LEARNING, LEADERSHIP, AND COMMUNITY (EdD)

Innovation and Entrepreneurship

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Plymouth State’s Doctor of Education (EdD) programs create an environment for students to engage in collaborative inquiry, focused scholarship, and applied research. Our EdD programs are oriented to the improvement of professional practice by extending the knowledge, expertise, and skill of candidates through the application of research to leadership issues. Experienced practitioners and professionals, including teachers, administrators, counselors, and individuals in higher education, related community agencies, and organizations, will be prepared to become system leaders and agents of change in their communities and will be ready to advance in their professional careers.

PSU is accredited by the New England Commission on Higher Education (NECHE (https://www.neche.org/)) and formed the first EdD cohort 2009, and is also a member of the nationally recognized Carnegie Program on Education (CPED).

This is a practitioner based program meant for individuals who are looking to transform their organization, and themselves through personal development and action based research. This program will enable you to develop partnerships and connections for internal and external stakeholders so your dissertation can impact change on multiple levels.

Carnegie Program on the Education Doctorate (CPED)
PSU is a member of the Carnegie Program on the Education Doctorate (CPED). This is a prestigious nationally recognized organization, which works with higher education institutions to develop and redesign Doctor of Education Programs. The mission of the CPED Framework is to develop a professional doctorate in education that prepares educators for the application of appropriate and specific practices, the generation of new knowledge and the stewardship of the profession.

Six Guiding Principles for Program Design: The Professional Doctorate in Leadership, Learning and Community

1. Signature Pedagogy is the pervasive set of practices used to prepare scholarly practitioners to think, to perform, and to act with integrity. It challenges assumptions, engages in action, and requires ongoing assessments and accountability.
2. Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas formed by intersection of theory, inquiry, and practice can be implemented, measured, and analyzed for the impact made.
3. Problem of Practice is as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which the potential to result in has improved understanding, experience, and outcomes.
4. Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. The use practical research and applied theories as tools for change.
5. Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice and the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.
6. Dissertation in Practice is a scholarly endeavor that affects a complex problem of practice.

Two Pathways to Enter
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 pathways exist to enter the program each summer. It is expected that students will complete the 60-credit degree within three years. The total time taken to complete the degree may not exceed four years.

Pathway 1

- Complete eight doctoral core classes throughout the year within the three-year time frame by taking one or two courses during each semester on campus, in sequence, starting in the summer and ending two summers later. More information on the course schedule model can be found at https://www.plymouth.edu/12291-2/doctor-of-education/
- Core courses are offered in an intensive or hybrid format, with pre-and post-course assignments required.
- Transfer in up to 27 credits of CAGS or equivalent post-master’s work so your specialization courses are complete before enrolling.
- Students must have
  - Earned a Certificate of Advanced Graduate Studies (CAGS) in education or a related field, a degree equivalent to a CAGS, or a minimum of 27 post-master’s credits from coursework (7000 level or higher) related to a specific field of study.
  - Practicum, internships, and capstones will not be included in the 27 credits of post-master’s coursework.
  - At least five years of successful experience in your profession
  - Be available for intensive weekend courses throughout the three years to complete the doctoral core requirements.
  - Course selection must have the approval of the doctoral program coordinator and be at the 7000 level or equivalent.
  - Courses must be completed within four years of admission to the doctoral program.

Pathway 2
• Complete eight doctoral core courses on campus over a three year time-frame while completing the specialization courses during the fall and spring semesters. More information on the course schedule model can be found at https://www.plymouth.edu/12291-2/doctor-of-education/
• Core courses are offered in an intensive or hybrid format, with pre-and post-course assignments required.
• Students may enroll in 7000 level courses as an EdD Track student to fulfill prerequisites toward this degree program before being officially admitted.
• Students must have:
  • completed at least 15 credits of post-master’s level courses (7000 level or equivalent) as part of the specialization component
  • complete the remaining 12 credits of specialization courses during the first two years, along with the EdD core classes
  • at least five years successful experience in your profession
  • be available for intensive weekend courses throughout the three years to complete the doctoral core requirements.

Doctor of Education Learning Outcomes
• 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.

Continuous Enrollment
Students in the Doctor of Education must be continuously enrolled in classes and/or dissertation research throughout their program. If student fails to contact the Director of the EdD program to inform them of a potential Leave of Absence (LOA), this will be grounds for dismissal from the program. Students not enrolled by the end of the add/drop period of that particular term will be contacted by the Director and given an extension of 7 days to register or be withdrawn from the program.

Continuous Enrollment in Dissertation Phase
Doctoral candidates must remain continuously enrolled during the dissertation phase of the program. Students must register for EP 8800, Dissertation Research, (3 credits per term) until the degree is conferred. Failure to register during each academic term will result in termination of the candidacy.

Doctoral candidates who are international students enrolled in EP 8800, Dissertation Research (a three credit course), may be considered full-time for immigration purposes. International students should consult with a representative of the Global Engagement Office to determine if they qualify for this exception. International students do not qualify for an LOA.

Leave of Absence During Coursework
In the event a student needs to take a Leave of Absence (LOA) during doctoral coursework (all 8000 courses), the student will be required to join a new cohort at the beginning of the EdD program. The student will not be allowed to rejoin their original cohort or jump into existing cohorts to complete coursework.

The student will not be required to repeat the coursework already completed but will be required to attend and be part of all the instruction and requirements of the courses up to the point they took the LOA. Students will not be charged tuition for the courses they have already successfully completed. This will apply to all courses regardless of when the LOA is granted.

Withdrawal from the Program
Before withdrawing from the EdD program, the student should meet with the Program Director to understand their options for returning. Students who have withdrawn will have to complete a full application to return to the program. The new application will include letters of recommendation, updated and transcripts (if applicable), recent writing sample if original is more than three years old, and the full interview process. The student must receive clearance from Program Director prior to February 1st of their intention to reapply for that year and must submit all application materials by March 1st. The student must not have holds on their accounts.

If the student is accepted, they will have their previous credits evaluated for suitability and a plan for their return will be developed. The plan will include which courses, if any, the student will be required audit. Students auditing the course(s) will be required to register for audit* and will participate in all course work and discussions. These audited courses will allow the student to join the next new cohort. Accepted students will follow the program requirements in effect at the time of return.

*Tuition and fees may be charged.

Dispositions
In the event that a student demonstrates inappropriate behaviors (outbursts in the classroom, writes rude or threatening emails, harasses other students and/or faculty), this student will be referred to the Dean of Students at PSU. Students are urged to review the Student Code of Behavior (https://campus.plymouth.edu/frost-house/student-rights-and-code-of-conduct/). If just cause has been found after a thorough investigation, the student may be asked to withdraw from the Doctor of Education program.

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. Completed applications and all supporting documentation must be received by March 1 to be considered by the Doctoral Admissions Committee.

Admission to the EdD program is based on the following:

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

Prerequisites for Candidacy:

• A graduate-level Research Design course at Masters level
• An advanced graduate-level Qualitative or Quantitative Methodologies course (EP 7400, EP 7404, EP 7050) or similar

Interview Process and Requirements

1. Beginning after March 1st, all Doctor of Education applicants will be reviewed by faculty and scored according to a predetermined rubric. Students will be scored on their resume, transcript, professional writing sample, statement of purpose and three letters of recommendation. Students who meet the benchmark score will be invited to a face to face interview with the PSU Doctor of Education faculty and Director.
2. The applicants invited for an on campus interview will be asked to come to campus for a 30 minute individual interview with 4-5 faculty.
   At this time, applicants will be asked to present their Problem of Practice that aligns with their research and dissertation interests. (Please review the Guidelines for Problem of Practice Development in preparation for the on campus interview). Applicants will be scored on a predetermined rubric during this time. These interviews will occur the last week of March. Interview are in blocks either 9am-12pm or 1-3pm time frames.
3. Applicants will be invited for an on campus group interview which will be from 3-6pm and will occur shortly after the individual interviews, where the applicant will be evaluated by faculty and scored.
4. Applicants will receive notice of their acceptance or denial by the middle of April. At that time, candidates will have two weeks to accept a spot in the cohort and put forth a $300 deposit to confirm their place.
5. Starting in the third week of May, the first two Doctor of Education courses will begin with online pre-assignments and readings.
6. Starting July 1, or shortly thereafter, the fact to face intensive classes will begin on campus from 9am-4pm for a period of two weeks.
   On campus classes will end the third week of July with ongoing assignments until the second week of August at which time the classes will end for the summer.
7. Fall classes will begin at the end of August and/or early September and will be offered during Saturday intensives from 9am-4pm throughout the year.

More details and information can be found on the Graduate Admissions website at https://www.plymouth.edu/prospective/graduate/graduate/admissions/

Deferred Admission to the doctoral program cannot be deferred to a future semester. If students are unable to enroll in the program for the semester they were accepted into, they will need to reapply for admission.

Degree Requirements

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>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Doctoral Core Component</td>
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<tr>
<td>EP 8000</td>
<td>Emerging Perspectives on Learning and Development</td>
<td>3</td>
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<td>EP 8011</td>
<td>Critical Inquiry in Research</td>
<td>3</td>
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<tr>
<td>EP 8012</td>
<td>Research Design in Leadership, Learning and Community</td>
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<td>EP 8013</td>
<td>Applications in Dissertation Research</td>
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<td>EP 8014</td>
<td>Data Analysis in Dissertation Research</td>
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<td>EP 8026</td>
<td>Writing a Literature Review</td>
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<tr>
<td>EP 8030</td>
<td>Diversity, Ethics, and Social Justice</td>
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<td>EP 8820</td>
<td>Entrepreneur Externship</td>
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<td>Concentration or Specialization</td>
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CAGS Core

- EP 7020 Collaborative Leadership
- EP 7030 Transforming the Educational Agenda
- EP 7040 Planning in Education and Human Services
- EP 7050 Advanced Mixed Research Methodology
- EP 7060 Legal Issues in Policy Making
- EP 7080 Ethical Leadership and Decision Making

Superintendent Educational Leadership Program

- EP 7100 School Labor Relations, Negotiations and Personnel Management
- EP 7200 School Buildings and Transportation
- EP 7300 The Superintendent and School District Leadership

General Electives

- EP 7090 Critical Perspectives for Arts Advocacy
- EP 7110 Arts and Learning
- EP 7120 Appreciative Inquiry
- EP 7121 Designing & Leading Healthy Organizations
- EP 7210 Leading Curriculum and Instruction to Transform Schools
- EP 7215 Leaders as Professional Developers
- EP 7400 Conducting a Qualitative Study

Higher Education Curriculum, Instruction and Administrative Leadership

- HD 7000 Foundations of Higher Education
- HD 7010 Legal and Ethical Issues in Higher Education
- 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 7045 Strategic Enrollment Planning
- HD 7050 Coaching Innovative Leaders
- HD 7060 Integrating Technology in Higher Education
Students select coursework based on their professional goals, certification needs, and interests. In some instances, career goals may require a degree program in excess of 60 credits; therefore, consultation with an academic advisor prior to taking courses is essential. Course selection must have the approval of the academic advisor and the doctoral program coordinator.

The concentration or specialization component can be fulfilled with courses taken for the student's Certificate of Advanced Graduate Studies (CAGS) or equivalent program. For example, students may apply courses from any of the Plymouth State University CAGS program options.