PSU’s Doctor of Education (EdD) in Higher Education is designed to provide doctoral students with the skills and knowledge needed for successful careers in a variety of higher education environments. Doctoral students who currently work in higher education, and those who aspire to, will be able to explore the field of higher education through core and specialization courses, and participate in a practicum experience designed to give them direct experience in their areas of interest.


The field of Higher Education is evolving and changing to meet the demands of 21st century demographics and work force needs. By incorporating principles of reflective practice and contemplative pedagogy into this program, the Higher Education faculty members look to prepare innovative leaders and instructors who will be equipped to do transformative work in their chosen higher education environments. The Doctor of Education (EdD) degree is designed for experienced practitioners and professionals, including teachers, administrators, counselors and individuals working in higher education, community agencies and other organizations. Discovery, dissemination, and application of knowledge and research are integral to the program.

Doctoral students participate in a cohort model that is developed into a learning community. The program courses and faculty support intellectual challenge, collaborative inquiry, and focused scholarship.

The EdD Program Faculty have incorporated the Graduate Program Hallmarks into each of their core doctoral courses through both the course content and selected assignments required in each course. The Hallmarks are paired, intentionally, to give equal emphasis to both theory and praxis.

- Leadership and Advocacy
- Scholarship and Application
- Reflection and Innovation
- Professionalism and Service
- Global Awareness and Social Responsibility

Doctor of Education program students have many opportunities to develop and demonstrate their knowledge and skills, and we encourage all doctoral students to share what they are learning in local, regional, national and international programs and publications and to develop exemplary programs in their work and communities.

**Doctor of Education Learning Outcomes**

The EdD degree provides experiences in and assessment of learning outcomes related to the Graduate Program Hallmarks and is designed to:

- Enhance the leadership capacity of professionals through the expansion of knowledge and the refinement of skills;
- Foster inquiry and reflective practice through course content, learning, leadership, pedagogy, social theory and research;
- Develop participants’ knowledge and expertise through research addressing current and best practices;
- Encourage creative scholarship, reflection, and inquiry;
- Examine global and local issues of diversity and their impact in organizations as well as the larger society;
- Prepare participants to be system leaders and agents of change in their communities;
- Support and advance the application of knowledge and research that contributes to innovation and transformation in a variety of local, regional, national and international settings.

**The Cohort Model**

Students in the PSU doctoral program participate in their core courses as part of a cohort. The cohort is an integral component of the PSU doctoral program.

Two cohort models exist, and they begin in alternating summers. Doctoral students in the year-round model take their core courses on campus throughout the year, starting with their first summer, and they transfer in up to 27 credits of CAGS or equivalent post-master’s work so their specialization courses are complete before enrolling. Doctoral students in the summer model take their core courses on campus over four summers and have time to take their specialization courses during the fall, winter and spring terms between the summers. Individuals who live at a considerable distance from campus, particularly those from outside New England, including international students, and those applicants who do not yet have a CAGS or equivalent post-masters work, will find the summers model designed for them.

The core courses, specialization coursework, and externship are sequenced across the terms of enrollment. Doctoral candidates in a year-round cohort take one or two courses during each term on campus, in sequence, starting in one summer and ending the following summer. Doctoral candidates in a summer cohort take two core courses each summer on campus, and conduct research, participate in practica or externships, or enroll in their specialization or elective courses (hybrid or online) during the academic year (falls, winters, springs). Core courses are offered in an intensive or hybrid format, with pre-and post-course assignments required. It is expected that students will complete the 60-credit degree within three to six years, depending on their cohort model. The total time taken to complete the degree may not exceed eight years.

**The Dissertation**

The purpose of the dissertation is to produce knowledge, insight, or new methods in the candidate’s field of specialization. The dissertation must be meaningful and provide evidence of familiarity with existing research in the field. The dissertation should display mastery of and the ability to apply research findings, new analyses, syntheses, interpretations, and other research methods and procedures in order to contribute to a scholarly knowledge base.

**Continuous Enrollment**

Candidates must remain enrolled continuously through the completion of the dissertation. The program is designed for students to complete their dissertation over three terms (nine dissertation credits). Students needing more time must register for Dissertation Research until their dissertation is complete.
Awarding the Doctor of Education Degree

The assessment for the award of the EdD degree is based on three components: coursework, the dissertation with proposal and final defenses, and the final approval by the dissertation committee.

Admission Requirements

Admission to the doctoral program is competitive. The EdD degree is open to individuals who possess a master’s degree and at least five years of successful experience in education and who have demonstrated evidence of or potential for professional leadership. Preference will be given to those with a Certificate of Advanced Graduate Studies (CAGS) or its equivalent.

Admission to the EdD degree program is based on the following:

- Submission of the Plymouth State University online application and application fee
- An official transcript from each institution attended (graduate and undergraduate) indicating, at minimum, a master’s degree
- A professional résumé or curriculum vitae
- A professional writing sample displaying research and writing skills
- Three letters of recommendation that provide evidence of five years of experience, collaboration, and leadership in schools or education-related organizations
- An on-campus interview conducted by the doctoral admissions committee

The application deadline is March 1 of the year the cohort commences. The doctoral faculty serve as the admissions review board for this program and they select the applicants to be interviewed, and from those a cohort is chosen. Not every applicant who is interviewed will be admitted. Prospective applicants are encouraged to meet with the program coordinator well ahead of the application deadline for advising about the cohort model, application process, and other program information.

Degree Requirements

Required Concentrations in this Major

Complete one concentration

Higher Education, Administrative Leadership

Prerequisite Coursework

- A graduate-level Research Design course
- An advanced graduate-level Qualitative Methodologies course

Curriculum Requirements

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<tr>
<th>Course</th>
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<td>EP 7121</td>
<td>Designing &amp; Leading Healthy Organizations</td>
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<tr>
<td>HD 7000</td>
<td>Foundations of Higher Education</td>
<td>3</td>
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<td>HD 7010</td>
<td>Legal and Ethical Issues in Higher Education</td>
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<td>Higher Education Administration and Organizational Management</td>
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<td>HD 7040</td>
<td>Emerging Trends in Higher Education</td>
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<td>or HD 7045</td>
<td>Strategic Enrollment Planning</td>
<td>3</td>
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<tr>
<td>HD 7050</td>
<td>Coaching Innovative Leaders</td>
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Elective Component

Complete one to two elective courses 3-6

Possible electives:

- HD 7015 Special Topics
- HD 7020 Collaboration in Higher Education
- HD 7030 Transformative Research
- HD 7040 Strategic Enrollment Planning (if not already taken)

Doctoral Core Component

EP 8000 Emerging Perspectives on Learning and Development 3
EP 8010 Program Evaluation: Theory and Practice 3
EP 8020 Ethical Leadership and Advocacy 3
EP 8030 Diversity, Ethics, and Social Justice 3
EP 8045 Quantitative Research Methods 3
EP 8820 Entrepreneurial Externship 3
EP 8026 Writing a Literature Review 3
EP 8050 Vision: Synergy & Synthesis 3
EP 8800 Dissertation Research (Repeatable) 9

Total Credits 60

Higher Education, Curriculum and Instruction

Curriculum Requirements

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<td>HD 7022</td>
<td>Practicum in Higher Education Administrative Leadership</td>
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Elective Component

Complete one to two elective courses 3-6

Possible electives:

- HD 7015 Special Topics
- HD 7020 Collaboration in Higher Education
- HD 7030 Higher Education Administration and Organizational Management
- HD 7040 Emerging Trends in Higher Education
- HD 7055 Transformative Research

Doctoral Core Component

EP 8000 Emerging Perspectives on Learning and Development 3
EP 8010 Program Evaluation: Theory and Practice 3
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