

HIGHER EDUCATION (EDD)

Innovation and Entrepreneurship

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.necche.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.

Program Design Concepts

There are six program design concepts that are an integral part of the doctorate program:

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.

Three Pathways for Completion

PSU's doctoral program is a total of 60 credits, of which 27 credits are post-master's specialization courses. Once a minimum of 15 credits in the specialization component are complete students are eligible to participate in the cohort interview process. Successful completion of the interview process will move qualified candidates into a cohort which begins in the summer semester of each year. Once assigned to a cohort, students will complete the eight doctoral core classes along with any remaining specialization courses and a minimum of 9 credits of dissertation work. It is expected students will complete the 60 credit doctoral program within four years. The total time to complete may not exceed five years.

Pathway 1 (completed at least 27 credits of post-master's coursework)

- 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/education/program/edd/higher-education> (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.plymouth.edu%2Feducation%2Fprogram%2Fedd%2Fhigher-education&data=05%7C01%7Ctblabrosse%40plymouth.edu%7C436742e8ed0043cae24e08db66019ccc%7Cd6241893512d46dc8d2bbe47e25f5666%7C0%7C0%7C6382159293283527%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikl1haWV%7C3000%7C%7C%7C&sdata=rYOi8HzMmmHCmLjrz4nrxTWXKCch1kvpjl4tK2nmY7A%3D&reserved=0>).
- Core courses offered in the fall/spring semesters are online synchronous, summer courses have an in-person component during the scholarly conference held in July.
- 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 their chosen field
 - Be available for intensive weekend courses throughout the three years to complete the doctoral core requirements.
 - Specialization courses 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 (completed at least 15 credits of post-master's coursework)

- 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/education/program/edd/higher-education> (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.plymouth.edu%2Feducation%2Fprogram%2Fedd%2Fhigher-education&data=05%7C01%7Ctblabrosse%40plymouth.edu%7C436742e8ed0043cae24e08db66019ccc%7Cd6241893512d46dc8d2bbe47e25f5666%7C0%7C0%7C6382159293283527%7CTWFpbGZsb3d8eyJWljiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikl1haWV%7C3000%7C%7C%7C&sdata=rYOi8HzMmmHCmLjrz4nrxTWXKCch1kvpjl4tK2nmY7A%3D&reserved=0>).

Continuous Enrollment in Dissertation Phase
Doctoral candidates must remain continuously enrolled during the

- Core courses offered in the fall/spring semesters are online synchronous, summer courses have an in-person component during the scholarly conference held in July.
- 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 their chosen field
 - be available for intensive weekend courses throughout the three years to complete the doctoral core requirements.

Pathway 3 (must have earned a master's degree)

- Complete eight doctoral core courses and specialization courses over a four-year period while completing the specialization courses during the fall, spring, and summer semesters.
- Core courses offered in the fall/spring semesters are online synchronous, summer courses have an in-person component during the scholarly conference held in July.
- Students must have:
 - Completed 15-18 credit's of post-master's level courses (7000 level or equivalent) as part of the specialization component before being invited to interview for a place in a cohort which begins in the summer of each year.
 - Complete the remaining 9-12 credits of specialization courses during the next two years, along with the EdD core classes once assigned to a cohort.
 - at least five years successful experience in their chosen field
 - be available for intensive weekend courses throughout the four years to complete the doctoral core requirements.

Students are required to complete the following core courses: (Schedule changes indicated below)

Core Course: Total Credits =15

- EP 7020 Collaborative Leadership (Fall)
- EP 7404 Quantitative Research for Professionals (Fall)
- EP 7400 Conducting a Qualitative Study (Spring)
- EP 7080 Ethical Leadership and Decision Making (Springs)
- EP 7060 Legal Issues and Policy Making (Spring)

Specific requirements and program of study will be available for students from multiple disciplines for the 12 electives required for the pre-doctoral credits. Students will choose remaining courses for 12 credits from approved list of Doctor of Education electives in consultation with the director of the program Dr. Marcel Lebrun mlebrun@plymouth.edu

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

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letter informing of VCIS program 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 Applicable to all three EDD programs.

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 meet with the director of the program to establish what would be the best reentry point to the program if the student decides to return to the program.

The student will not be required to repeat the coursework already completed. 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://www.plymouth.edu/frost-house/student-rights-code-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 their chosen field and who have demonstrated evidence of or potential for professional leadership. Completed applications and all supporting documentation **must be completed by the admission deadlines for each semester (August 1 for fall applications, December 1 for spring applications, April 15 for summer applications).**

Admission to the EdD program is based on the following:

- Submission of the Plymouth State University graduate online application
- 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

Acceptance to the Summer Cohort - Doctoral Core & Dissertation

- An online interview process conducted by the doctoral admissions committee in March of each year.

Prerequisites for Candidacy:

- A graduate-level Research Design course at Masters level
- Two advanced graduate-level Qualitative and Quantitative Methodologies courses: EP 7400 and EP 7404

Interview Process and Requirements

- In March of each year, the EdD program director will invite doctoral students who have met the minimum of 15 post-master's credits to participate in the interview process for the upcoming summer cohort.
- There will be a 30 minute individual interview with 4-5 faculty, at which 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).
- There will also be a group interview which will occur shortly after the individual interviews, where students will be evaluated by doctoral faculty members.
- Students will receive notice of their acceptance or denial into the upcoming cohort by the middle of April. At that time, candidates will have two weeks to accept a spot in the cohort.
- Starting in the third week of May, the first doctoral core courses will begin with online pre-assignments and readings. Each summer course will be 7-8 weeks in nature. The second summer course will begin in late June and go till the second week of August
- Fall/Spring classes will be offered as Saturday online intensive classes from 9am-12pm or 9-3 pm throughout the year. Dates/schedule subject to change.

More details and information can be found on the Graduate Admissions website at <https://www.plymouth.edu/admissions/graduate-admissions> (<https://www.plymouth.edu/admissions/graduate-admissions/>)

Deferment

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.

Admission to the initial cohort does not guarantee admission to the subsequent cohort. Application materials will be considered against the applicant pool for which students are re-applying.

Degree Requirements

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.

Higher Education, Administrative Leadership

Curriculum Requirements

Course	Title	Credits
Administrative Leadership Component		
EP 7121	Designing & Leading Healthy Organizations	3
HD 7000	Foundations of Higher Education	3
HD 7010	Legal and Ethical Issues in Higher Education	3
HD 7030	Higher Education Administration and Organizational Management	3
HD 7040	Emerging Trends in Higher Education	3
HD 7050	Coaching Innovative Leaders	3
Elective Component		9
Possible electives:		
HD 7015	Special Topics	
HD 7020	Collaboration in Higher Education	
HD 7070	Teaching Post-secondary Learners	
HD 7090		
EP 7400	Conducting a Qualitative Study	
EP 7404	Quantitative Methods for Professions	
Doctoral Core Component		
EP 8000	Emerging Perspectives on Learning and Development	3
EP 8011	Critical Inquiry in Research	3
EP 8012	Research Design in Leadership, Learning and Community	3
EP 8013	Applications in Dissertation Research	3
EP 8014	Data Analysis in Dissertation Research	3
EP 8026	Writing a Literature Review	3
EP 8030	Diversity, Ethics, and Social Justice	3
EP 8820	Entrepreneurial Externship	3
Dissertation		
EP 8800	Dissertation Research (Repeatable)	9
Total Credits		60

Higher Education, Curriculum and Instruction

Curriculum Requirements

Course	Title	Credits
Prerequisite Coursework		
A graduate-level Research Design course		
Two advanced graduate-level Qualitative & Quantitative Methodologies courses (EP 7400 & EP 7404)		
Curriculum and Instruction Component		

HD 7000	Foundations of Higher Education	3
HD 7010	Legal and Ethical Issues in Higher Education	3
HD 7060	Technology Integration for Educational Leaders	3
HD 7070	Teaching Post-secondary Learners	3
HD 7080	Curriculum, Instruction, and Assessment	3
HD 7090		3
Elective Component		6-9
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	
EP 7400	Conducting a Qualitative Study	
EP 7404	Quantitative Methods for Professions	
Doctoral Core Component		
EP 8000	Emerging Perspectives on Learning and Development	3
EP 8011	Critical Inquiry in Research	3
EP 8012	Research Design in Leadership, Learning and Community	3
EP 8013	Applications in Dissertation Research	3
EP 8014	Data Analysis in Dissertation Research	3
EP 8026	Writing a Literature Review	3
EP 8030	Diversity, Ethics, and Social Justice	3
EP 8820	Entrepreneurial Externship	3-6
Dissertation		
EP 8800	Dissertation Research (Repeatable)	9
Total Credits		60

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.

Career Pathways

EdD students do not have career paths as they are already employed in a variety of fields and organizations.