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An Innovative and Promising New Doctorate Program: DPS in Instructional Design Leadership

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An Innovative and Promising New Doctorate Program – Doctor of Professional Studies in Instructional Design Leadership

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Background and Demands

The demand for professional practitioner-oriented doctoral education has grown rapidly over the past decade. The Carnegie Foundation (Shulman, Golde, Bueschel, & Grabedian, 2006) advised that universities should offer professional practice doctorates for education to better serve the needs of professional practitioners. The Higher Learning Commission (2006) charged a task force to study the current trends and growth in the creation of professional doctorates and recommended that they should be considered in a higher education degree structure and accreditation process. In a recent study conducted at the University of California, Berkley, it was reported that in the U.S., the number of professional practice doctorate programs has skyrocketed, from near zero to a total of 500 programs, with more than 10,000 degrees awarded just in 2012, and many more programs are in the planning stage (Zusman, 2013). In addition to the growing demands in higher education, organizations continue to invest considerable time and money in organizational learning and development. It is also reported that instructional design leaders are in demand because they are uniquely qualified to envision the future of education, give critical and strategic direction to others, and ultimately provide an organization with the leadership necessary to move institutions deeper into the 21st century and beyond (Shaw, 2012).

Historically in the instructional design field, there have been two types of doctoral degrees offered: the Ph.D. and the Ed.D. The Ph.D. degree is a researched-oriented traditional academic degree that prepares researchers and scholars in education. The Ed.D. was originally intended to prepare students to become administrative leaders in education (Shulman et al, 2006). However neither degree prepares graduates to succeed in the complex business environment. There is therefore a great need for professionally oriented degrees in instructional design that enable graduates to apply doctorate-level thinking to complex problems in the real world. In response to this need for a multi-discipline professional doctorate, Franklin University proposes the Doctor of Professional Studies (DPS) degree in Instructional Design Leadership.

What does this degree offer?

a. What is DPS?

The DPS degree is considered by the National Science Foundation to be a research doctorate equivalent to the Ph.D. degree (Sanderson & Dugoni, 1997), but the DPS has a different focus than the Ph.D. While the Ph.Ds are largely based on in-depth study in a single discipline, the DPS is by its very nature interdisciplinary, and focuses on dynamic, multi-faceted and complex real-world problems. DPS students can leverage their rich professional experiences into applied research opportunities.

b. What can you do with this degree?

This program will be the first doctoral program that combines professional practice in both leadership and instructional design at the doctoral level. The career opportunities of graduates include, but are not limited to the following positions:

- Chief Learning Officer / Chief Academic Officer/ Consultant
- Director of Training and Development/ Training Manager
- Lead or Senior Instructional Designer
- Professor/ Lecturer/Instructor/ Adjunct Faculty

Our Philosophy

The following philosophy guided the creation and curriculum design of this doctoral program:

Student-centered
Professionally focused
Inquiry driven
Globally significant
Theory-practice advanced

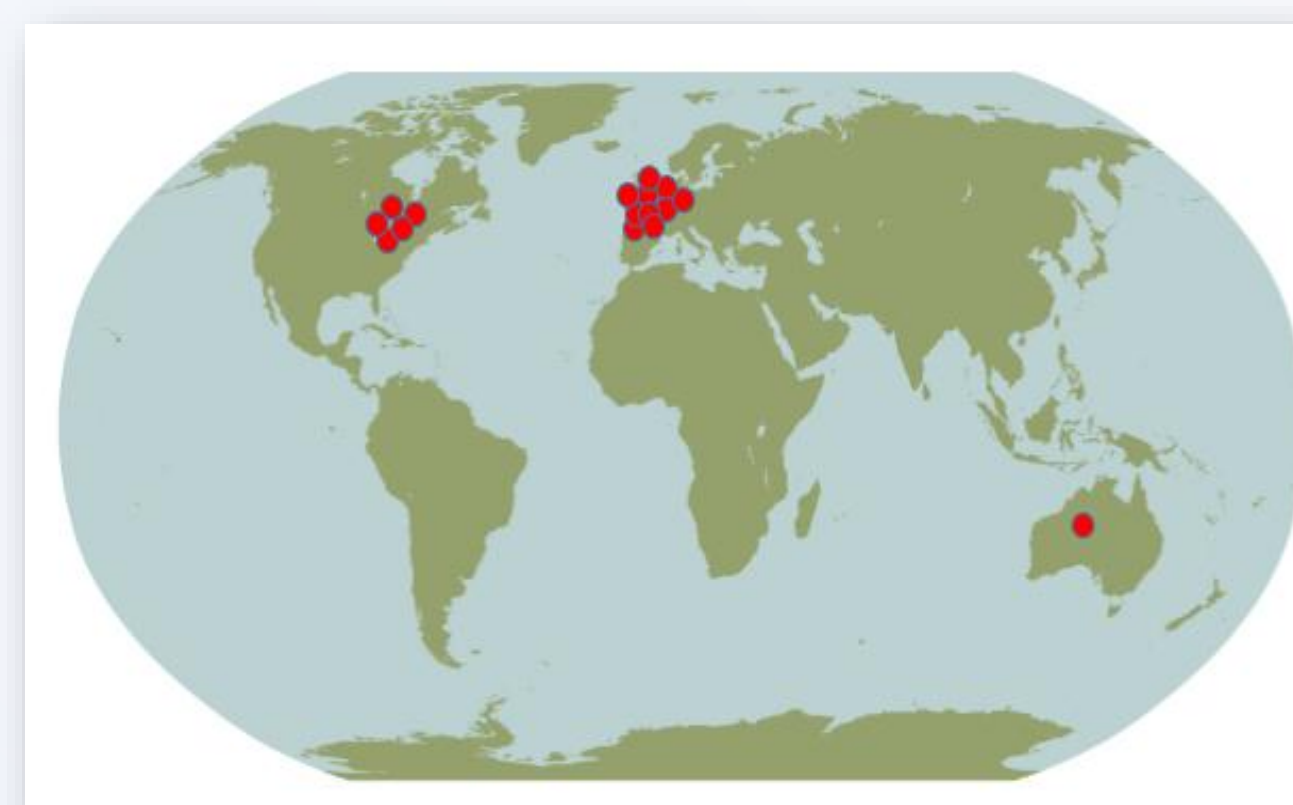


Figure 1. DPS Programs Distribution Worldwide

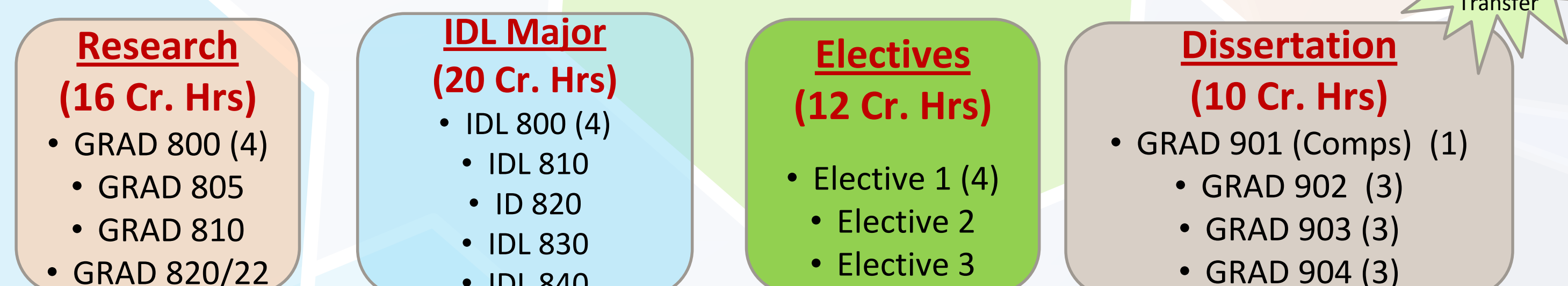
Our 10 Differentiators

- 1 Affordable cost
- 2 Ease of Transfer
- 3 Shared cross-discipline curriculum
- 4 Practice of Leadership Focus
- 5 Designed three-year curriculum
- 6 International opportunities
- 7 Targeted dissertation guidance
- 8 Strong student support network and community
- 9 Cohesive and robust graduate culture and cohort
- 10 Convenient virtual colloquia

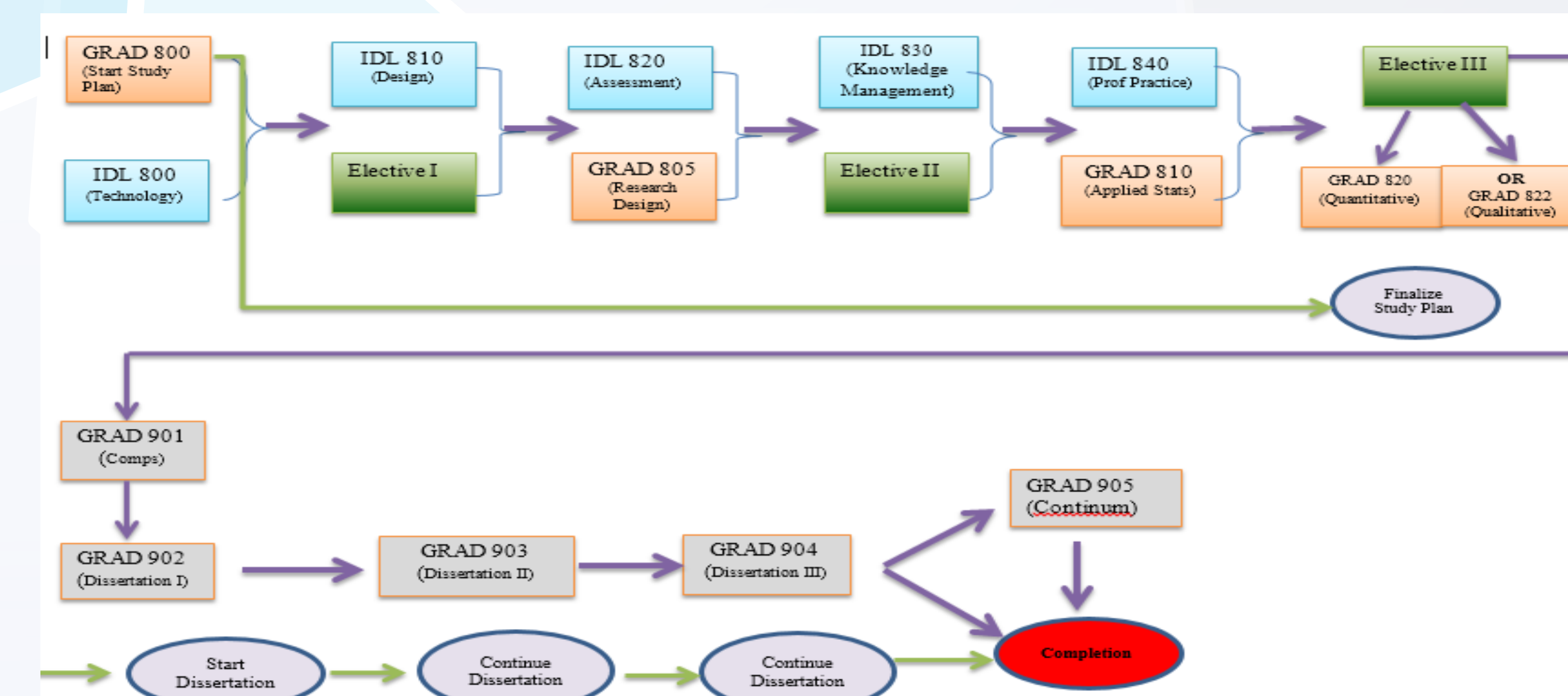
Who should apply?

- Domestic and international students
- Working professionals
- Post-secondary instructors
- Students with prior doctoral credit or advanced professional credentialing
- Faculty and staff of Franklin's community college partners
- Franklin's international partner schools and their markets

Program Curriculum (58 Credit Hours Total)



Program Flow



References

- Higher Learning Commission. (2006). *A Report to the Board of Trustees from the Task Force on the Professional Doctorate*. North Central Association of Colleges and Schools.
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- Shaw, K. (2012). Leadership Through Instructional Design in Higher Education. *Online Journal of Distance Learning Administration*. 12 (3). Retrieved <http://www.westga.edu/~distance/ojdl/fall153/shaw153.html>
- Shulman, L. S., Golde, C. M., Bueschel, A. C., & Grabedian, K. J. (2006). Reclaiming education's doctorates: A critique and a proposal. *Educational Researcher*, 35, 25-32
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