrees have existed for many years, but have been recently redesigned to accommodate CPED guidelines. Several have designed programs that are aligned with Kent State's proposed Ed.D. degree, including Drexel University, University of Vermont, Northeastern University, University of Pittsburgh, Arizona State University, University of Missouri-St. Louis and Virginia Commonwealth University.

The University of Pittsburgh offers an Ed.D. degree with eight cognates designed to encourage collaborative and interdisciplinary functioning within educational settings. Similarly, Drexel University offers an Ed.D. degree in Educational Leadership and Management with eight concentrations (higher education, educational policy, learning technologies, athletic administration, creativity and innovation, special education leadership, human resource development and global and international education).

Virginia Commonwealth University's Ed.D. is for practicing scholars with the leadership skills that support learning organizations. The Ed.D. from University of Missouri-St. Louis is designed to develop leaders of schools, institutions, organizations and agencies. Arizona State University's Ed.D. prepares organizational leaders and community-based educators. The University of Vermont Ed.D. is focused on education and social service leadership; while the Ed.D. from Northeastern University is for educators, military, non-profit/for-profit leaders, management consultants and healthcare professionals.

<sup>1</sup> Carnegie Project on the Education Doctorate (2017). Guiding Principles for Program Design. Retrieved from [www.cpedinitiative.org/page/framework](http://www.cpedinitiative.org/page/framework).

## **II Academic Quality**

### **A Faculty**

Faculty members teaching in the program will come primarily from Kent State's College of Education, Health and Human Services and College of Business Administration. Faculty discipline areas include special education, cultural foundations, educational leadership, educational technology, curriculum and instruction, evaluation and measurement and management and information systems.

Faculty members are active in scholarship in their disciplines, have full graduate faculty status, and some have procured sizable grants for their college. These faculty members also have been actively engaged in their professional, state and national organizations, as well as in service to the community.

See Appendix B for faculty qualifications. Faculty curriculum vitae are in a separate attachment.

### **B Prospective students**

The Ed.D. degree is designed for practicing leaders, many from within the field of education, who desire to distinguish themselves from the more ubiquitous master's-prepared employee by enrolling in an advanced degree in the study of leadership. These prospective students may not be interested in a traditional Ph.D. degree, which is intended primarily to prepare graduates for a career in research and/or the professoriate. It is expected that they will find that the proposed Ed.D. degree will offer further education in leadership studies and interprofessional relations, enhance their professional practice and allow them more professional marketability.

### **C Curriculum**

Courses in the program's core emphasize the interprofessional focus while also providing students with understandings that are regarded as essential for leaders, particularly in the areas of ethical practice, social justice, systems thinking and organizational change. Students will have the opportunity to select or develop their own cognate area for specialized study.

The curriculum is designed with online lectures, seminars, field experiences and research requirements that will not only introduce relevant theory, but also emphasize the application and translation of theory into practice in particular settings. Rather than generating new knowledge and theory through research, as would happen in a traditional Ph.D. degree program, students will utilize action research, improvement science and other applied approaches to analyze and address problems of practice and to make positive change in their own professional settings. See table 1 for the program breakdown.

Table 1: Curriculum breakdown of the Ed.D. degree program

Research:	Introduces students to different research methods, with a focus on applied research approaches	12
Leadership:	Provides students with an understanding of interprofessional practice and essential understandings for functioning effectively in leadership positions	18
Cognate:	Initial cognates at the time of development are athletic training education, cultural foundations of education, curriculum and instruction, educational technology and special education	12
Capstone:	A "dissertation in practice" during which students will conduct research that culminates in a scholarly and comprehensive paper or project	18
<b>Minimum Total Credits:</b>		<b>60</b>

Applicants to the program will be required to hold a master's degree and show evidence of professional leadership experience. Therefore, the curriculum does not include managerial-type courses as the expectation is students will have those skill-sets through previous education and career experience. Rather, the curriculum is designed to develop and deepen students' leadership dispositions for work in collaborative, diverse and community settings. See table 2 for course requirements.

Table 2: Course requirements for the Ed.D. degree program

<b>Coursework</b>	<b>Credit Hours</b>	<b>CPED Alignment</b>
<b>Major Requirements</b>	<b>18</b>	
CULT 85535 Interprofessional Studies	3	3
EDLE 76529 Leading for Social Justice	3	1, 2
EHHS 75001 Systems Thinking in Personal and Professional Leadership <b>NEW</b>	3	3, 5, 6
EHHS 75501 Theory and Practice of Leadership <b>NEW</b>	3	1, 2
EHHS 75502 Ethical Leadership in Education <b>NEW</b>	3	1, 2, 3
MIS 74160 Leadership and Organizational Change	3	1, 2, 3
<b>Research Requirements</b>	<b>12</b>	
EVAL 75550 Introduction to Quantitative Methods in Education <b>NEW</b>	3	5, 6
EVAL 78807 Program Evaluation	3	4, 5, 6
EVAL 85516 Qualitative Research Design	3	5, 6
EVAL 85530 Practitioner Inquiry	3	4, 5, 6
<b>Cognate Area</b>	<b>12</b>	

*Students select a cognate area in consultation with their advisor.*

#### **Athletic Training Education**

- ATTR 75001 Evidence Based Interventions in Athletic Training **NEW**
- ATTR 75002 Academic and Administrative Leadership in Athletic Training **NEW**
- ATTR 75003 Continuous Quality Improvement and Assessment in Athletic Training **NEW**
- ATTR 75004 Teaching and Clinical Education Leadership in Athletic Training Programs **NEW**

#### **Cultural Foundations of Education**

- CULT 79568 Great Ideas in Education
- CULT 79575 Anthropology and Education
- CULT 89521 Multicultural Educational Practice and Policy
- CULT 89582 Social Perspectives of Education

**Curriculum and Instruction**

- CI 71130 Multicultural Education
- CI 77001 Fundamentals of Curriculum
- CI 77002 Curriculum Leadership
- CI 77010 Curriculum Evaluation

**Educational Technology**

- ETEC 77434 Emerging Technologies for Instruction
- 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 **NEW**
- SPED 83201 Contemporary Issues in Special Education
- SPED 83301 Single-Subject Research Methods

<b>Culminating Requirement</b>	<b>18</b>	
EHHS 81099 Capstone I * <b>NEW</b>	1-9	4, 5, 6

**Minimum Total Credit Hours: 60**

- \* 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.

Field experiences may be embedded within major and cognate courses. This is appropriate given the nature of the program and the fact that most, if not all, students will be employed within education. Thus, course assignments will be related to the students’ individual contexts.

Course descriptions are in Appendix C.

**D Culminating Academic Experience**

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 culminating requirement. Students choose the artifacts to be included in the portfolio, priority being given to coursework that provides evidence of alignment to the six CPED principles and 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).

As previously described, the culminating requirement (capstone project) 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. Students are most likely to employ an applied research methodology such as action research design, improvement science or case study research.



## E Course Sequencing

The Ed.D. degree will be a cohort-designed program, starting in the summer term with students taking a maximum of five years to complete the degree (2-3 years for coursework and 1-2 years for the culminating requirement). See table 3 for the term-by-term sequence of the program.

Table 3: Course sequence for the Ed.D. degree program

YEAR 1		YEAR 2	
<b>Summer</b>		<b>Summer</b>	
CULT 85535 Interprofessional Studies	3	EHHS 75550 Introduction to Quantitative Methods	3
EHHS 75501 Theory and Practice of Leadership	3	Cognate Course 2	3
	Credit Hours: 6		Credit Hours: 6
<b>Fall Semester</b>		<b>Fall Semester</b>	
EHHS 85530 Practitioner Inquiry	3	EHHS 78807 Program Evaluation	3
Cognate Course 1	3	Cognate Course 3	3
	Credit Hours: 6		Credit Hours: 6
<b>Spring Semester</b>		<b>Spring Semester</b>	
EDLE 76529 Leading for Social Justice	3	EHHS 75502 Ethical Leadership in Education	3
EHHS 85516 Qualitative Research Design	3	Cognate Course 4	3
	Credit Hours: 6		Credit Hours: 6
<b>YEAR 3</b>		<b>YEAR 4</b>	
<b>Summer</b>		<b>Spring Semester</b>	
EHHS 75001 Systems Thinking in Personal and Professional Leadership	3	EHHS 82099 Capstone II (if needed)*	1-9
MIS 74160 Leadership/Organizational Change	3		Credit Hours: 1-9
<i>Presentation of Professional Portfolio</i>			
	Credit Hours: 6		
<b>Fall Semester</b>			
EHHS 81099 Capstone I	9		
	Credit Hours: 9		
<b>Spring Semester</b>			
EHHS 81099 Capstone I	9		
	Credit Hours: 9		

\* Credit hours do not count toward degree

## F Student Learning Outcomes

The Ed.D. degree in Interprofessional Leadership will prepare graduates 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

## **G Admission Criteria and Advising**

The proposed Ed.D. degree program will be cohort-based, admitting 25-30 students in the summer. Applicants will be reviewed holistically based their professional experience and the following 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
- 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

Students will select a primary advisor during their first year of the program. The advisor will be from the student's proposed cognate area and—in conjunction with the college's Office of Graduate Student Services—will monitor the student's academic progress via periodic or virtual interactions.

## **H Online Instruction**

Online courses will be developed by faculty and instructional designers in the College of Education, Health and Human Services, in consultation with Kent State's Office Distance and Continuing Education. Faculty and designers will utilize the Quality Matters template and incorporate current interactive tools to ensure the quality and resourcefulness of the online courses.

Faculty who teach online courses in the proposed program are expected to participate in training offered by the Office Continuing and Distance Education to develop effective pedagogy in the online environment. During course development, faculty will be supported by instructional technologists and pedagogical professionals within both the college and at the university. Courses will be delivered with a combination of asynchronous and synchronous instruction, the latter to facilitate the cohesiveness of each cohort and the effective scholarly exchange of ideas and problem-solving processes.

See Appendix D for the Ohio Department of Higher Education change request for online delivery.

### III Program Need

Everspring, which provides technology and services for online education, conducted a Google market survey for Kent State to identify the market demand for the proposed degree nationally. The market study indicated an uncluttered market with low competition, and that interested potential students will be employed full time, self-motivated and lifelong learners who finish what they start. Thus completion rates are anticipated to be high. The majority of prospective students surveyed viewed the degree as one that would help them advance in their fields.

This data is further supported by an analysis conducted by Eduventures<sup>2</sup> that indicated:

- (a) employment opportunities in educational administration will grow at a rate similar to or exceeding that for other areas of employment;
- (b) there is a growing demand for alternative models of doctoral education, particularly to meet the needs of education practitioners; and
- (c) potential Ed.D. students show a preference for online or hybrid delivery models.

Eduventure results pointed to an increasing demand for the “executive Ed.D.” model, with flexible scheduling options and/or online/hybrid delivery modalities for working adults.

### IV Access and Retention of Underrepresented Groups

The College of Education, Health and Human Services has committed resources to serve underrepresented students in several ways. The first is a college office responsible for diversity outreach and development.<sup>3</sup> In addition, the college participates in the Holmes Scholars Program, which provides mentorship, peer support and professional development opportunities for historically underrepresented students.

A third way is through the college’s Diversity Committee whose mission includes (a) increasing recruitment efforts to increase diverse faculty while developing conditions that support their retention and success and (b) implementing professional development programs for faculty, students and staff that focus on the full scope of diversity issues.

<sup>2</sup> Eduventures Research (2011). Market assessment for doctorate of education (Ed.D.).

<sup>3</sup> Office of Diversity Outreach and Development. College of Education, Health and Human Services. Kent State University. Retrieved from [www.kent.edu/ehhs/offices/office-diversity-outreach-and-development](http://www.kent.edu/ehhs/offices/office-diversity-outreach-and-development).

Presently, graduate-level student enrollment in the College of Education, Health and Human Services is 9.7 percent underrepresented (degree seeking), compared to a university-wide average of 9.2 percent.

## V Statewide Alternatives

Approximately 11 Ohio universities offer an Ed.D. degree, see Appendix E for full list. Many of the programs are focused on leadership in the secondary and/or post-secondary education field.

The programs at Xavier University, Wright State University, Youngstown State University and Bowling Green State University are similar in focus to what Kent State is proposing. The difference is all are offered on-ground and require a traditional dissertation. The University of Findlay's program is offered online, but requires a traditional dissertation. Miami University's program requires a dissertation in practice, similar to Kent State's program, but its focus is on the secondary education field.

## VI Institutional Priority

Kent State University President Beverly Warren was formerly a dean at Virginia Commonwealth University where she initiated and developed an Ed.D. degree. As such, she values the potential contribution such a program makes to the scholarship of the academy and to the professional development of P-16 educators.

Development of the program has been a collaborative effort among faculty and administrators in the College of Education, Health and Human Services. The program will be housed in the college's School of Foundations, Leadership and Administration; however, courses and faculty (and the program's cognates) will come from that school and the college's School of Health Sciences; School of Teaching, Learning and Curriculum Studies; and School of Lifespan Development and Educational Sciences.

To coordinate and administer the Ed.D. degree, the college will appoint a full-time faculty member with the appropriate academic credentials, graduate faculty status, experience and disposition. Student services will be managed through the college's Office of Graduate Student Services.

## VII External Support

Kent State has received letters of support for the Ed.D. degree from the Carnegie Project for the Education Doctorate and the Kent City School District, see Appendix F. These letters speak to the value of the professional doctorate in education and related fields.

## VIII Financial Impact

Projected enrollment will be 20-25 part-time students for each cohort, with 100 students by year four. Since the program will be geared toward working professionals, there is no expectation of full-time student enrollment.

As the program will be online-only, there will be a limited need for facilities. However, costs for marketing and promotion toward a wider audience will be more than for a typical (on-ground) program. In addition, the college initially will need to release a course load for a graduate faculty member to coordinate the program.

Assuming the program is successful in reaching its enrollment targets, the college will hire a faculty member to act as program coordinator and two to three part- or full-time faculty members committed to teach courses in the program.

Other faculty members interested in teaching will consult with their respective school directors to determine how teaching in this program could affect their course load.

Driven by projected enrollment, the college dean has supported the employment of necessary part- or full-time faculty to teach and direct capstone projects in the program. Composition of the Capstone Advisory Committee for each student will be based on faculty interest and availability.

See Appendix G for the fiscal impact statement.

## Appendix A: Response to CCGS Feedback

### Bowling Green State University

Thank you for the supportive comments. In regards to the question/comments:

1. *"Does KSU still offer other doctoral programs in the College of Education, Health and Human Services? If so, I suggest that the proposal discuss these and their relationship to market need for this new program."*

The College of Education, Health and Human Services will continue to offer the Ph.D. degree (presently, the college offers 13 majors within the Ph.D. degree). These doctoral programs serve a different population, namely students who have the goal of moving into a research-focused faculty position in a college or university. While the addition of an Ed.D. degree may pull some students from the existing Ph.D. degree programs, faculty feel the addition of this new degree will enable them to better focus on the specific research needs of both Ph.D. and Ed.D. students.

2. *"With the growing number of graduate programs in multidisciplinary leadership in Ohio, there may be increased opportunities for collaboration across universities. The faculty in BGSU's School of Educational Foundations, Leadership, and Policy would be comfortable with such conversations should there be an interest."*

Likewise and thank you. Kent State welcomes the opportunity for interuniversity collaboration.

3. *"I noticed that "equity and social justice" were mentioned a couple times early in the proposal as central themes for the program. I am curious about whether these themes are integrated in all coursework and in the action research capstone project."*

Equity and social justice are central tenets to the degree, as they are in the field of leadership, and faculty feel that this is reflected in the selection of courses in the program core. Students will take a range of courses in their cognate areas, but all will include components addressing issue of equity and social justice. The capstone requirement ("dissertation in practice") will require approval from the Institutional Review Board, an essential component of which is equitable distribution of opportunity for research populations.

4. *"Since the term "interprofessional" is in the title of the program, the proposers may wish to more fully define it beyond the stated desire to attract students from multiple professions."*

Kent State's definition of "interprofessional" is centered on common issues affecting professional practice in various education and human service settings. Such issues include ethical practice, leadership in program development and evaluation, social justice, organizational change and systems thinking. Faculty address these issues through coursework centered on interprofessional collaboration on policy, research and practice.

### Cleveland State University

Thank you for the supportive comments. The concern regarding a loss of human interactions is addressed by online approaches designed to foster interaction. Instructional faculty have received, and will continue to receive, professional development on facilitating interaction during online instruction.

## Miami University

Thank you for identifying as a strength that the proposal has vision. Specific questions included:

1. *"In the proposed curriculum students are required to take seven leadership courses. As described in the proposal these courses do not appear to be very distinct. In fact, the same description appears under the titles of two different courses. How will these seven courses specifically help students develop an interprofessional leadership framework? Which of the learning outcomes do these courses address? How do they help students develop a distinctive lens for practice?" "What is the goal of including a required course on Adult Learning Theory in this degree program? It does not seem to be linked with the other courses in any clear way. How will this course address the learning goals for interprofessional leadership development?"*

The questions refer to courses that were listed in the program development plan (submitted in 2016). These courses have been removed in place of a program core focusing on interprofessional leadership and essential understandings for 21st century leaders. Please see Table 2 in the full proposal for the revised curriculum.

2. *"The research sequence does not seem to hang together either. Why is statistics required of everyone as well as Appreciative Inquiry and then qualitative and quantitative research methods. It would be helpful if there was a rationale for requiring these four inquiry courses for preparing Interprofessional leaders. How does this research sequence address the learning outcomes for the degree program? And how do these four inquiry courses integrate with the action research required in the capstone?"*

The research core has been revised to provide a grounding in both quantitative and qualitative methods, but then a focus on action research and program evaluation, as would be necessary for an improvement science approach to research. Program faculty feel that some grounding in both quantitative and qualitative methods is warranted given that the dissertation in practice will yield data to be analyzed.

3. *"The internships as described do not seem to emphasize or extend this notion of Interprofessional leadership. If the goal is to develop competencies and dispositions for this kind of collaboration and boundary crossing why is that not articulated more clearly in what the internships will emphasize? The application of theory to the practice of interprofessional leadership needs to be woven all throughout the internship experiences as well the capstone/action research projects."*

The internship requirement has been removed, and the culminating requirement is now a dissertation in practice. In keeping with CPED principles, this will address a problem of practice most likely specific to a cognate area.

4. *"Another major concern is that the proposal seems to indicate that all students take this proscribed curriculum. There appears to be no flexibility that allows for differing levels of preparation and concentration given the variety of professionals who may take this degree. Some prospective students may use statistics in their work regularly, some may employ appreciative inquiry with their staff, others may give workshops themselves on ethical and moral leadership. With no flexibility this curriculum may not be attractive or relevant for the students with diverse professional backgrounds that the degree is meant to attract." "Consider providing more flexibility in the program plan. Perhaps identify a core set of courses required of all, then different concentrations, paths, or methods for students to develop a more*

*individualized program based on the knowledge base they already possess and the knowledge they want to gain through acquiring the degree. The beauty of the proposed degree is that it hopes to attract professionals from diverse backgrounds. Given that vision, it is a jarring disconnect that the proposed curriculum is 'one size fits all.' "*

This is a concern that Kent State faculty shared upon review; however, offering an online program focusing on the needs of busy practicing professionals persuaded the faculty to retain the prescribed curriculum, but with the opportunity to pursue study in a cognate area. Initial cognate areas require 12 credit hours in special education, educational technology, curriculum and instruction, athletic training education and cultural foundations of education. It is expected that cognate opportunities will expand in the future.

### **Ohio State University**

Thank you for your support. Kent State looks forward to interactions within the context of CPED.

### **Ohio University**

Thank you for your supportive comments regarding selected aspects of the program. In regards to the question/comments:

1. *"The proposal is missing a rationale for the interprofessional framework of the program. Based on the course listing in Appendix A, the interprofessional nature of the program is centered around Educational Administration, Cultural Foundations, Educational Psychology, and Evaluation and Measurement. A rationale for such choice was not provided."*

Please see table 2 in the full proposal, which is a revised curriculum with a program core that addresses the nature of interprofessional work and what program faculty consider to be essential understandings for leaders in education, health and human services professions. These include leadership and ethical practice, an understanding of social context, systems thinking, and the leading for innovation and change.

2. *"The capstone program is not sufficiently explained in the proposal. How will the format differ from a traditional applied research dissertation or a program evaluation oriented dissertation?"*

The capstone project will be a dissertation in practice focusing on a problem of practice and using either action research or improvement science as a methodology. This may or may not lead to a variation of format, though program faculty feel the key distinction between the traditional dissertation and the dissertation in practice is the context. The dissertation in practice typically is conducted within the student's workplace, addressing a specific problem or focusing on an area of desired improvement.

3. *"The curriculum seems to focus a lot more than intended on the single field of Education. As an interprofessional leadership degree, there could have been courses based on collaboration, for example, with Business Administration, Health Care Administration, Public Affairs, Nonprofit Leadership, Communication, Marketing, Political Science, or other fields to create a more interdisciplinary program."*

The revised curriculum will provide students with the opportunity to select a cognate area within which there is flexibility for selecting electives from other disciplines.



4. *"The admission requirements indicate who are the intended target populations for the program. It would be relevant to emphasize in the criteria that the master's degree must be in a relevant professional field. Without relevant leadership, managerial, or administrative experiences or academic background in education, preferably educational leadership, it may be difficult to provide the depth required for a doctoral degree in leadership."*

Thank you. This has been noted and included in the proposal.

5. *"The target populations or constituents for the interprofessional leadership are not clearly articulated, and should be described or clarified in non-equivocal terms. Additionally, the proposal should explain why existing leadership program fail to capture the needs of the constituents that would be serviced by an interprofessional leader, earning the proposed degree in interprofessional leadership."*

The target population is now better identified as practicing professionals who are either in, or seeking to move into, leadership positions. Kent State's Ph.D. degree in Educational Leadership K-12 neither is based in problems of practice within the student's context, nor does it address the interprofessional nature of 21st century education.

6. *"The capstone project as "Dissertation in practice" sounds like an interesting concept for a scholar-practitioner oriented program. However, the proposal should explain how the capstone research will be structured, and how such structuration will be different from an applied-research dissertation. More clarification would prevent one from second guessing what the capstone research would look like."*

The key distinction between the dissertation in practice and an applied research dissertation is one of context. The dissertation in practice is focused on the researcher's own context, addressing problems of practice or desired aspects of improvement within that context. This is not necessarily the case in an applied research dissertation.

## University of Akron

Thank you for the feedback. Responses to the question/comments are below:

1. *"There is no compelling rationale provided to substantiate a 60 hour doctoral degree. In addition, the program is described as a doctor of education professional degree (EdD). Does the State of Ohio differentiate between and EdD professional degree and an EdD which is some other type of doctoral degree? Although I completely support the concept of a fully online doctoral degree, a 60-hour program does not meet the rigor doctoral level education."*

Doctoral programs in education have become increasingly varied, the professional education doctorate being one strand of this variation. Kent State's program is based on the principles of the Carnegie Project for the Education Doctorate (CPED), a now established association of colleges and universities offering such programs. To the best of Kent State's knowledge, a doctoral degree with minimum 60 credit hours beyond the master's is quite normal, if not mandated by the Ohio Department of Higher Education.<sup>4</sup>

<sup>4</sup> Ohio Department of Higher Education (July 2016). Guidelines and procedures for academic program review. Retrieved from [www.ohiohighered.org/sites/ohiohighered.org/files/uploads/program-approval/Academic-Program-Review-Guidelines\\_070516.pdf](http://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/program-approval/Academic-Program-Review-Guidelines_070516.pdf) (page 57).

2. *"The rationale for a 4 day residency prior to their first summer term will need to be described in greater detail. How will a single 4-day experience contribute to the fidelity of a program that extends over 3 to 4 years? What if students cannot attend the residency?"*

This has been noted. After further internal discussions, the residency has been eliminated to make the program fully online.

3. *"Greater elaboration will be need to substantiate the ability of working professional to complete two fully online 7-week courses during each semester."*

This has been noted. Length of courses will be full semester.

### University of Dayton

Thank you for the positive comments. Specific concerns included:

1. *"More detail regarding the residency would be helpful. It appears that the residency consists of a 4-day experience prior to the first summer term in the program. Will this provide students with sufficient experience to qualify as a residence?"*

After further internal discussions, the residency has been eliminated to make the program fully online.

2. *"The capstone project appears related to the students' work environment. More information on how this will be managed would be interesting and valuable for the full proposal review."*

The dissertation in practice will be supervised by the student's advisor chairing a committee made up of at least one other cognate area advisor and a faculty member from outside the cognate area. A successful defense of the dissertation proposal (IRB review included) is followed by data collection and a public defense. Regular meetings with the committee will ensure appropriate progress and critical review of the student's implementation of change and/or improvement plans within his or her context.

### University of Toledo

Thank you for the feedback. Responses to the question/comments are below:

1. *"KSU's online doctoral degree program will, like all doctoral degrees, have to offer advanced theoretical and practical coursework in a diverse range of areas, areas that exist in other programs and/or departments. Attention should be given to the manner in which they will monitor coursework content, specifically in those areas that may require students to meet state standards required for licensure or other professional standards. Given the on-line nature of this program, KSU should give careful consideration to student's original action research and publication which requires high levels of faculty and advisor support; the implementation of comprehensive examinations over distance; faculty face-to-face time with cooperating professionals in field experiences; access to residential colloquia not offered on-line; and quality support during their Capstone Research Projects."*

Coursework will be monitored through the Office of Graduate Student Services in the College of Education, Health and Human Services, with due attention paid to licensure or certification requirements. Multiple faculty will be involved with the program, including several in each cognate area, thereby ensuring that appropriate attention is given to the quality of research experiences and the dissertation in practice.

Comprehensive exams are replaced with a professional portfolio in which students will present selected coursework as it applies to their own context and problems of practice.

2. *"The 4-day summer residency seems to brief and should be expanded."*

After further internal discussions, the residency has been eliminated to make the program fully online.

3. *"The required research methods courses include both "Intro to Qualitative Research" and "Intro to Quantitative Research." In addition, listed under "Statistics 1" is a course titled "Leading for Organizational and Technological Change." Without more specific course detail in these areas, it is unclear how well students will be prepared in multiple methods and multiple levels of analysis?"*

Thank you, this has been noted. The research core has been revised but still includes introductions to both quantitative and qualitative analysis so that students can handle data in the dissertation in practice. The remainder of the research core has been revised to address action research and program evaluation and improvement, as is the focus of the CPED principles.

## Appendix B: Faculty Qualifications

Faculty CV are in a separate attachment.

### Major Coursework – Faculty from the College of Education, Health and Human Services

Courses	Instructor	Terminal Degree
CULT 85535 Interprofessional Studies	Natasha Levinson Associate Professor	Ph.D., Educational Policy Studies, University of Illinois, Urbana- Champaign, 2001
EDLE 76529 Leading for Social Justice	Rosemary Gornik Assistant Professor	Ph.D., Curriculum and Instruction, Kent State University, 2003
EDLE 76529 Leading for Social Justice EHHS 75501 Theory and Practice of Leadership <b>NEW</b>	Christa Boske Associate Professor	Ed.D., Superintendency, Northern Illinois University, 2006
EHHS 75001 Systems Thinking in Personal and Professional Leadership <b>NEW</b>	Jeffrey Huston Senior Lecturer	Ed.D., Higher Education Leadership and Management, Capella University, 2017*
EHHS 75502 Ethical Leadership in Education <b>NEW</b>	Kimberly Peer Professor	Ed.D., Higher Education Administration, University of Akron, 2001
EHHS 81099 Capstone I <b>NEW</b>	<i>Program faculty</i>	
EVAL 75550 Introduction to Quantitative Methods in Education <b>NEW</b>	Jason Schenker Associate Professor	Ph.D., Evaluation and Measurement, Kent State University, 2007
EVAL 78807 Program Evaluation	Jian Li Associate Professor	Ph.D., Quantitative Research, Evaluation and Measurement, Ohio State University, 2012
EVAL 85516 Qualitative Research Design	Tricia Niesz-Kutsch Associate Professor	Ph.D., Education, Culture and Society, University of Pennsylvania, 2003
EVAL 85530 Practitioner Inquiry	Alicia Crowe Professor	Ph.D., Curriculum and Instructional Leadership, Vanderbilt University, 2001

### Major Coursework – Faculty from the College of Business Administration

Coursework	Instructor	Degree
MIS 74160 Leadership and Organizational Change	Mark Whitmore Assistant Professor	Ph.D., Industrial/ Organizational Psychology, Ohio State University, 1985

Cognate Coursework – Faculty from the respective discipline will teach courses in the cognate selected by students in consultation with their advisor

\* Official transcript not received by Kent State University Office of Academic Personnel.

## Appendix C: Course Descriptions

### MAJOR COURSEWORK

#### **CULT 85535 Interprofessional Studies**

**(3 credit hours)**

Comprehensive analysis of issues affecting professional practice in education and human service resource settings. Examination of questions related to interprofessional collaboration on policy, research and practice.

#### **EDLE 76529 Leading for Social Justice**

**(3 credit hours)**

Centers on investigating a broad research agenda on leading for social justice within educational leadership. Provides a context for candidates to establish strong connections between what it means to lead and the primary concerns for learning and equity, which are associated with increased performance and effectiveness for American education. Candidates engage in concepts such as equity audits, border culture, hegemony, moral transformation and other concepts aligned with leading 21st century schools. Such concepts encourage school leaders to reconsider the influence of wider social, political, cultural and economic contexts in creating transformative and revolutionary schools.

#### **EHHS 75001 Systems Thinking in Personal and Professional Leadership (3 credit hours) NEW**

The development of personal and professional leadership characteristics and traits through a self-examination and in-depth examination of the literature. Students will develop an understanding of the role leadership plays in complex systems through the application of systems thinking concepts. The course will focus on the importance of personal and professional leadership in systems thinking and organizational change.

#### **EHHS 75501 Theory and Practice of Leadership (3 credit hours) NEW**

Theoretical perspectives on educational leadership as a foundation for effective practice in a range of educational settings. Contemporary, evidence-based research will support the integration and synthesis of educational leadership theory in practice. Leadership theory, myths, traits, models, strategies and assessment tools for leadership will be infused for a historical and comprehensive approach to educational leadership as an essential construct in education.

#### **EHHS 75502 Ethical Leadership in Education**

**(3 credit hours) NEW**

Education is constantly undergoing change and ethical leadership in uncertain times is paramount. Ethical elements of educational leadership in all settings in a case approach to connect ethical leadership theory to educational practice. It blends ethical theory, leadership theory and case-analysis in a critical thinking-based framework to position educational leaders to grapple with the complexities of contemporary ethical issues. Political, cultural, societal, organizational and other forces on education are evaluated through an ethical lens.

#### **EHHS 81099 Capstone I (1-9 credit hours) NEW**

Operates as a "dissertation in practice," focusing on a problem of practice and using either action research or improvement science as a methodology. Students' research is aligned with the needs of their organizations, useful to their organizations and intended to effect positive change in their organizations. The research culminates in a scholarly, comprehensive paper/project that integrates knowledge attained through coursework/research.

#### **EVAL 75550 Introduction to Quantitative Methods in Education (3 credit hours) NEW**

Introduction to purposes and practice of quantitative research related to educational services. Emphasis on elements of doing research and using products of research to support and enhance practice. Authentic examples used as illustration.

#### **EVAL 78807 Program Evaluation (3 credit hours)**

Study of principles and techniques of evaluation and measurement, and utilization of evidence to improve teaching, learning and implementation programs.

#### **EVAL 85516 Qualitative Research Design (3 credit hours)**

Introduction to qualitative research approaches, design and methods. Students learn about the theoretical underpinnings, nature, characteristics and methods of qualitative research. Students are introduced to several types of qualitative research designs. They learn to engage in critical reading of qualitative research reports. Students also learn to design qualitative research studies.

## MAJOR COURSEWORK *continued*

**EVAL 85530 Practitioner Inquiry (3 credit hours)**  
Students engage in practitioner research. It provides an overview of the history, theoretical, ethical and practical issues related to engaging in practitioner work in a variety of fields. Research design, data collection and analysis are explored and practiced. Students critique practitioner research and design their own practitioner research study.

**MIS 74160 Leadership and Organizational Change (3 credit hours)**  
Course develops students' understanding of the theories and techniques needed for the successful management of significant organizational change with emphasis on discussion, exercises and case studies.

## COGNATE COURSEWORK

**ATTR 75001 Evidence Based Interventions in Athletic Training (3 credit hours) NEW**  
Course examines implementation of evidence-based intervention constructs across the curriculum and program. Specific emphasis on designing and implementing EBP into didactic and clinical experiences in athletic training. Implementation in the development, implementation and dissemination of research is addressed. Through an extensive examination of the critical literature, students gain an understanding of how to broadly integrate these constructs in their professional practice.

**ATTR 75002 Academic and Administrative Leadership in Athletic Training (3 credit hours) NEW**  
Course addresses the key academic leadership constructs needed to navigate the higher education culture as a faculty and/or clinical faculty member. Human resources, politics, administrative processes and organizational factors related to successful higher education and clinical leadership are the focus. Leadership and advocacy strategies for professional organizations also are developed.

**ATTR 75003 Continuous Quality Improvement and Assessment in Athletic Training (3 credit hours) NEW**  
Focus includes the fundamental constructs associated with quality improvement through an academic program in athletic training. The development of inter-professional practice, engaging curriculum, creation of educational and administrative policy, and leading change within athletic training organizations. Course assists student in developing action plans for their organization pertaining to organizational improvement.

**ATTR 75004 Teaching and Clinical Education Leadership in Athletic Training Programs (3 credit hours) NEW**  
Focuses on the comprehensive and integrated elements in athletic training education. An in-depth analysis of curriculum design and implementation, didactic and clinical education, program assessments, and accreditation policies and standards is addressed. A framework rooted in the context of inter-professional education promote organizational and programmatic improvements related dynamic trends in healthcare education.

**CI 71130 Multicultural Education (3 credit hours)**  
Teachers will be provided with knowledge and strategies for teaching children to function effectively in a pluralistic society.

**CI 77001 Fundamentals of Curriculum (3 credit hours)**  
This course is designed to help students learn to plan for and use a variety of techniques to gather information in systematic ways, across different phases of curriculum planning, development, implementation, and evaluation to enhance decision-making processes. Students will develop evaluation questions around a curriculum or program of their choice and then design a detailed evaluation plan.

**CI 77002 Curriculum Leadership (3 credit hours)**  
Explores the theories and practices of curriculum leadership with reference to the current politics of education and the democratic ideals of information-age, pluralistic societies. Mandated accountability reform is critically compared to invited professional renewal.

**COGNATE COURSEWORK *continued*****CI 77010 Curriculum Evaluation (3 credit hours)**

This course is designed to help students learn to plan for and use a variety of techniques to gather information in systematic ways, across different phases of curriculum planning, development, implementation, and evaluation to enhance decision-making processes. Students will develop evaluation questions around a curriculum or program of their choice and then design a detailed evaluation plan.

**CULT 79575 Anthropology and Education (3 credit hours)**

Students explore the contributions that cultural and social anthropologists have made to the study of education broadly conceived, focusing particularly on studies addressing the interrelationships among education, culture, and forms of social inequity. Through engaging in critical readings of classic and contemporary educational ethnographies, students explore the myriad ways in which "culture" has been theoretically conceptualized as well as the implications of those conceptualizations for educational inquiry and practice.

**CULT 89521 Multicultural Educational Practice and Policy (3 credit hours)**

Interdisciplinary inquiry into issues of pluralism and its influence on professional practice in education and human service settings. Cross-cultural interaction will be analyzed; reflection on developing culturally responsive professional practice.

**CULT 89582 Social Perspectives of Education (3 credit hours)**

This course examines both classic and contemporary social theories in education. Students will become familiar with different social theories; specifically focusing on strengths and limitations of various theoretical approaches. Students will also analyze the role social theories have had upon educational research and examine different conceptual issues within various social theoretical traditions.

**CULT 79568 Great Ideas in Education (3 credit hours)**

This course explores a great idea in education from multiple disciplinary perspectives (philosophical, sociological, historical) and looks at the ways in which the idea in question has shaped or could transform educational practice at multiple levels.

**ETEC 77434 Emerging Technologies for Instruction (3 credit hours)**

Focuses on the theoretical foundations, design, and development of educational delivery systems employing leading-edge and emergent technologies. Includes presentations and activities that employ the technologies.

**ETEC 77445 Designing Instructional and Performance Solutions (3 credit hours)**

Develop knowledge of the systematic approach to instructional design, the contexts of application of this approach, and the roles of professionals in this field in adapting and applying the process in a flexible and innovative manner, especially to large-scale projects.

**ETEC 77491 Seminar: Educational Technology (3 credit hours)**

Variable topic seminar for advanced study of specialized areas and topics. Normally designed around research and theory applied to practice.

**ETEC 87450 Learning with Educational Technologies (3 credit hours)**

Provides an overall introduction to research and practice in educational technology at the doctoral level. Includes examination of principles and examples of the effective application of technology to educational settings as well as approaches to research in the field.

**SPED 73204 Legal and Policy Foundations of Special Education (3 credit hours)**

This course will review the statutory and regulatory foundations of U.S. public policies pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. Provides comprehensive overviews of Individuals with Disabilities Education Act, Every Student Succeeds Act, Americans with Disabilities Act, Vocational Rehabilitation Act, relevant sections of the Social Security Act. In addition, students will gain an awareness of miscellaneous other pieces of legislation and examples of case law pertaining to the education of students with disabilities.

**COGNATE COURSEWORK *continued***

**SPED 73300 Research Applications in Special Education (3 credit hours) **NEW****

In this course students apply their content, methods and research skills to develop a research project that addresses an area of special education. Focuses on techniques for answering research questions, developing curriculum, and assimilating knowledge through applied projects.

**SPED 83201 Contemporary Issues in Special Education (3 credit hours)**

This course is designed to help doctoral students to develop (a) foundational knowledge for understanding important and controversial issues in special education and related disciplines; (b) skills in critical analysis and synthesis of research; and, (c) skills in effective oral and written communication about historical and contemporary issues in special education.

**SPED 83301 Single Subject Research Methods (3 credit hours)**

Research designs and techniques associated with behavioral observation and a description of single subject experimental methodology are presented. The study of this methodology includes topics related to applied behavior analysis, assessment, experimental design and data evaluation. In addition, single subject methods are discussed in relations to other research designs. 20 field hours.



## Appendix D: Change Request for Online Delivery



Department of  
Higher Education

John R. Kasich, Governor  
John Carey, Chancellor

### Change Request: Online Delivery

Institution offering the degree program: **Kent State University**

Degree designation: **Ed.D. degree in Interprofessional Leadership**

The program will satisfy the following criteria:

- The program will use Quality Matters or similar metric-driven online course design/assessment tools.
- All instructors will be trained in offering online content and online assessments.
- The offering university has an institutionally approved plan for securing authorizations to deliver distance learning content in other states (e.g., NC-SARA membership).
- The offering university has approved all online courses for this program as academically appropriate for graduate study.

Is this degree program subject to approval/accreditation by a governing body beyond the Ohio Department of Higher Education and the Higher Learning Commission?

- No     Yes

Does this degree program include the creation of original research or scholarship?

- No     Yes (supplementary information on next page)

Does this degree program include an experiential component?

- No     Yes

Will the program be offered in partnership with a third-party online service provider?

- No     Yes

Percentage of program content that will be completed on-line:

The degree program will be offered 100 percent online only (i.e., no on-ground delivery).

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The person listed below verifies that this request has received the necessary institutional approvals and that the above information is truthful and accurate.

Melody J. Tankersley, Ph.D.  
Senior Associate Provost and Dean of Graduate Studies  
Kent State University

## SUPPLEMENTARY INFORMATION FORM

**Original Research or Scholarship**

***A. Describe how program faculty will oversee and direct original research performed by students in the program. At a minimum, address the following areas: (a) how students will gain access to required facilities and resources; (b) how students will be trained in necessary procedures; (c) how students will present their progress and (d) how the progress and quality of student projects will be assessed. Include any additional information needed to provide assurance that the quality of the research performed will be equivalent to the face-to-face offering of this degree.***

The Kent State University Libraries provide online access to thousands of journals, books and databases to students, as well as access to OhioLink, which provides students access to library materials and electronic research databases from 120 academic libraries in Ohio. In addition, Kent State also maintains a license with Safari Books, a digital library of more than 30,000 online technical texts.

Regarding the provision of distance learning resources, Kent State's technology infrastructure supports both synchronous and asynchronous learning interaction with students. The College of Education, Health and Human Services employs two instructional designers who work with program faculty and the Office of Distance and Continuing Education to design courses for online delivery and to support both students and faculty in the effective implementation of online instruction and learning.

Upon completion of the program's coursework, students will present a professional portfolio that will include selected coursework that best represents the students' learning prior to moving onto their capstone requirement (dissertation in practice). Students will choose the artifacts to be included in the portfolio, priority being given to coursework that provides evidence of alignment to the six CPED principles and 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.

The portfolio is prepared in an online format and defended in a meeting (face-to-face or video conference) with a committee of two faculty members from within the student's cognate area.

For the capstone project, students will be most likely to employ an applied research methodology such as action research design, improvement science or case study research. The capstone project will be supervised by the student's advisor from within the cognate area, and will result in a written research report to be defended orally in front of the advisor and one other faculty member from within the cognate area.

The oral defense will be in a face-to-face or video conference format.

***B. Describe how program faculty will mentor students, and how students will participate in the socialization that is necessary for the effective scholarly exchange of ideas at the level appropriate for the degree sought. At a minimum, address the following areas: (a) how students will select a primary mentor and members of any required oversight committee; (b) frequency of any mandatory interactions between program faculty and students; (c) opportunities that exist for students to develop and refine ideas through scholarly exchange with faculty and others in the field; and (d) career development opportunities will be provided. Include any additional information needed to provide assurance that student mentoring will be effective and assure professional competence and exposure in the field.***

Students will be assigned a faculty advisor upon program admission to the Ed.D. degree, based on areas of student interest. Frequency of meetings will be based on need and not mandated. Due to the program's cohort schedule, students will not need advising on course selection, enabling advisors to focus on discussions regarding problems of practice to be investigated during research experiences. Meetings will be held by telephone, e-mail and video conference (e.g., Skype, Zoom, WebEx).

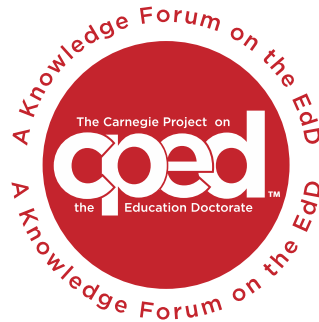
The cohort nature of the program will facilitate group cohesion and ongoing collaboration as the program progresses, particularly for students within the same cognate areas. Opportunities for students to develop and refine ideas will be facilitated through online forums within courses. Kent State uses Blackboard Learn currently as its online learning platform, and the system comes with numerous tools for facilitating both synchronous and asynchronous discussion.

As the expectation that students will be working professionals, advisor focus will be geared to helping them address problems of practice within their own working environment. This might lead to career development opportunities for some, but not all, students.

## Appendix E: Comparison of Ed.D. Degree at Ohio Institutions

Institution	Ed.D. Program	Program Characteristics
Ashland University	Leadership Studies (59 credits)	<ul style="list-style-type: none"> <li>▪ Focus on leadership in PreK-12 schools, higher education, government, industry and human service organizations</li> <li>▪ On-ground and hybrid online program</li> <li>▪ Traditional dissertation</li> </ul>
Bowling Green State University	Leadership Studies (60 credits)	<ul style="list-style-type: none"> <li>▪ Prepares graduates for faculty positions or leadership positions in educational settings, human resource institutions, business and public/private organizations</li> <li>▪ Offered on-ground</li> <li>▪ Traditional dissertation</li> </ul>
Miami University	Educational Leadership (60 credits)	<ul style="list-style-type: none"> <li>▪ Focus on educational leaders working in PreK-12 contexts and institutions</li> <li>▪ Offered on ground</li> <li>▪ Dissertation in practice</li> <li>▪ CPED member</li> </ul>
Ohio State University	Educational Studies (54 credits)	<ul style="list-style-type: none"> <li>▪ Specializations in PreK-12 education and higher education administration</li> <li>▪ Offered on-ground</li> <li>▪ Traditional dissertation or thesis research</li> <li>▪ CPED member</li> </ul>
Ohio State University	Kinesiology (53 credits)	<ul style="list-style-type: none"> <li>▪ Focus on sport, physical activity, physical education, management and science</li> <li>▪ Offered on-ground</li> <li>▪ Traditional dissertation or thesis research</li> </ul>
Ohio University	Educational Administration (77 credits)	<ul style="list-style-type: none"> <li>▪ Focus on scholarly work in education and related policy arenas, with special emphasis on policy and practice affecting rural schools and communities</li> <li>▪ Offered on-ground</li> <li>▪ Traditional dissertation</li> </ul>
University of Cincinnati	Counselor Education (60 credits)	<ul style="list-style-type: none"> <li>▪ Focuses on prevention, community-based school and mental health services and substance use</li> <li>▪ Offered on-ground</li> </ul>
University of Cincinnati	Special Education (51 credits)	<ul style="list-style-type: none"> <li>▪ Prepares leaders in special education</li> <li>▪ Offered on-ground</li> <li>▪ Traditional dissertation</li> </ul>
University of Findlay	Education (60 credits)	<ul style="list-style-type: none"> <li>▪ Prepares graduates for faculty positions or education administrators</li> <li>▪ Offered online</li> <li>▪ Traditional dissertation</li> <li>▪ CPED member</li> </ul>
University of Toledo	Education Administration and Supervision (61 credits)	<ul style="list-style-type: none"> <li>▪ Focus on leadership in PreK-12 education</li> <li>▪ Offered on-ground</li> <li>▪ Traditional dissertation</li> </ul>
Wright State University	Organizational Studies (65 credits)	<ul style="list-style-type: none"> <li>▪ Concentrations in leading in organizations or learning in organizations</li> <li>▪ Offered on-ground</li> <li>▪ Traditional dissertation</li> </ul>
Xavier University	Leadership Studies (60 credits)	<ul style="list-style-type: none"> <li>▪ Cognates in human and organizational development, community and non-profit leadership, health services, higher education or K-12 administration</li> <li>▪ Offered on-ground</li> <li>▪ Traditional dissertation</li> </ul>
Youngstown State University	Leadership Studies (61 credits)	<ul style="list-style-type: none"> <li>▪ Focus on leadership in schools and health/human service organizations</li> <li>▪ Offered on ground</li> <li>▪ Traditional dissertation</li> </ul>

## Appendix F: Letters of Support



March 6, 2018

Dr. Steve Mitchell  
Professor, Associate Dean for Administrative Affairs and Graduate Education,  
College of Education, Health and Human Services  
407 White Hall, Kent State University, Kent, OH 44242

Dear Dr. Mitchell,

It is my pleasure to offer you this letter of support for the Kent State University College of Education, Health, and Human Services proposal for the Doctor of Education Professional Degree (EdD) in Interprofessional Leadership.

As you are aware, Kent State joined CPED in 2010 with the intent of redesigning two of its then current EdD programs utilizing the CPED Framework. Over the years, this work proved to be challenging at Kent State as it does at many institutions. At CPED, we have come to understand that reconceptualizing a doctorate into a degree that is meant to serve the needs of practitioners is not an easy task at any school of education. This is precisely why CPED created a flexible framework that would serve multiple contexts and the many needs and constraints that come with that context. I was delighted to see that your participation in CPED has resulted in a program firmly grounded in our principles and goals for preparing professional practitioners.

You have done a nice job of mapping out the components and demonstrating how these components will build towards preparing scholarly practitioners who will apply theory to practice to improve the problems they face and lead for the improvement of education. The number of credits and break down of content, core, and cognate areas are on par with other CPED institutions, as is the size of the cohort that you propose to admit. Additionally, the portfolio will provide a clear demonstration of student progress towards the end goals of the program.

**Headquartered at the University of Pittsburgh**

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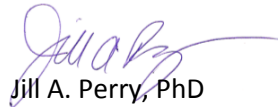
5522 Posvar Hall - 230 S. Bouquet Street - Pittsburgh, PA 15260  
<http://cpedinitiative.org> info@cpedinitiative.org +1 (412) 648-7428

In terms of the dissertation in practice, what you have outlined is similar to what CPED-influenced EdD programs are doing. However, I do recommend that the content and expectations for this project be more clearly flushed out and that your faculty receive professional development training as you engage in this process. We have seen that this portion of newly designed EdD programs can derail the intent of the program as faculty revert to what they know and are comfortable with. Clear outcomes, formats, language can all support the development of a product that will be of use to students in practice and satisfy academic needs as well.

As you continue to develop this program and implement it, I remind you of the resources available on our website and within our consortium (including our On-line and Hybrid CPED Improvement Group) that can support your thinking and planning. And as always, we encourage you to engage in our convenings to share and learn with our members.

Congratulations on completing a well thought out program. It is clear that the goals of this program seek to distinguish your EdD and align it with the kinds of professional preparation found in other professional schools.

Best wishes as you and your colleagues move forward,

A handwritten signature in purple ink, appearing to read "Jill A. Perry".

Jill A. Perry, PhD  
Executive Director



## KENT CITY SCHOOLS

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February 26, 2018

**George J. Joseph**  
*Superintendent*

**Deborah A. Krutz**  
*Treasurer*

*Board of Education:*

**Pamela Ferguson**

**Dr. Marlene Dorsey**

**Brian K. Boykin**

**Ryan S. Ferrara**

**Rebekah Wright Kulis**

Steve Mitchell, Ph.D.

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To whom it concerns:

I would like to submit a letter of support for developing an online Doctor of Education degree in "Interprofessional Leadership." I fully support this proposal, which is based around problems of practice and applying learned knowledge in real world settings.

As the Superintendent of Kent City Schools, I am aware that there are many leaders in education, and other fields, who might welcome the chance to complete a terminal degree and study in areas that apply directly to the things they do on a daily basis.

The study of leadership proposed in this program will be from an interprofessional perspective and will be based conceptually on the guiding principles developed by the Carnegie Project for the Education Doctorate:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

I am very excited to support this project.

Sincerely,

George Joseph  
Superintendent

## Appendix G: Fiscal Impact Statement

	Year 1	Year 2	Year 3	Year 4
<b>I. Projected Enrollment</b>				
Headcount full-time	0	0	0	0
Headcount part-time	25	50	75	100
Full-time equivalent (FTE) enrollment	13	25	38	50
<b>II. Projected Program Income</b>				
Tuition	\$ 231,750	\$ 463,500	\$ 695,250	\$ 927,000
Expected state subsidy	\$ 370,800	\$ 741,600	\$ 1,112,400	\$ 1,483,200
Externally funded stipends, as applicable	\$ —	\$ —	\$ —	\$ —
Other Income – Distance Learning Fee	\$ 1,800	\$ 3,600	\$ 5,400	\$ 7,200
<b>Total Projected Program Income</b>	<b>\$ 604,350</b>	<b>\$ 1,208,700</b>	<b>\$ 1,813,050</b>	<b>\$ 2,417,400</b>
<b>III. Program Expenses</b>				
New personnel				
Instruction				
Full-time: 0	\$ —	\$ —	\$ —	\$ —
Part-time: 0	\$ —	\$ —	\$ —	\$ —
Non-instruction				
Full-time: 0	\$ —	\$ —	\$ —	\$ —
Part-time: 0	\$ —	\$ —	\$ —	\$ —
Current personnel				
Instruction				
Full-time: 0	\$ —	\$ —	\$ —	\$ —
Part-time: 2-4	\$ 86,400	\$ 176,256	\$ 69,674	\$ 366,752
Non-instruction				
Full-time: 0	\$ —	\$ —	\$ —	\$ —
Part-time: 0	\$ —	\$ —	\$ —	\$ —
Benefits for all personnel	\$ 12,960	\$ 26,438	\$ 40,451	\$ 55,013
New facilities/building/space renovation	\$ —	\$ —	\$ —	\$ —
Scholarship/stipend support	\$ —	\$ —	\$ —	\$ —
Additional library resources	\$ —	\$ —	\$ —	\$ —
Additional technology or equipment needs	\$ —	\$ —	\$ —	\$ —
Other expenses (see below)	\$ 302,175	\$ 604,350	\$ 906,525	\$ 1,208,700
<b>Total Projected Program Expenses</b>	<b>\$ 401,535</b>	<b>\$ 401,656</b>	<b>\$ 596,400</b>	<b>\$ 786,935</b>
<b>Projected Program Net</b>	<b>\$ 202,815</b>	<b>\$ 401,656</b>	<b>\$ 596,400</b>	<b>\$ 786,935</b>
<b>Other Expenses</b>				
Allocation of expenses covered by general fee	\$ —	\$ —	\$ —	\$ —
RCM overhead (estimated at 50%)	\$ 302,175	\$ 604,350	\$ 906,525	\$ 1,208,700
RCM tuition and SSI allocation to other colleges	\$ —	\$ —	\$ —	\$ —
Professional development	\$ —	\$ —	\$ —	\$ —
Supplies (office, software, duplication, printing)	\$ —	\$ —	\$ —	\$ —
Telephone, network and lines	\$ —	\$ —	\$ —	\$ —
Other info and communication pool				
<b>Total Other Expenses</b>	<b>\$ 302,175</b>	<b>\$ 604,350</b>	<b>\$ 906,525</b>	<b>\$ 1,208,700</b>