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Abstract

This first-of-its-kind text explores the Ed.D. program as a crucible for equitable higher education and community leadership. It was inspired in part by the Carnegie Project on the Educational Doctorate (CPED) and, more broadly, by widespread international interest in the power of the Ed.D. as a force for positive social change. The book's range of cultural contexts and educational perspectives promises new insights and solutions for policy analysts, policy makers, executive administrators,

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faculty researchers, philanthropists, and policy beneficiaries. In contrast to the traditional Ph.D., the Ed.D. typically attracts educational practitioners within school boards, government agencies, non-governmental organizations (NGOs), as well as standalone or internationally linked community associations. The greatest attraction of the Ed.D. is an assessment strategy that encourages graduate students to incorporate their own cultural and professional contexts into a capstone project instead of producing a classic dissertation. This book features inclusive language, highlights everyday expressions from minoritized cultures, and clarifies new concepts to accommodate new scholars and English Language Learners. Readers will discover representative research on Ed.D. policy and practice from the United States, Canada, and a sprinkling of other countries. Renowned and emergent researchers represent multiple roles within the Ed.D. education process. Individual chapters contrast historical and contemporary issues, and raise awareness about many complexities and strategies that make the Ed.D. an ideal engine of professional empowerment and social justice leadership. (HRK / Abstract übernommen)

Signature

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