

**Agendum  
Oakland University  
Board of Trustees Formal Session  
April 3, 2017**

**DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP  
A Recommendation**

1. **Division and Department:** Academic Affairs and School of Education and Human Services, Department of Organizational Leadership
2. **Introduction:** Oakland University (OU) proposes a new professional doctorate (Ed.D.) in organizational leadership. The Doctor of Education in Organizational Leadership degree will be offered in the School of Education and Human Services (SEHS).

Effective organizations need effective leaders. As organizations move into the 21st Century, they need leaders who have attained knowledge, skills, and attitudes to provide: (a) strategic leadership, (b) organizational leadership, and (c) political and community development. The knowledge and skill base to provide dynamic leadership cannot be learned solely in the context of classroom learning, and they cannot be compartmentalized into discrete courses studied in isolation. Leaders for the 21st Century require opportunities to apply learning from the classroom, to explore interconnections between and among different organizational contexts, and to develop skills needed for effective leadership across a number of professional environments.

The Ed.D. in Organizational Leadership represents a response to constituent needs. The need was identified by frequent inquiries by potential students who desired to improve their skills and increase their knowledge of effective leadership through advanced study in a doctoral program, but with a focus on practice and professional engagement rather than research and theory.

Working with faculty across Oakland University's campus to provide specific training in the administrative skills needed for specific organizational contexts and working in collaboration with different professional sites, the intent of the program in organizational leadership is to provide dynamic and able leaders for many different but related organizations of the 21st century through rigorous scholarship.

The Ed.D. in Organizational Leadership is designed to connect classroom and professional practice through internships, collaborative projects, and field based research. Students will work with practitioners in the field using research to identify needs and assess existing programs and applying theory to develop and implement innovative programs. All classes are based on current and critical issues and include opportunities for application in the field. Because the issues facing organizations in the next century will not be faced or resolved in isolation, the more traditional compartmentalization of knowledge and skills has been replaced by embedding

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the learning into the context of professional practice. Issues will be studied within this context to address the interrelationships and dynamics that must be addressed to resolve problems in an increasingly complex world.

We seek approval by the Board of Trustees for this Doctor of Education in Organizational Leadership degree, so the program can welcome its first students in the Fall 2018 semester.

**3. Previous Board Action:** None.

**4. Budget Implications:** Tuition for the Ed.D. in Organizational Leadership will cover the costs of the program. Two proforma budgets have been provided, one with an estimated steady enrollment of 10 students per cohort, which would require no additional faculty, and the other projecting growth in cohort size to 20 students per year, which would necessitate an additional faculty line. The costs of the program, including increases in faculty and staff costs, are estimated to be covered by tuition. (Proforma budgets – Attachments B & C)

**5. Educational Implications:** The Ed.D. in Organizational Leadership is a post-master's program, and there is the potential for increased enrollment in master's-level degrees currently offered in Training and Development, Educational Leadership, Teacher Leadership, Special Education, and Lean specialization, as well as masters' programs in the School of Public Health and the Department of Political Science. Each of these programs would be a logical "feeder" to an Ed.D. in Organizational Leadership. As such, it may increase students' interest in this level of training as a pathway for the terminal degree. Students who see themselves on a path of professional leadership will have a more specific progression that could potentially serve our existing master's programs and certificates.

As this program is a terminal degree at the doctoral level, by definition it will compete with the Ph.D. programs offered in the School of Education and Human Services. With two different types of doctoral options, students may decide they prefer a professional, practitioner's focus instead of an academic, research-based focus to their doctoral work. The Ed.D. will cover very similar core content material as the Ph.D., but will differ critically in the research requirements and internship components, separating students in these two programs by their professional goals.

The research conducted by the Carnegie Project on Education Doctorates<sup>1</sup> found that 82% of persons pursuing an Ed.D. were engaged in career advancement rather than new career development. These results are reflected in the professional division

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<sup>1</sup> CPED (2016). *The Next 100 Years in Doctoral Preparation in Education*. Paper presented at the annual meeting of the American Educational Research Association, April, Washington D.C.

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between the existing Ph.D. and the new Ed.D. degrees. A Ph.D. student is concerned with original research, developing new understandings and testing theories. This person is primarily interested in a job in academia. An Ed.D. student is concerned with the problems of practice in a professional context. This person is primarily interested in advanced leadership in his or her current field.

**6. Personnel Implications:** Current faculty and staff who either teach in or support the current Ph.D in Educational Leadership, Ed.S. in Leadership, and Master of Training and Development will be well-qualified to teach students enrolled in the Ed.D. in Organizational Leadership once it is implemented. One new Internship Coordinator is added in the third year. If the cohort grows to 20 students, an additional faculty member will be needed.

**7. University Reviews/Approvals:** The proposal for a Doctor of Education degree in Organizational Leadership was reviewed and approved by the department of Organizational Leadership faculty, SEHS Graduate Committee on Instruction, SEHS Dean Jon Margerum-Leys, Oakland University Graduate Council, Oakland University Senate, the Senior Vice President for Academic Affairs and Provost, and the President.

**8. Recommendation:**

WHEREAS, the Doctor of Education in Organizational Leadership is consistent with objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Doctor of Education in Organizational Leadership program will produce competent graduates in many different areas that provide support for communities. Successful candidates will have a deep understanding of the requirements of leadership across many contexts and increase the professional workforce in the state of Michigan and the nation; now, therefore, be it

RESOLVED, that the Board of Trustees authorizes the School of Education and Human Services to offer a Doctor of Education in Organizational Leadership; and, be it further

RESOLVED, that the Senior Vice President for Academic Affairs and Provost will complete annual reviews of the Doctor of Education in Organizational Leadership program to evaluate academic quality and fiscal viability to determine whether the program should be continued.

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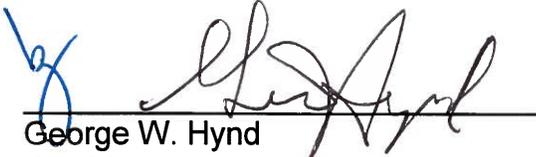
**9. Attachments:**

- A. Proposal for the Doctor of Education in Organizational Leadership
- B. Ed.D. in Organizational Leadership Pro Forma Draft 01/17/17 – 10 Students
- C. Ed.D. in Organizational Leadership Pro Forma Draft 01/17/17 – 20 Students

Submitted to the President  
on 3/28, 2017 by

  
\_\_\_\_\_  
James P. Lentini, D.M.A.  
Senior Vice President for  
Academic Affairs and Provost

Recommended on 3/28, 2017  
to the Board for approval by

  
\_\_\_\_\_  
George W. Hynd  
President

**Degree Program Title**  
***Doctor of Education in Organizational Leadership***

**Degree:**  
***Ed.D. in Organizational Leadership***

**Name of Degree Program Coordinator:**  
***Julia B. Smith***

**Requested Implementation Term:**  
***Fall, 2018***

**School or College Governance**  
**Department of Organizational Leadership/School of Education and Human Services**

<i>Date Submitted</i>	<i>Date Approved</i>
March 11 <sup>th</sup> , 2015	April 15 <sup>th</sup> , 2015

**SEHS Committee on Instruction**

<i>Date Submitted</i>	<i>Date Approved</i>
Nov 2 <sup>nd</sup> , 2015	Nov 30 <sup>th</sup> , 2015

**Dean School or College**

Date Submitted	Date Approved
Dec. 1 <sup>st</sup> , 2015	Dec. 12 <sup>th</sup> , 2015

**University Governance**  
**Graduate Council**

Date Submitted	Date Approved
Mar. 15 <sup>th</sup> , 2016	Oct. 5 <sup>th</sup> , 2016

**Senate**

Date Submitted	Date Approved
Jan. 19 <sup>th</sup> , 2017	Feb. 16 <sup>th</sup> , 2017

**Board of Trustees**

Date Submitted	Date Approved
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**Presidents Council**

Date Submitted	Date Approved
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### Abstract

The goal of the professional doctorate (Ed.D.) in organizational leadership is to develop effective leaders in organizational contexts cutting across many different paradigms to build greater professional coordination between different service organizations and varied global perspectives. Through rigorous scholarship and application of interdisciplinary content knowledge, graduates with an Ed.D. in Organizational Leadership will excel in (a) strategic leadership, (b) human organizational development, (c) social justice knowledge, (d) interdisciplinary collaboration, and (e) development and change in different organizational contexts.

The proposal represents a response to constituent needs. The need was identified by frequent inquiries by potential students who desired to improve their skills and increase their knowledge of effective leadership through advanced study in a doctoral program, but with a focus on practice and professional engagement rather than research and theory. Later surveys demonstrated these inquiries to be sustained across a broad potential audience. A program that allows practitioners to continue professional employment while engaged in advanced graduate studies is clearly needed and desired by many leaders and potential leaders in different professional areas. This program provides such an opportunity, promoting the application of current knowledge, advanced skills and leadership training as well as strengthening understanding and collaboration across multiple disciplines and leadership contexts.

This program is designed to be field-based to meet the needs of leaders across different organizational contexts, and to draw on the strengths of practitioner training that has been identified in the Carnegie Project on the Education Doctorate, following the Peabody Model for integrating internship experience with classroom learning. Professionals across the region who lead in the areas of education, health care, legal institutions, and other non-profit organizations, along with collaborative programs across different professional schools at Oakland University are the building blocks for this professional doctorate proposal. Many students having completed these post-masters certificate programs are already successful organizational leaders, and are eager to pursue advanced graduate study at Oakland University.

Organizations across southeastern Michigan will serve as internship sponsors for the graduate students in the program. The work place context will provide internship placements to serve as sources for change evaluation for capstone projects, and will provide opportunities for growth in the profession. Practitioners, graduate students, and university faculty will have opportunities to collaborate in the development and application of classroom learning throughout the area. The program will foster opportunities for the professional development and interdisciplinary learning of all participants.

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## RATIONALE

Effective organizations need effective leaders. As organizations move into the 21st Century, they need leaders who have attained knowledge, skills, and attitudes to provide: (a) strategic leadership, (b) organizational leadership, and (c) political and community development. The knowledge and skill base to provide dynamic leadership cannot be learned solely in the context of classroom learning, and they cannot be compartmentalized into discrete courses studied in isolation. Leaders for the 21st Century require opportunities to apply learning from the classroom, to explore interconnections between and among different organizational contexts, and to develop skills needed for effective leadership across a number of professional environments. This proposal for a professional doctoral program in organization leadership proposes that students build practice from theory and theory from practice, melding each component through reflection and professional experience.

Working with faculty across Oakland University's campus to provide specific training in the administrative skills needed for specific organizational contexts and working in collaboration with different professional sites, the intent of the program in organizational leadership is to provide dynamic and able leaders for many different but related organizations of the 21<sup>st</sup> century through rigorous scholarship.

This professional doctorate in organizational leadership is designed to connect classroom and professional practice through internships, collaborative projects and field based research. Students will work with practitioners in the field using research to identify needs and assess existing programs and applying theory to develop and implement innovative programs. All classes are based on current and critical issues and include opportunities for application in the field. Because the issues facing organizations in the next century will not be faced or resolved in isolation, the more traditional compartmentalization of knowledge and skills has been replaced by embedding the learning into the context of professional practice. Issues will be studied within this context to address the interrelationships and dynamics that must be addressed to resolve problems in an increasingly complex world.

As organizations face an accelerating rate of change, financial resource bases are fluctuating, and the needs of the clientele are constantly changing. A global economy and a global perspective, rapidly evolving technologies, changes in family and societal structures, and the theories of leadership are all going through rapid transition as we enter the new century. To meet these new and demanding changes this program will stress: (a) interpersonal skills beyond technical skills, (b) consensus building and motivation rather than managing or directing, (c) accountability for professional outcomes rather than traditional resource allocations, (d) collaborating across many different professional contexts, and (e) participation in policy development rather than policy implementation.

## **How the Program Relates to the University Role and Mission**

The mission of Oakland University is:

As a state-supported institution of higher education, Oakland University has a three-fold mission. It offers instructional programs of high quality that lead to degrees at the baccalaureate, master's and doctoral levels, as well as programs in continuing education; it advances knowledge and promotes the arts through research, scholarship, and creative activity; and it renders significant public service. In all its activities, the university strives to exemplify educational leadership in a diverse and inclusive environment.

The professional doctorate in education (Ed.D.), oriented toward organizational leadership in many different professional contexts, will prepare our students to become knowledgeable leaders who have the skills to bring about change through their preparation in equity, inquiry, leadership, conducting positive change, and linking communities of related professionals.

The proposed professional doctorate in organizational leadership will help Oakland University achieve three key objectives: (a) to meet the needs of a wide range of constituencies, (b) to further its recognition and reputation as an institution of excellence, and (c) to achieve national eminence in distinct areas of teaching, learning, research, and service. Strategy 2 of the Oakland University Strategic Plan calls for sustaining Oakland's reputation of overall excellence in selected areas of graduate and professional education. Strategy 4 states that research, scholarship and creative activities will be aggressively encouraged and supported. Strategy 8 commits Oakland to community outreach that is consistent with university's mission and vision. A commitment to develop and support areas of institutional excellence and distinction that contribute to national eminence is made in Strategy 6. These four strategies will be moved forward by the professional doctorate in organizational leadership. The research and service that will be developed in collaboration with the professional organizations in southeastern Michigan will meet the needs of the community through outreach that will impact many professionals and their organizations, as well as develop greater interconnectedness between different organizational contexts.

## **Program Need -Unique or Distinctive Aspects**

The Ed.D. in Organizational Leadership is founded on the following guiding principles:

- Organizations and the people who inhabit them require capable leadership to be effective and successful;
- Leadership competencies are learned rather than innate;
- Essential leadership competencies evolve over time as the nature of the organizations and the environments in which they exist change;
- There is remarkable consistency in the scholarly literature on the competencies needed to be a successful leader in the 21<sup>st</sup> century;
- Successful leaders are knowledgeable in multiple areas, including the specific area of the student's practice, but also all constituent sectors of practice, the scholarship on leadership, and how to lead, nurture, and otherwise interact with human beings and doctoral education is an ideal setting for mastering and integrating these necessary content areas;

- A critical leadership competency is the ability to evaluate an environment and nimbly apply the appropriate theories, knowledge base and skill set to a given circumstance in practice; and most importantly,
- *Leadership competencies are best developed by engaged pedagogy combined with immediate and concomitant application in an authentic practice setting, rather than a literature-based, empirically researched dissertation common in Ph.D. programs.*

The need for our Ed.D. program is based on three essential elements from our guiding principles: students should develop a carefully selected set of leadership competencies; master a broad knowledge base of scholarly content; and evince praxis or the skill of applying theory to practice and bringing knowledge from practice into one's intellectual work.

**Leadership competencies.** The literature on leadership is vast and centuries old, but the empirical study of leadership as a construct is closer to five decades old. Underscoring the study of leadership as a phenomenon of academic interest rested on a fundamental assumption – leadership is critical to the success of any group or organization and the people who inhabit them.

The extant literature moved through various phases beginning with a belief that good leaders are born and scholars studied what nurtured innate ability. This was replaced with the rise of trait theory which sought to determine the traits common to all successful leaders despite the context in which leadership was exercised; but eventually this line of inquiry proved unsatisfactory.

More contemporary leadership theorists often derive their results from case studies of successful leaders carefully examining the skills and characteristics displayed by individuals. Rather than rely on the tainted notion of traits, the current literature uses the term “leadership competencies.” Meuse, Dei and Wu in 2011 defined competencies, citing a wide range of sources on which they based their definition:

In the leadership field, a few implicit assumptions seem to be fundamental to competency modeling. First, managerial performance can be organized into a number of performance taxonomies. The performance taxonomies provide a basis for detailed comparisons among managerial jobs and the people in them (Tett et al., 2000). Second successful performance of the managerial performance taxonomies can be attributed to a cluster of attributes, characteristics or qualities (Lombardo & Eichinger, 2004; Spencer et al, 1994). These clusters of people capabilities can be referred to as “leadership competencies.” **Thus, a competency is a cluster of personal attributes which are required for successful performance on a managerial or leadership performance dimension. It is believed that there is a great deal of similarities among competencies between management functions, across organizations, and throughout various levels of management** (Schippmann et al., 2000). Competency modeling provides a common language to describe leadership capabilities and the job requirements for management positions (Lievens et al., 2000).<sup>1</sup>

In 1984, Lee Bolman and Terrence Deal published the highly influential, *Reframing Organizations*, now in its 5<sup>th</sup> edition.<sup>2</sup> They argue that there are four frames through which a leader

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<sup>1</sup> Meuse, K., Dai, G., & Wu, J. (2011). Leadership skills across organizational levels: A closer examination. *The Psychologist-Manager Journal*, 14(2), (emphasis added, p. 123). doi:10.1080/10887156.2011.570143

<sup>2</sup> Bolman, L., & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership* (Fifth ed.). San Francisco, California: Jossey-Bass.

can view an organization – Structural, Human Resources, Political, and Symbolic. In the book they identify the competencies necessary to function successfully within each frame. Most importantly, however, they argue that a successful leader is capable of looking through all four frames demonstrating the sort of complex thinking and multiple perspective-taking that is required of leaders. In the summer of 2014, Bolman and Deal published *How great leaders think: The art of reframing*. In this work they reiterate the usefulness of frames but make even a stronger point that great leaders can evaluate any given circumstance and nimbly apply the appropriate competencies.

Several scholarly sources list competencies as do other organizations such as leadership training programs and practitioner-based websites. The faculty consulted numerous sources compiling a master list of suggested competencies the most informative of which are listed in the references. Noting the considerable overlap, we distilled a list of competencies graduates of our program will possess. Using a 2008 article from the Society for Human Resource Management as a guide, we grouped the competencies under three headings: Leading the Organization; Leading Self; and Leading Others. Table 1 shows this mapping.

Table 1

*Mapping Leadership Competencies into Leadership Domains*

<b>Main Area</b>	<b>List of competencies</b>
<b>Leading the Organization</b>	Vision; Change agent; Strategic thinker; Innovative/problem solver; Managerial/organization competence; Manages knowledge and social capital; External awareness – responds to external/contextual factors; Entrepreneurial; and Inspirational.
<b>Leading the Self</b>	Social and emotional intelligence; Acts with ethics, integrity and fairness; Flexible and resilient; Sustains mind and body wellness; and Continuous learner.
<b>Leading Others</b>	Create environments committed to diversity and social justice; Develops human capital – fosters continuous learning, self-development, social and emotional intelligence, and wellness in others; Shares knowledge, responsibility, and recognition; Committed to distributive leadership; Advocate in the political social, economic and legal contexts; Effective communicator in multiple fora; Builds and maintains relationships within and outside the organization; Team builder; Media and technologically savvy; Manages conflict, and Negotiation.

The Ed.D. program encapsulates these leadership competencies through the thoughtful integration of a student’s coursework, internship experiences and capstone project.

**Knowledge Bases.** To reiterate, one of our guiding principles states that successful leaders are knowledgeable in multiple areas, including the specific area of the student’s practice, but also constituent sectors of practice, the scholarship on leadership, and how to lead, nurture, and otherwise interact with human beings and doctoral education is an ideal setting for mastering and integrating these necessary content areas.

Some expertise in students' area of practice is gained from professional practice and prior graduate work in relevant disciplines. Students must have a minimum amount of experience and a master's degree to be admitted. In addition, an important part of the program is the cognate.

The cognate is comprised of five courses (20 credit hours) at the post-masters level. Currently the Schools of Education and Human Services and Business and the College of Arts and Sciences have nine post-masters certificate programs and a post-masters degree program – the Education Specialist degree – that may be counted against the cognate requirement of the Ed.D. The potential cognate areas are described in the detailed program description in Appendix D.

Students from various professional fields will bring both academic and experiential expertise into the program enriching the inter-disciplinary nature of classroom discussion. In addition, our core curriculum provides students with the content necessary for acquiring leadership competencies.

Working with an advisor and considering both prior preparation and future goals, students will take four of six possible courses for a total of 16 credit hours. The topics considered in the core curriculum consist of: Philosophical and Ethical Issues of Organizational Leadership (ED 801); Advanced Politics and Policy in Organizational Leadership (ED 802); Promoting Diversity and Social Justice in Organizations (ED 803); Organizational and Adult Learning Theories & Building Professional Capital (ED 804); Motivation, Change and Innovation for Organizational Leadership (ED 805); and Principles of Organizational Leadership (ED 806)

**Evince Praxis.** As previously stated, leadership competencies are best developed by engaged pedagogy combined with immediate and concomitant application in an authentic practice setting. The skill of applying theory to practice and bringing knowledge from practice into one's intellectual work is the essence of this guiding principle. Students will have three internship experiences over the three year program in which to formally evince praxis with the support of Oakland faculty.

### **Student Identified Need**

The Ed.D. represents a response to constituent needs. The need was identified by frequent inquiries by potential students who desired to improve their skills and increase their knowledge of effective leadership through advanced study in a doctoral program, but with a focus on practice and professional engagement rather than research and theory.

In the summer of 2014, we undertook a survey of different market elements that would be the target population for this degree. They included OU graduates of the Masters in Training and Development, the Masters of Educational Administration, the Educational Specialist Degree in Educational Leadership, and students who had received post-masters certificates in public administration, health management, and higher education.

Of the Ed.S. graduates contacted, 69 (63%) expressed an interest in pursuing an Ed.D. in Organizational Leadership at Oakland University (see Appendix H). Of the graduates of the masters-level programs and post-masters certificate programs, 89 respondents expressed interest in continuing to a doctoral program. Of the positive responses, 87% expressed interest in an Ed.D. in

Organizational Leadership (see Appendix G). Members of the department receive numerous telephone calls inquiring about the possibility of a doctoral program in educational leadership.

Since this survey was conducted, the Department of Organizational Leadership has had extensive contact from potential students who have asked to be notified as soon as the program becomes available. The department secretary keeps a list of these persons to contact, and as of September 1, 2016, there were 87 names on the list. We have developed a list-serve for these people, with updates on the status of the program sent out at the start of each semester.

The University will have an opportunity to build upon and expand their presence in the doctoral arena, meeting the needs of professionals who prefer a field-based program over a more traditional based program. OU will be able to provide additional training for those that desire more theory and practice in organizational leadership.

### **Workforce Demand**

The demand from the workforce for an advanced program in organizational leadership is evidenced in the letters of support located in Appendix I. Support comes from within the educational community as well as from other contexts such as criminal justice and nonprofit management.

### **Goals and Objectives**

The goal of the professional doctorate in organizational leadership is to develop effective leaders across different organizational contexts, training them in the application of leadership skills in the context of field-based issues. This goal will be achieved through a program that will focus on six broad areas identified as appropriate goals by the Carnegie Project on the Education Doctorate (CPED, 2009):

- 1) To develop leaders to address questions of equity, ethics, and social justice to bring about solutions to complex problems faced by practitioners.
- 2) To prepare leaders to both construct and apply knowledge to improve the experiences of individuals and organizations.
- 3) To provide opportunities for leaders to collaborate between many different types of organizational orientations to enhance connections and develop community-based partnerships.
- 4) To provide field-based experiences focused on analyzing practitioner problems and training in multiple frames to develop and assess meaningful change.
- 5) To develop professional knowledge that integrates practical and abstract understandings, linking theory with systemic inquiry into the challenges of practice.
- 6) To develop the skills and orientation for leaders to generate and use professional knowledge of organizational functioning for positive change.

Learning in the classroom will be connected to practice through field-based research, and the continual examination of theory as it relates to the complexities of society and the needs of organizations. This goal will be measured through the achievement of learning outcomes and the performance of the students as organizational leaders. Learning outcomes are provided in detail on each course syllabus.

### **Comparison with Other Programs (Regional/State/National)**

Seven Michigan universities currently offer Ed.D. programs in educational leadership (one additional university, Western Michigan, offers an Ed.D. in special education but not in leadership). We divide our comparisons by a driving radius of 50 miles.

**Comparison to regional Michigan universities within a 50 mile radius.** Of these seven, three are within a 50 mile radius of Oakland University – University of Michigan Flint, University of Michigan Dearborn, and Wayne State University. These programs are described below:

**University of Michigan-Dearborn (UMD)**, 31 miles from OU, offers a 60 credit Ed.D. program designed to be completed in 4 -7 years. It is comprised of core courses (24 hours), one of three 24 hour concentration areas (educational leadership, metropolitan education, or curriculum and practice and 12 credits of dissertation research or an applied studies project. It is designed to produce graduates who will work at PK-12 and community college levels.

**University of Michigan-Flint (UMF)**, 40 miles from OU, offers a Doctor of Education program that requires either an Ed.S. or at least 30 hours of post-masters credit in an education related field for admission. Students must also have at least 3 years of educational experience. The program is designed to be part-time. UMF's Doctor of Education degree focuses on executive leadership in K-16 settings. The 34 hour program consists of core courses (15 hours), a research sequence (quantitative or qualitative-6 hours), oral comprehensive examinations, and a dissertation (15 hours). Classes are a blend of online and monthly Saturday meetings.

**Wayne State University (WSU)**, 29 miles from OU, offers a Doctor of Education program that requires a masters degree, with preference given for students with an Ed.S. Students must also have at least 3 years of professional leadership experience. The Doctor of Education degree is designed to develop personnel for policy making roles in the field of education in a variety of venues. The 62 hour program consists of core courses (30 hours), a research sequence of quantitative or qualitative studies (12 hours), oral comprehensive examinations, and a dissertation (20 hours). Classes are a blend of online and monthly Saturday meetings.

The proposed Ed.D. in Organizational Leadership at Oakland University would offer a degree that is comparable in both credit hours and estimated time to completion. The Oakland University Ed.D. differs critically from these other programs in its inclusion of a wider range of community leadership paradigms, rather than a singular focus on educational leadership.

**Comparison to Michigan universities outside a 50 mile radius.** An additional four of the seven Michigan universities that currently offer Ed.D. programs in educational leadership are outside a 50 mile radius of OU. These programs are described below:

**Central Michigan University (CMU)** offers a Doctor of Education in Educational Leadership. The 63 credit hour Doctor of Education program consists of a concentration (12 hours), a cognate (9 hours),

Ed.D. in Organizational Leadership  
OU New Program Application

an Internship (3 hours), research requirements (6 hours), and academic core (15 hours), and dissertation work (15 hours). There is also the option of incorporating 27 hours from a previously earned Ed.S. degree into the Ed.D. requirements. In both options, students must pass written and oral comprehensive exams, and complete an individual dissertation.

**Eastern Michigan University.** (EMU) offers a Doctor of Education in Educational Leadership (EDLD). EMU's doctorate program has a major (educational leadership; 30 hours), cognate (10 hours), research support (8-12 hours), dissertation research (12 hours) and optional internship component. Students who have completed the EMU specialist's degree in educational leadership, or in another department at EMU, must take a minimum of 37 new hours toward completion of the doctoral program. A comprehensive qualifying examination and a dissertation are required.

**Ferris State University.** (FSU) offers a three-year Ed.D. program in community college leadership (DCCL). Most of the program is online with one weekend meeting each fall and spring class and one-week summer face-to-face sessions. The 61-credit program consists of 46 hours of coursework and 15 hours of dissertation credit. Graduates must complete a comprehensive interview during the third year, as well as complete one of four types of dissertation projects: traditional dissertation, a project dissertation, an evaluation dissertation, or a customized dissertation.

**Michigan State University.** (MSU) offers a Doctor Educational Leadership in K - 12 Administration. The three-year, summer-intensive doctoral program consists of a minimum of 45 credits beyond the masters degree including 33 hours of coursework and 12 hours of capstone project credit. It also requires a two-part comprehensive examination which consists of a series of performance assessments and a team capstone project. Graduates are prepared for Michigan Central Office Administrator certification.

Table 2 provides a summary of these Ed.D. programs in the State of Michigan.

Table 2

*Comparison of Ed.D. Programs in the State of Michigan*

<b>Institution</b>	<b>Credit Hours past Masters</b>	<b>Research Requirement</b>	<b>Focus</b>
Central Michigan University	63	Dissertation	K-12 leadership; Higher Ed leadership; Ed Technology
Eastern Michigan University	60	Dissertation	Ed. Leadership – K-12
Ferris State	61	Dissertation or Capstone Project	Community College Leadership
Michigan State University	45	Capstone project	Ed Leadership-K-12
University of Michigan-Dearborn	48	Dissertation or Capstone Project	Educational Leadership; Metropolitan Education; Curriculum and Practice
University of Michigan-Flint	64 (admitted with 30 credits post-MA)	Dissertation	Ed Leadership –K-12; Higher Ed.
Wayne State University	62	Dissertation	Counseling; Curriculum and Instruction; Education Evaluation & Research; Educational Leadership and Policy Studies; Instructional Technology; Reading, Language & Literature;
<b><i>Oakland University (PROPOSED)</i></b>	<b><i>60</i></b>	<b><i>Capstone</i></b>	<b><i>K-12 Leadership; Community Counseling Leadership; Higher Education Leadership; Health Care Leadership; Non-Profit Leadership; Diversity Leadership</i></b>

As was the case with regional comparisons, the proposed Ed.D. in Organizational Leadership at Oakland University would offer a degree that is comparable in both credit hours and estimated time to completion to the other Ed.D. programs available in the State of Michigan. The Oakland University Ed.D. differs critically from these other programs in its inclusion of a wider range of community leadership paradigms, rather than a singular focus on educational leadership.

**Comparison to other national universities.** Finally, we have identified four model Ed.D. programs in leadership, both in educational leadership as well as other leadership domains. These programs are described below:

**Vanderbilt University (VU)** located in Tennessee, offers a three-year, 54 credit Doctorate in Education in Leadership and Policy, which is delivered in a weekend format. Ed.D. students pursue one of two tracks: K-12 educational leadership and policy, or

higher education leadership and policy. In the third year, students engage as teams in group capstone projects, which are developed by external agencies and guided by Ed.D. faculty. This program has been used as the model for the Carnegie Project on Ed.D. Phase Two.

**University of Southern California (USC)** offers three Ed.D. programs in online, face-to-face, and hybrid formats. The Educational Leadership program offers four areas of concentration: Educational Psychology, Higher Education Administration, K-12 Leadership in Urban School Settings, and Teacher Education in Multicultural Societies (TEMS). Students are organized in thematic dissertation groups. The online Doctor of Education in Organizational Change and Leadership focuses on systemic organizational change and culminates in a capstone that consists of a dissertation, a reflective self-assessment and work that reflects core leadership proficiencies. Finally, the Global Executive Doctor of Education can be completed in approximately 24 months and is offered online with nine week-long intensives. This program requires a dissertation of practice. The program combines online classes with nine 1-2 week on-campus residential sessions. The Dissertation of Practice is closely integrated into the coursework throughout the program to streamline completion of the degree.

**Pepperdine University (PU)** located in California, offers an Organizational Leadership program giving students the option of attending an online delivery format or more traditional classes that meet on a weekly/weekend basis. They cannot take classes in both formats. Both formats require occasional group seminars. This program emphasizes team learning and problem-solving. The final project is a typical, individual dissertation that focuses on a problem of practice, data collection and analysis, and the application of findings to policy formation and professional practice.

**Arizona State University (ASU)** offers a Leadership and Innovation program curriculum that is built around action research and communities of practice within each cohort that support each other's learning and research. Students regularly conduct research within their workplaces which is presented each semester. These action research projects are refined throughout the coursework, culminating in individual action research dissertations. The program is usually completed in 3 years.

Table 3 provides a summary of characteristics of these model Ed.D. programs that have been identified across the United States and Oakland University's proposed program for comparison.

Table 3

*Comparison of Model Educational Doctorate Programs across the United States*

<b>Institution</b>	<b>Credit Hours past Masters</b>	<b>Research Requirement</b>	<b>Focus</b>
Vanderbilt University	54	Group Capstone Project	K-12 Educational leadership and policy/ Higher education leadership and policy
University of Southern California	15 courses + dissertation	Capstone Project/ Dissertation of Practice	Ed. Leadership; Organizational Change and Leadership; Global Executive
Arizona State University	60	Dissertation	Leadership and Innovation
Pepperdine University	54	Dissertation	Educational Leadership, Administration, and Policy; Learning Technologies; and Organizational Leadership
<i>Proposed Oakland University Program</i>	60	<i>Capstone Project</i>	<i>K-12 Leadership; Community Counseling Leadership; Higher Education Leadership; Health Care Leadership; Non-Profit Leadership; Diversity Leadership</i>

**Unique Characteristics of Oakland University's Ed.D. Program**

Each existing Ed.D. program in Michigan provides students with knowledge and training in either K-12 or higher education leadership. No other program expands students' view of the needs of organizational leadership skills and capacity beyond the education silo. Oakland University's program intentionally brings together future leaders in several areas that impact community development, not just the needs of the schools. By expanding the focus to include justice, public health, counseling and mental health, community leadership and other non-profit arenas, Oakland University Ed.D. graduates will have a more complete understanding of the network of services needed to truly support and strengthen communities. The cohort model will additionally provide our students with the lasting connection between and across different organizational areas, creating the potential for shared resources and knowledge that will help support extending the networks impacting communities. OU's Ed.D. in Organizational Leadership will provide all students with experiences from a model of distributed leadership over the entire range of community development.

## **ACADEMIC UNIT – CURRENT STATUS**

### **How the Goals of the Unit are Served by the Program**

The mission of the Department of Organizational Leadership is:

- To prepare and support the development of undergraduate and graduate students for leadership positions in a wide variety of organizational settings.
- Through academic and field-based learning experiences we foster leadership practices that are transformative, relevant, research-based, ethical, and socially just.

The core principles that serve this mission are leadership, social justice, interdisciplinary approaches, and application of knowledge.

The design and content of the Ed.D. program directly aligns with the goals of the unit in that it offers coursework and field-based learning experiences under the direction of qualified mentors in their particular field of study to undergraduate and graduate students. The learning experiences in the program focus on the leadership practices that provide transformative growth and development that are based on current and relevant research-based principles. Emphasis on ethics and socially just practices are integrated into each of the core courses in the Ed.D. program.

The cognate options for each student in the program presently include Higher Education Leadership, K-12 Leadership, Adult Training, Criminal Justice Leadership, Non-Profit Organizational Leadership, and Health Care Leadership which offer a wide variety of organizational settings and emphasize the expanded multidisciplinary approaches for the program participants. The field-based learning experiences and the academic course work directly connect with the authentic application of knowledge students will engage in through their mentorship/internship experience and the concluding Practitioner Capstone Project Internship.

### **How Existing Staff will Support the Program**

The Department of Organizational Leadership has provided both formal and informal input into the development of the proposed Ed.D. Implementation of the doctorate will be further supported through the teaching of courses, mentoring of students, and program assessment. The department currently has fifteen full-time faculty, all of whom hold doctoral degrees. Thirteen of the faculty members have served on doctoral committees at Oakland University (see Appendix A for CV). All part-time instructors currently teaching in the Master of Education Leadership, Master of Training and Development, Master of Teacher Leadership, and Master of Higher Education Leadership have been selected for their leadership abilities and knowledge of organizational problems and issues. The faculty is well qualified in field-based practice, as well as knowledgeable of the many and varied leadership contexts impacting community service organizations.

(see workload breakdown at the end of Appendix A).

### **Faculty Qualifications**

The qualifications of faculty can be found in Appendix A.

### **Current Resources**

Library holdings, equipment, classroom, and studio space are explained in detail in the Needs and Costs of the Program section of this document. In addition, the Library report can be found in Appendix H.

### **Impact on Current Programs**

The Ed.D. in Organizational Leadership has the potential to positively impact masters-level programs, but may well compete with doctoral level programs. Each issue is discussed in turn below.

#### **Potential Benefit for Masters-Level Programs**

Because an Ed.D. in organizational leadership is a post-masters program, there is the potential for increased enrollment in masters-level degrees currently offered in Training and Development, Educational Leadership, Teacher Leadership, Special Education, and LEAN. Each of these programs would be a logical "feeder" to an Ed.D. in organizational leadership. As such, it may increase students' interest in this level of training as a pathway for the terminal degree. Students who see themselves on a path of professional leadership will have a more specific progression that could potentially serve our existing masters programs and certificates.

#### **Impact to Doctoral-Level Programs**

Because this program is a terminal degree at the doctoral level, by definition it will compete with the Ph.D. programs offered in the School of Education and Human Services. With two different types of doctoral options, students may decide they prefer a professional, practitioner's focus instead of an academic, research-based focus to their doctoral work.

It is our belief that the program most directly impacted by this competition will be the Ph.D. in Education: Educational Leadership. Both degrees tend to attract the same professional base, and both degrees provide specific training in leadership. To better clarify the differences between the two degrees, we have provided a side-by-side comparison in Table 4. The Ed.D. will cover very similar core content material as the Ph.D., but will differ significantly in the research requirements and internship components, separating students in these two programs by their professional goals.

The research conducted by the Carnegie Project on Education Doctorates<sup>3</sup> found that 82% of persons pursuing an Ed.D. were engaged in career advancement rather than new career development. These results are reflected in the professional division between the existing Ph.D. and the new Ed.D. degrees. A Ph.D. student is one concerned with original research, developing new understandings and testing theories. This person is primarily interested in a job in academia. An Ed.D. student is one concerned with the problems of practice in a professional context. This person is primarily interested in advanced leadership in his or her current field.

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<sup>3</sup> CPED (2016). *The Next 100 Years in Doctoral Preparation in Education*. Paper presented at the annual meeting of the American Educational Research Association, April, Washington D.C.

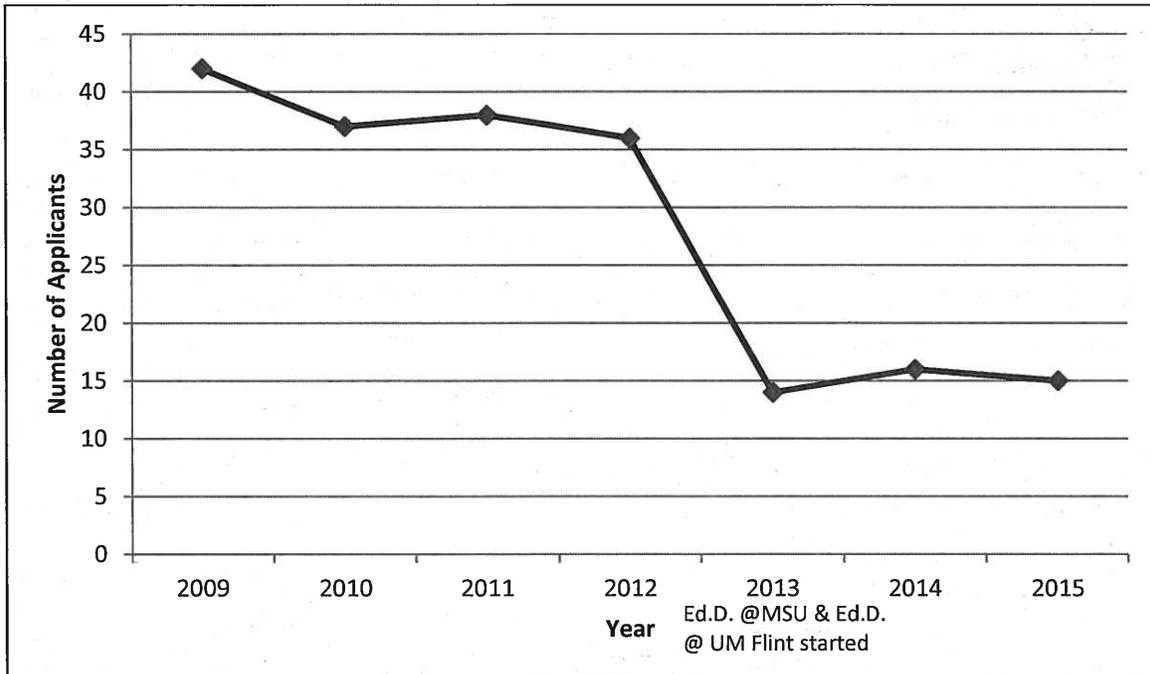
Table 4

*Comparison of the Ed.D. in Organizational Leadership to the Ph.D. in Education: Educational Leadership*

<b>Characteristic</b>	<b>Ph.D.</b>	<b>Ed.D.</b>
<b>Name of Degree</b>	Doctor of Philosophy in Education with a major in Educational Leadership	Doctor of Education with a major in Organizational Leadership
<b>School/College of Faculty</b>	Core classes taught by faculty from the Department of Organizational Leadership. Cognate courses are taught by the faculty in relevant areas from SEHS (i.e., K-12 leadership, counseling, reading, higher education).	Core classes taught by faculty from the Department of Organizational Leadership. Cognate courses are taught by the faculty from the specific cognate areas across the university (i.e., non-profit administration, health care administration, K-12 leadership, higher education, special education administration, legal administration, counseling).
<b>Who is it for?</b>	Designed to develop individuals who can provide leadership to educational practice in the 21 <sup>st</sup> century, whether in private or public school, colleges and universities, or by contributing to research and teaching about educational policy and practice. Core concepts include systems thinking, learning theory and research methodology.	Designed for working professionals from multiple contexts who are in or are preparing for organizational leadership roles dedicated to the systemic improvement of large and complex community structures.
<b>Credit Distribution</b>	Program is 76 credit hours <ul style="list-style-type: none"> <li>• 12 credits of research training (foundational core)</li> <li>• 20 credits of department core</li> <li>• 28 credit cognate requirement</li> <li>• 16 credit (minimum) dissertation</li> </ul>	Program is 60 credit hours <ul style="list-style-type: none"> <li>• 16 credits of leadership core</li> <li>• 12 credits of applied research</li> <li>• 12 credits field internship</li> <li>• 20 credit cognate requirement</li> </ul>
<b>Timeframe</b>	3.5 years of course work, and approximately 2000 hours to complete dissertation	3 year program
<b>Cognate Options</b> <b>NOTE – qualifying cognate courses are described and listed in Appendix D</b>	<ul style="list-style-type: none"> <li>• K-12 Education</li> <li>• Higher Education</li> <li>• Create your own cognate area for study</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Education, Special Education or Higher Education</li> <li>• Criminal Justice</li> <li>• Counseling</li> <li>• Lean Leadership</li> <li>• Health Care Administration</li> <li>• Leadership of Non-Profits</li> <li>• Leadership of Local Government</li> <li>• Diversity Leadership</li> </ul>
<b>Advancement to Candidacy</b>	A qualifying examination is required upon completion of all core and cognate coursework. Upon successful completion the student will be officially classified as a doctoral candidate.	Candidacy is not part of the degree.
<b>Terminal Project</b>	Approval of a research dissertation investigating an approved topic related to educational leadership by a dissertation committee.	Approval of a Capstone Project research report by a committee (team) of three, consisting of a DOL chair, a cognate faculty, and the student's internship advisor.

We anticipate that the enrollment in the Ph.D. program will drop, but it may not drop any farther than it has already declined from the initiation of three Ed.D. programs in the greater regional area (see Figure 1). At this point in the development of regional competition, we are

receiving only applications from students who wish a research degree. Those students would not shift from a Ph.D. to an Ed.D.



**Figure 1:** Change in application numbers to Oakland University's Ph.D. in Education: Educational Leadership degree over period in which Ed.D. degrees at regional universities were started.

Similarly, students who are considering a Ph.D. in counseling or reading may find a professional doctorate to be a better fit for their career goals, if they intend to remain active practitioners and leaders rather than academics or researchers. However, it may also be argued that those students are not a good fit for a Ph.D.

## Program Plan

### Admission Requirements

Applicants must have:

- a master's degree or equivalent from an accredited college or university with a cumulative grade point average of at least 3.5 on a 4 point scale (or equivalent);
- a minimum of two years of professional experience; and
- meet all of the requirements as stated in the Graduate Catalog Oakland University and all of the Department of Organizational Leadership (DOL) requirements for admission.

Applicants will be admitted to the Ed.D. in Organizational Leadership through the Graduate Office based on the recommendation of the DOL following the process described below.

Applicants will:

1. complete the Oakland University Application for Graduate Study.
2. complete the DOL department Supplementary Application which includes:
  - a current professional resume/vita;
  - official transcripts of all degrees earned;
  - 2 letters of recommendation speaking to applicant's leadership capacity; and
  - a written narrative of goals for obtaining a professional doctorate; and

Application documents will be reviewed three times per year: in January, April and July. The program begins during the fall semester.

### Degree Requirements

For courses, credit hours and course prerequisite requirements refer to Appendix B.

In order to be awarded the degree of Ed.D. in Organizational Leadership, a student must have accomplished the following:

- Successful completion of 16 credit hours in Doctoral Core courses with a GPA of 3.0 or higher
- Successful completion of 12 credit hours in Internship with a GPA of 3.0 or higher
- Successful completion of 12 credit hours of Research courses with a GPA of 3.0 or higher
- Successful completion of 20 credit hours of approved Cognate courses with a GPA of 3.0 or higher.
- Approval of Capstone Project report by committee of three, consisting of a DOL faculty member as chair, a cognate faculty member, and the student's internship advisor (see Appendix D).

### Curriculum Overview

A typical plan of study for a full-time student is available in Appendix C.

Course descriptions are available in Appendix D.

The curriculum for the Ed.D. in Organizational Leadership will consist of 60 credit hours, distributed as shown in Figure 2. This figure shows the network of course selections that will comprise the full degree.

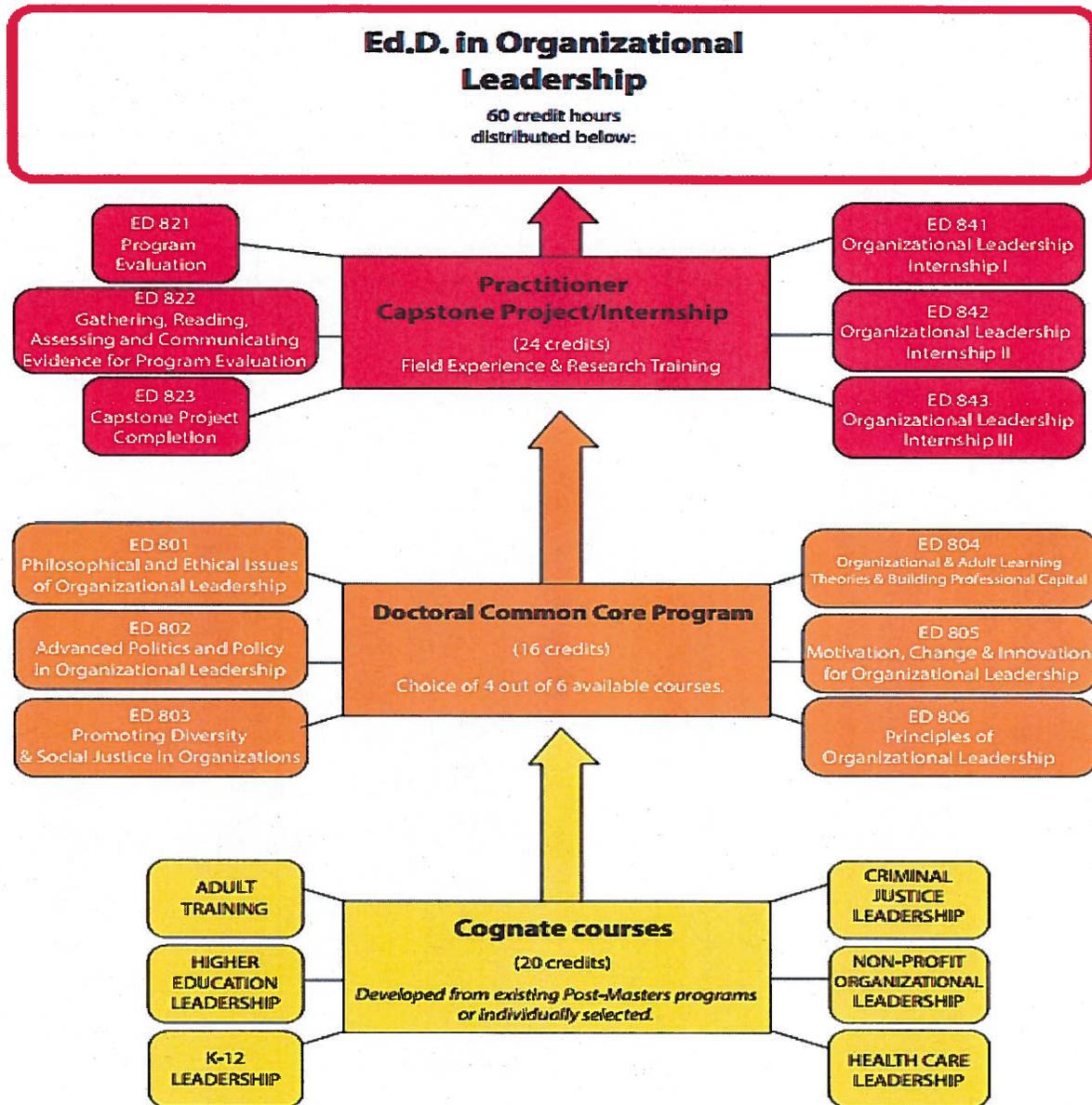


Figure 2: Overview of coursework shaping the Ed.D. in Organizational Leadership.

**Number of credits in program:** The program will consist of 60 credits, distributed as follows:

**Doctoral Common Core Program** – 16 credit hours selected from the following options:

- ED 801 Philosophical and Ethical Issues of Organizational Leadership (4)
- ED 802 Advanced Politics and Policy in Organizational Leadership (4)
- ED 803 Promoting Diversity & Social Justice in Organizations (4)
- ED 804 Organizational and Adult Learning Theories & Building Professional Capital (4)
- ED 805 Motivation, Change & Innovation for Organizational Leadership (4)
- ED 806 Principles of Organizational Leadership (4)

*Each of the Doctoral Common Core Program courses currently exist as part of the Ph.D. in Educational Leadership. Once the Ed.D. is approved, these courses will be shared by the Ph.D. in Educational Leadership.*

**Field Experience** – 12 credit hours

- ED 841 Organizational Leadership Internship I (4)
- ED 842 Organizational Leadership Internship II (4)
- ED 843 Organizational Leadership Internship III (4)

*Each of the Field Experience courses will be exclusive to the Ed.D. in Organizational Leadership.*

**Research Training** – 12 credit hours

- ED 821 Program Evaluation (4)
- ED 822 Gathering, Reading, Assessing and Communicating Evidence for Program Evaluation (4)
- ED 823 Capstone Project Completion (4)

*Each of the Research Training courses will be exclusive to the Ed.D. in Organizational Leadership. However, Ph.D. students will be allowed to take ED 821 and ED 822 for additional research training.*

**Cognate Courses** – 20 credit hours developed either from existing post-masters certificate programs or individually selected courses (with faculty advisor approval).

NOTE – No credits that have been counted as part of a student's primary masters degree may be counted toward their Ed.D. degree. However, credits earned post-masters may be applied toward or counted against the total number of cognate credits required. Post-masters level degrees or awarded certificates will be counted in full against the cognate total requirement. However, individual courses taken at non-OU accredited universities or colleges will be subject to credit transfer policy on a course-by-course basis

The identification of a cognate differs critically depending on whether the Ed.D. student is admitted with a masters degree or with a credential or degree at a post-masters level. To clarify the differences, Table 5 shows how the cognate decision is determined based on the student's admission profile.

Table 5

*Overview of potential cognate options (discussed in detail in Appendix D)*

Student Admission Type	
No Post-Masters Certificate or Degree	Admitted with a Post-Masters Certificate or Degree
<ol style="list-style-type: none"> <li>1) Individual Courses approved by advisor on a plan of study</li> <li>2) K-12 School Leadership</li> <li>3) Health Care Leadership</li> <li>4) K-12 Central Office Leadership</li> <li>5) Leadership in Higher Education</li> <li>6) Criminal Justice Leadership</li> <li>7) Non-Profit Organizational Leadership</li> <li>8) Community Counseling</li> </ol> <p style="text-align: center;">SEE SPECIFIC COURSES APPROVED FOR USE IN COGNATE IN APNDX D</p>	<p><i>Each of the following existing degrees or Post Masters Certificates (PMC) will be counted against the 20 credits of cognate. Degrees or Certificates of fewer than 20 credits will require additional coursework approved by advisor on a Plan of Study:</i></p> <ol style="list-style-type: none"> <li>1) Ed.S. Educational Leadership</li> <li>2) PMC Local Government Management</li> <li>3) PMC Central Office Administration</li> <li>4) PMC Higher Education Administration</li> <li>5) PMC Criminal Justice Leadership</li> <li>6) PMC Health Care Administration</li> <li>7) PMC Nonprofit Organization &amp; Management</li> <li>8) <u>Post-masters credential approved by advisor</u></li> </ol>

**Comparison of the Ed.D. in Organizational Leadership to the Ph.D. in Education:  
Educational Leadership**

The two doctoral degrees share some characteristics, and indeed share some coursework at the departmental core level (see notes at the end of each course type in previous section). Table 6 on the following page is provided to clarify the ways in which these two degree programs are in fact very different.

Ed.D. in Organizational Leadership  
OU New Program Application

Table 6

*Comparison of the Ed.D. in Organizational Leadership to the Ph.D. in Education: Educational Leadership*

<b>Characteristic</b>	<b>Ph.D.</b>	<b>Ed.D.</b>
<b>Name of Degree</b>	Doctor of Philosophy in Education with a major in Educational Leadership	Doctor of Education with a major in Organizational Leadership
<b>School/College of Faculty</b>	Core classes taught by faculty from the Department of Organizational Leadership. Cognate courses are taught by the faculty in relevant areas from SEHS (i.e., K-12 leadership, counseling, reading, higher education).	Core classes taught by faculty from the Department of Organizational Leadership. Cognate courses are taught by the faculty from the specific cognate areas across the university (i.e., non-profit leadership, health care leadership, K-12 leadership, higher education, community counseling leadership, legal leadership).
<b>Who is it for?</b>	Designed to develop individuals who can provide leadership to educational practice in the 21 <sup>st</sup> century, whether in private or public school, colleges and universities, or by contributing to research and teaching about educational policy and practice. Core concepts include systems thinking, learning theory and research methodology.	Designed for working professionals from multiple contexts who are in or are preparing for organizational leadership roles dedicated to the systemic improvement of large and complex community structures.
<b>Credit Distribution</b>	Program is 76 credit hours <ul style="list-style-type: none"> <li>• 12 credits of research training (foundational core)</li> <li>• 20 credits of department core</li> <li>• 28 credit cognate requirement</li> <li>• 16 credit (minimum) dissertation</li> </ul>	Program is 60 credit hours <ul style="list-style-type: none"> <li>• 16 credits of leadership core</li> <li>• 12 credits of applied research</li> <li>• 12 credits field internship</li> <li>• 20 credit cognate requirement</li> </ul>
<b>Timeframe</b>	3.5 years of course work, and approximately 2000 hours to complete dissertation	3 year program
<b>Cognate Options</b>	<ul style="list-style-type: none"> <li>• K-12 Education</li> <li>• Higher Education</li> <li>• Create your own cognate area-for study</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Education or Higher Education</li> <li>• Criminal Justice/Legal leadership</li> <li>• Human Resources Leadership</li> <li>• Lean Leadership</li> <li>• Health Care Leadership</li> <li>• Leadership of Non-Profits</li> <li>• Leadership of Local Government</li> <li>• Diversity</li> <li>• Community Counseling leadership</li> </ul>
<b>Advancement to Candidacy</b>	A qualifying examination is required upon completion of all core and cognate coursework. Upon successful completion the student will be officially classified as a doctoral candidate.	Candidacy is not part of the degree.
<b>Terminal Project</b>	Approval of a research dissertation investigating an approved topic related to educational leadership by a dissertation committee.	Approval of a student directed evaluation study or Capstone Project, by a committee consisting of a DOL chair, a cognate faculty member, and the student's internship advisor.

### **Academic Progress – Probation – Dismissal**

Satisfactory Academic Progress (SAP) is the term used to denote a student's successful completion of coursework toward a degree. Students who fall behind in their coursework, or fail to achieve minimum standards for grade point average and completion of classes, may be put on probation. All graduate students are expected to remain in good academic standing fulfilling degree requirements, including the completion of critical degree milestones, and maintain an overall minimum semester GPA of 3.0. Students who are not in good academic standing are subject to probation and/or dismissal from the program.

At the end of each Summer 1 term, an ad-hoc committee of Ed.D. course instructors, internship coordinators, and faculty advisors will meet to review coursework progress, internship experiences, and progress toward the Capstone Project for EACH student in the program. This review will result in each student receiving a letter of progress reflecting their previous year. At this meeting, decisions will be made concerning placing students on academic probation. In addition, any student who does not register for credit for two subsequent terms will be placed on departmental probation. All probation letters will include exact requirements for being removed from probation, as well as directions for how to appeal probation decisions, with copies sent to the Dean of the School of Education and Human Services as well as the Dean of Graduate Study. Any student who does not meet these requirements will be recommended to the Office of Graduate Study for dismissal.

Finally, each Capstone Research project will be reviewed by a committee consisting of the student's Capstone Faculty advisor, the student's internship mentor, and a faculty member from the student's declared cognate area. The rubric used to evaluate the Capstone project can be found in the description of the project components in Appendix D. The appeal process for an unsatisfactory evaluation of a Capstone project will occur as follows:

Students may request an appeal from the Chair of the Department of Organizational Leadership for a hearing and to request potential mediation in instances whereby the student feels that their Juried Review Committee and the coordinator of the Ed.D. Program have been unfair in their judgments and if the student believes that they have reached an impasse that cannot be resolved without mediation. The Chair will mediate the conflict between the student(s) and the committee and/or program coordinator and if necessary will make a further review recommendation to the Dean on behalf of the School of Education and Human Services. If the student is unsatisfied with the mediation and decision of the Dean, further appeal may be made to the Dean of Graduate Study, who will decide whether to hear the appeal, provide further mediation of the matter, or simply uphold the decision of the School of Education and Human Services. The Dean of Graduate Study is the final level of appeal.

### **Academic Direction and Oversight**

The Doctor of Education program will be coordinated by one of three current professors in the Department of Organizational Leadership:

- Dr. Julia B. Smith, Professor
- Dr. Tom Giberson, Associate Professor
- Dr. Larry Buzas, Assistant Professor

The Organizational Leadership Department Chairperson will be responsible for the scheduling of courses and the selection of faculty to teach the departmental core courses in accordance with written departmental procedures. Students will be advised concerning cognate courses taken outside the Department of Organizational Leadership by the chair of the relevant department. This process will allow individual departments to approve participation of students outside their own

cohorts subject to availability of seats in the class and appropriateness of student background and qualifications to take the course.

### **Interdisciplinary Programs**

The academic home for the Doctor of Education in Organizational Leadership will be the School of Education and Human Services, in the Department of Organizational Leadership. Participating academic units for the program within the School of Education and Human Services will be the departments of Teacher Development and Education Studies, Reading and Language Arts, and Counseling. Participating units for the program in the College of Arts and Sciences will be the department of Political Science and the department of Sociology, Anthropology, Social Work, and Criminal Justice. In addition, we will be developing connections with the School of Health Sciences and the School of Nursing.

The process for recommending and proposing program changes will initiate in a working committee of program faculty. The committee will make recommendations to the relevant department – Department of Organizational Leadership for departmental core courses and the relevant departments for cognate courses.

Statements of support from Deans and department chairs with responsibility for providing courses and faculty for program can be found in Appendix I.

### **Accreditation**

There is no accrediting body for the proposed program.

### **Catalog Description of the Program**

The Doctor of Education in Organizational Leadership is designed for individuals who desire to improve their skills and increase their knowledge of effective leadership through advanced study in a doctoral program with a focus on practice and professional engagement rather than research and theory. The goal is to develop effective leaders in organizational contexts cutting across many different paradigms to build greater professional coordination between different service organizations and varied global perspectives. Graduates will excel in (a) strategic leadership, (b) human organizational development, (c) social justice knowledge, (d) interdisciplinary collaboration, and (e) development and change in different organizational contexts. The program is field-based, integrating internship experience with classroom learning. Professionals across the region who lead in the areas of education, health care, legal institutions, and non-profit organizations, along with collaborative programs across different professional schools at Oakland University are the building blocks for this professional doctorate. The work place context will provide internship placements to serve as sources for change evaluation for capstone projects, and will provide opportunities for growth in the profession.

### **Source of Students (Targeted Audience)**

This program is for working professionals from multiple contexts who are in or are preparing for organizational leadership roles dedicated to the systemic improvement of large and complex community structures. In contrast, the Ph.D. in Education is designed to develop individuals who can provide leadership to educational practice in the 21<sup>st</sup> century, whether in private or public

school, colleges and universities, or by contributing to research and teaching about educational policy and practice.

Because the program serves multiple working contexts, post-masters students (as described in Table 5 – those who enter the program with post-masters credentials) may come from a variety of areas. These include the following:

School of Education and Human Services

Post-Master's Graduate Certificate in Higher Education  
Central Office Administrative Certificate Program  
Education Specialist in Leadership

College of Arts and Sciences

Post-Master's Graduate Certificate in Criminal Justice Leadership  
Post-Master's Graduate Certificate in Health Care Administration  
Post-Master's Graduate Certificate in Local Government Management  
Post-Master's Graduate Certificate in Nonprofit Organization and Management

In addition the program has the potential for increasing the enrollment in masters-level degree programs, as each would be a logical “feeder” to an Ed.D. in Organizational Leadership (as described in Table 5 – those who enter the program with a Masters degree). As such, it may increase students’ interest in this level of training as a pathway for the terminal degree.

**Planned Enrollment**

The other regional universities offering an Ed.D. in Educational Leadership (UM Flint, UM Dearborn, and MSU) each have cohorts that average 15 students per year. If OU's proposed program were only focused on Educational Leadership, we would anticipate that 45-50 students is the effective market, which would give us a planned enrollment of 10 students per year. However, OU's Ed.D. draws from an additional, unserved market of leaders from many other community agencies and support services. For this reason, we anticipate enrollment will grow to a cap of 20 students per year. However, a cohort size of 10 students per year is sustainable within our budget.

**Recruitment Plan**

The Program coordinator in conjunction with the DOL marketing team and the School of Education and Human Services Marketing Director will work on 3 tiers of outreach and marketing for recruitment of students for the Ed.D. in Organizational Leadership. The broader tier will involve collaborating with the University Communication & Marketing team to disseminate information about the Ed.D. program to their general audience.

The SEHS Marketing Director will assist in the second tier which will include Ed.D. information posted on the SEHS website with an informational video about program information and application directions. Inquiries into the website information will be followed up by the Project Manager/Marketing Coordinator for the program so that immediate connection to potential students is achieved and more detailed program and application information will be shared with potential candidates. Career development counseling will also be included in this second tier

whereby the Project Manager will connect those inquiring with a faculty member who can provide in-depth counsel about how the program will best serve the career path of the student.

The third tier will involve a more direct approach to students in cognate programs (Higher Education Leadership, K-12 Leadership, Adult Training, Criminal Justice Leadership, Non-Profit Organizational Leadership, and Health Care Leadership). This contact will be made by either the Project Manager and/or a faculty member directly involved in the Ed.D. program. Informational sessions will be scheduled to present an overview of the Ed.D. program with detailed information about how the cognates fit with the program and course content of the Ed.D. Common Core classes including the extensive internship experience. There will be consistent follow up in this tier with potential candidates described in the second tier approach including the career development counseling. Consistent follow up and support to potential students engaged in the application process is essential in order to complete the recruitment process successfully.

### **Advising students**

Student advising will be the responsibility of the Program Coordinator in the Department of Organizational Leadership. Students who select a cognate outside of the department will also be advised by a faculty member from the appropriate department. The role of the advisor will be to assist the student in selecting the appropriate courses and provide guidance for the appropriate cognate area of study with support from individual departments. Students will also benefit from the career advising that they will receive from professionals during their internship experiences throughout the program.

A yearly departmental review of student progress will take place with a focus on coursework, internship experiences, progress toward Capstone Project, and satisfaction with the program. The review will include a review of transcripts as well as reports from the internship advisor. Progress will be evaluated and each student will be informed of their status in the program. In addition, students will engage in monthly meetings of their capstone project committee throughout their final year in the program to ensure that sufficient progress is being made.

### **Retention Plan**

The retention plan for the Ed.D. follows the successful plan currently utilized by the Ph.D. program. Careful selection of serious, qualified applicants will take place for entry into the program. The Ed.D will employ the cohort model of instruction which provides a shared learning experience where each learner supports the learning of others. This student-centered model builds strong bonds between the cohort members as they work together over the course of the three year program and grow to support each other both professionally and personally as deep friendships often form. These bonds often extend from the students to the faculty who come to intimately know the intellectual and emotional supports that the students need. The relationships built externally with mentors during the three internship courses also provides professional support from a person who has most often achieved the doctoral title and can support the student through shared experiences. The selection process, cohort model, and faculty and mentor support all contribute to a high retention rate.

### **List of Businesses That Would Likely Employ Graduates of the Program**

The market for graduates of the Ed.D. in Organizational Leadership has no bounds. The interdisciplinary nature of the program appeals to a wide variety of nonprofit organizations, K-12 educational programs of a public or private nature, institutes of higher learning, health care and legal institutions, and other service organizations. Letters of support from local businesses can be found in Appendix I.

### **Off Campus or Distance Delivered Programs**

The location for the Ed.D. program coursework will likely be on the main campus of Oakland University. Should classroom space be of concern, the DOL will utilize the partnerships that have been established with several surrounding school districts including Rochester, Grand Blanc, Pontiac and Bloomfield Hills. Internship experiences are individual placements chosen by the participant in conjunction with DOL faculty. These experiences will take place throughout the Detroit metropolitan area.

This program is not a distance delivered program (does not have 50% or more of required courses as distance-delivered), nor are there distance delivered courses in which 75% or more of the instruction and interaction occurs electronically. Technology will, however, be utilized by faculty for program instruction and communication.

### **Needs and Costs of the Program**

#### **New Resources Needed for the Program**

The coordinator position for the Ed.D. program will carry a course reduction to a 2-2 load to provide the faculty member responsible with sufficient time to manage admissions, student review of progress, plan of study implementation, and recruitment.

In the third year of implementation the Department of Organizational Leadership will need to hire an additional faculty member and one graduate assistant to sufficiently implement the Ed.D. program. Office space for the faculty member will be needed. Due to the existence of the Ph.D. program, additional needs such as marketing costs, library collections, and general office materials are primarily accounted for.

#### **Source of New Resources**

The source for the new faculty member and the graduate assistants will be from the pool of candidates that apply through the hiring process of Oakland University.

#### **5-Year Budget and Revenue from Program**

The 5-year budget can be viewed in Appendix E.

#### **Library – Include library assessment report**

The present library collections at Oakland University will provide a base for the program. Collections at the Oakland Intermediate School District, Macomb Intermediate School District, St. Clair Intermediate School District, and the collections within the local school districts will

supplement the Oakland University Library education collection. The library assessment report can be found in Appendix H.

### **Classroom, Laboratory, Space Needs**

Currently classroom space problems are being addressed by utilizing school classrooms in Rochester, Avondale, and Pontiac. These sources can be utilized for much of the doctoral program should main campus space be unavailable. Some of the classes will be taught on Saturdays which will also alleviate classroom space pressure. Schools, school districts, and other business sites will serve as laboratories. Studio space will be needed for distance learning which will be used as a supplement to classroom and field based instruction in the program. One additional office will be necessary for use by the one graduate assistants and one additional office will be needed in the second year of the program for an additional faculty member.

### **Equipment Needs**

Each doctoral student will be expected to utilize computer linkages to e-mail, data bases, and networks. Faculty will be expected to do the same. Currently, faculty members have the hardware and software to do this. However, as technology evolves it will be necessary to update capability in computer hardware and software for faculty. Additionally there will be a need to access quality distance learning equipment through user fees or purchase. Graduate assistants will need access to computers and modems which will result in the need to purchase at least one additional computer and modem. One personal computer will be needed for the additional faculty member in the second year.

### **Program Assessment Plan**

The Ed.D. in Organizational Leadership Program Assessment Plan can be found in Appendix F.

## **APPENDICES**

Table A-1

*Overview of Faculty in Department of Organizational Leadership (Abbreviated Vitas follow)*

<u>Name</u>	<u>Title</u>
Abbott, Christine	Special Instructor
Buzas, Larry	Assistant Professor
Carver, Cynthia	Associate Professor
Doman, Mark	Special Instructor
Flumerfelt, Shannon	Associate Professor
Giberson, Tomas	Associate Professor
Johnson, Eileen	Associate Professor
Klein, Suzanne	Assistant Professor
Long, Michael	Associate Professor
Nidiffer, Jana	Associate Professor
Quinn, James	Associate Professor
Scott, Chaunda	Associate Professor
Smith, Julia	Professor
Solomonson, William	Assistant Professor
Strubler, David	Professor, Department Chair
Sule, V. Thandi	Assistant Professor
Wells, Caryn	Associate Professor

**Abbreviated Faculty Vitae**

<p><b>Faculty Name</b> Christine Abbott</p> <p><b>Title</b> Special Instructor</p> <p><b>School</b> School of Education and Human Services</p>	<p><b>Office</b>  480A Pawley Hall</p>	<p><b>Office Phone</b> 248-370-2636</p> <p><b>Office Email</b> cabbottt@oakland.edu</p>
<p><b>Degrees – School – Year</b></p> <p><b>Doctor of Philosophy</b>, September 1998, Reading and Language Arts, Oakland University, Rochester, Michigan.</p> <p>Educational Specialist, June 1990, Educational Administration, Oakland University.</p> <p>M.A., 1971, Special Education, Major-Emotionally Impaired/Learning Disabled, Indiana University.</p> <p>B.S., 1967, Special Education, Major-Emotionally Impaired, Eastern Michigan University.</p>	<p><b>Research Interest</b></p> <ul style="list-style-type: none"> <li>• Instructional Design &amp; Self-Study (Teacher Leadership Development)</li> <li>• Stress Reduction for Administrative Leaders &amp; Teachers in Schools</li> </ul>	
<p><b>Grants Awarded</b> N/A</p>		
<p><b>Most Recent Publications (limit to 6)</b> N/A</p>		
<p><b>Graduate Courses Taught (relevant to new degree)</b></p> <p>TD 521- Instructional Design and Assessment Secondary EST 604- Advanced Instructional Design EA 746- Curriculum and Staff Development EA 701/702- Internship Experience I&amp;II EA 740- School as a Formal Organization EA 743- Professional Seminar EA 748- Seminar on School/Community Development EL 570- Issues in Educational Leadership EL 530- Theories and Techniques of Leadership</p>	<p><b>Prospective Graduate Courses (relevant to new degree)</b></p>	

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Faculty Name: Larry Buzas  Title: Assistant Professor  School: SEHS, Department of Organizational Leadership,	Office: 480G Pawley Hall	Office Phone 248-370-3095  Office Email: lbuzas@oakland.edu
Degrees – School – Year BS, WMU, 1976 MSW, WMU, 1981 DPA, WMU, 1996	Research Interest <ul style="list-style-type: none"> <li>• Learning transfer and evaluation</li> <li>• Leadership development and measurement</li> <li>• Nonprofit organizations</li> </ul>	
Grants Awarded None		
Most Recent Publications (limit to 6)  Buzas, Larry A. Lobbying in the Nonprofit Sector: A Study of Practice and Values. Doctoral Dissertation, Western Michigan University, 1996.  Buzas, Larry A. and Nesterenko, Alex “Evaluating Client Satisfaction in the Human Service Organization”, New England Journal of Human Services, Vol. XI Issue 2, 1992.  Buzas, Larry A. and Moxley, David P. “Perceptions of Case Management Services for Elderly People”, Health and Social Work, August 1989.		
Graduate Courses Taught (relevant to new degree) None at the moment. I started at Oakland fall of 2015. However, I spent the last nine years teaching the following graduate level courses at WMU: <ul style="list-style-type: none"> <li>• Principles of HRD</li> <li>• Fundamentals of Needs Analysis</li> <li>• Project and Change Management</li> <li>• Evaluation and Transfer of Learning</li> <li>• Learning and Organization Effectiveness</li> <li>• Talent Management</li> </ul> This expertise may prove useful going forward.	Prospective Graduate Courses (relevant to new degree) <ul style="list-style-type: none"> <li>• Leadership Development</li> <li>• Principles of HRD</li> <li>• Fundamentals of Needs Analysis</li> <li>• Project and Change Management</li> <li>• Evaluation and Transfer of Learning</li> <li>• Learning and Organization Effectiveness</li> <li>• Talent Management</li> </ul>	

Ed.D. in Organizational Leadership  
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<b>Faculty Name</b> Cynthia Carver, Ph.D. <b>Title</b> Associate Professor <b>School</b> School of Education and Human Services	<b>Office</b> 480G Pawley Hall	<b>Office Phone</b> (248) 370-3081 <b>Office Email</b> carver2@oakland.edu
<b>Degrees – School – Year</b> <ul style="list-style-type: none"> <li>• Ph.D. <b>Michigan State University</b>, 2002</li> <li>• M.S. <b>Minnesota State University at Mankato</b>,</li> <li>• B.A. <b>St. Olaf College</b>; 1983 Family &amp; Consumer Science Education, Cum Laude</li> </ul>	<b>Research Interest</b> <ul style="list-style-type: none"> <li>• Principal Learning &amp; Professional Development</li> <li>• Leadership for Teacher Learning</li> <li>• Teacher Leadership</li> <li>• (New) Teacher Support &amp; Development</li> <li>• School University</li> <li>• Partnerships</li> </ul>	
<b>Grants Awarded</b> <p>Carver, C. L., Weinberg, P., Francis, A. T., Olson, M., Brown, N. &amp; Bowe, A. (in review). <i>Teachers as leaders of Total Instruction: Building capacity for instructional change</i>. Teacher Quality Partnership Grant. Michigan Department of Education. \$230,000</p> <p>Carver, C. L. (funded, 2010). <i>Designing a responsive curriculum for teacher leader learning: Teacher leader and principal perspectives</i>. SEHS Research Grant, Oakland University. \$3,478</p> <p>Carver, C. L., Steele, M. &amp; Herbel-Eisenmann, B. (funded, 2008). <i>Building capacity for algebra teaching, learning &amp; leading</i>. Teacher Quality Partnership Grant. Michigan Department of Education. \$200,000</p> <p>Carver, C. L. (funded, 2007). <i>New teacher learning in urban contexts: An examination of principal and mentor beliefs</i>. IRTL Seed Grant, College of Education, Michigan State University. \$3,000</p> <p>Carver, C. L. (funded, 2005). <i>New teacher learning: What new teachers in urban schools need to know</i>. Faculty Research, Creative Activities &amp; Scholarship Fund, Western Michigan University. \$4,000</p>		
<b>Most Recent Publications (limit to 6)</b> <p>Berg, J. H., Carver, C. L., &amp; Mangin, M. M. (in press). Teacher Leader Model Standards: Implications for policy and practice. <i>Journal of Research on Educational Leadership</i>.</p> <p>Young, A. K. &amp; Carver, C. L. (in press). Shifting attention: Using learning self-assessment tools during initial coursework to focus teacher candidates on student learning. <i>Teacher Education Quarterly</i>.</p> <p>Carver, C. L. &amp; Klein, C. S. (2013). Action research: A tool for promoting faculty development and continuous improvement in leadership preparation. <i>International Journal of Educational Leadership Preparation</i>, 8(2).</p> <p>Carver, C. L. &amp; Meier, J. M. (2013). Gaining confidence; managing conflict: Early career conceptions of teacher leadership during graduate coursework. <i>The New Educator</i>, 9(3), 173-191</p> <p>Carver, C. L. (2012). Developing leadership content knowledge during school leader preparation. <i>International Journal of Educational Leadership Preparation</i>, 7(3).</p> <p>Feiman-Nemser, S. &amp; Carver, C. L. (2012). Creating conditions for serious mentoring: Implications for induction policy. In A. C. Porter, T. M. Smith &amp; L. M. Desimone (Eds.), <i>National Society for the Study of Education (NSSE) Yearbook</i>, 111(2), 342-364.</p>		
<b>Graduate Courses Taught (relevant to new degree)</b> EL 505: Organizational Change Agent EL 506: Collaborative Inquiry (Action Research) III EL 515: Teacher Leaders in the Education Profession EL 516: Collaborative Inquiry (Action Research) IV ED 560: Staff & Curriculum Development for Instructional Improvement EA 746: Curriculum & Staff Development TE 801/803: Professional Roles & Teaching Practice	<b>Prospective Graduate Courses (relevant to new degree)</b>	

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TE 807: Professional Development and Inquiry TE 872: Teachers as Teacher Educators TE 501/502: Internship	
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<b>Faculty Name</b> Mark S. Doman <b>Title</b> Special Instructor <b>School</b> School of Education and Human Services	<b>Office</b>  435C Pawley Hall	<b>Office Phone</b> 248- 370-4271  <b>Office Email</b> doman@oakland.edu
<b>Degrees – School – Year</b>  <b>J.D., Law</b> , University of Minnesota, 1977  <b>Master of Arts, College of Education</b> , Wayne State University, 2000  <b>Bachelor of Science, Psychology</b> , Michigan State University, 1974	<b>Research Interest</b>  Lean Thinking and Negotiation	
<b>Grants Awarded</b>  <b>2011, Michigan Initiative for Innovation and Entrepreneurship (MIIE) - Industry and Economic Engagement:</b> “Oakland University Lean Transformation Project for Michigan Manufacturing”, Primary Investigator, <i>applied for</i> in March, 2011 [80% contribution]		
<b>Most Recent Publications (limit to 6)</b>  Doman, M.S. & LaComb, K. S. (April, 2013). Lean Workout in Action: Fitzpatrick Manufacturing and Oakland University, <i>Target ONLINE</i> , Association for Manufacturing Excellence (AME). [80% contribution]  Doman, M.S. (June, 2012). How Lean Ready Are You? <i>Target</i> , Vol. 28 No. 2, 48-51.  Doman, M.S. (July, 2012—October 2013). A Beginner’s Guide to Lean Series, <i>Target ONLINE</i> , Association for Manufacturing Excellence (AME).  Doman, M.S. (November, 2012). Lean Course Teaches Value of Manufacturing, <i>Manufacturing Engineering</i> , Vol. 149 No. 10, 116-119.  Doman, M.S. (2011). A New Lean Paradigm in Higher Education: A Case Study. <i>Quality Assurance in Education</i> , Vol. 19 No. 3, 2011.		
<b>Graduate Courses Taught (relevant to new degree)</b>  HRD 620 – Lean Principles and Applications	<b>Prospective Graduate Courses (relevant to new degree)</b> N/A	

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<b>Faculty Name</b> Shannon Flumerfelt, Ph.D. <b>Title</b> Associate Professor <b>School</b> Oakland University, School of Education and Human Services	<b>Office</b>  475C Pawley Hall	<b>Office Phone</b> 248-370-3036  <b>Office Email</b> flumerfe@oakland.edu
<b>Degrees – School – Year</b>  <b>Doctor of Philosophy</b> , Oakland University, 2001 Curriculum, Instruction and Leadership  <b>Specialist in Education</b> , Oakland University, 1995  <b>Master of Arts in Education</b> , Michigan State University, 1981 Business Education  <b>Bachelor of Science in Education</b> , Central Mich. University, 1977	<b>Research Interest</b> <ul style="list-style-type: none"> <li>• Continuous improvement,</li> <li>• Leadership, and</li> <li>• Engineering education</li> </ul>	
<b>Grants Awarded</b>  Flumerfelt, S. (2011-2014). Virtual learning simulation for lean training. Oakland University: Pawley Institute of Lean Thinking; \$15,000.  Flumerfelt, S. (2010-2011). Lean thinking for schools. Oakland University: Pawley Institute of Lean Thinking; \$30,500.  Johnson, E. & Flumerfelt, S. (2009). An investigation of leadership development among mid- and upper-level female leaders. Oakland University: School of Education and Human Services Investigative Research Awards; \$3,000.  Flumerfelt, S. (2009). Grounded theory research on organizational learning and development. Oakland University: Pawley Institute of Lean Thinking; \$20,500.  Flumerfelt, S. (2009). Understanding schools using lean. Oakland University: Pawley Institute of Lean Thinking; \$2,400.  Flumerfelt, S. (2008). Grounded theory research for schools/districts on organizational learning and development. Oakland University: Pawley Learning Institute; \$20,500.  Flumerfelt, S. (2007). Grounded theory research for schools/districts on organizational learning and development. Oakland University: Pawley Learning Institute; \$20,500.		
<b>Most Recent Publications (limit to 6)</b> Flumerfelt, S., Feun, L. & Maxfield, R. (2011). Understanding gender-based leadership learning behaviors. In J. Martin (Eds.), Women as Leaders in Education: Succeeding Despite Inequity, Discrimination, and Other Challenges.  Flumerfelt, S. & Banachowski, M. (2011). Understanding leadership paradigms and improvement in higher education. Quality Assurance Journal, 19(3), 224-247.  Kahlen, F-J., Flumerfelt, S. Siribang-Manalang, A. B. & Alves, A. (2011). Benefits of lean teaching. Proceedings of the Annual Mechanical Engineering Congress & Exposition, IMECE2011, November 11-17, 2011. Denver, CO.  Flumerfelt, S., Ingram, I., Smith, J., & Brockberg, K. (Summer 2009). An examination of professional goal plans and leadership ethics. Journal of Scholarship and Practice, 6(2). 10-20.  Ingram, I. & Flumerfelt, S. (2007). Chapter 28: A diversity training matter for aspiring and practicing principals. In M. A. McMorris & T. J. Manson (Eds.), Hostile corridors: Advocates and obstacles to educating multicultural America (pp. 349-357). Stanford, CT: Thomson Custom.		
<b>Graduate Courses Taught (relevant to new degree)</b>	<b>Prospective Graduate Courses (relevant to new degree)</b>	

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<ul style="list-style-type: none"><li>• EA 740 School As a Formal</li><li>• EA 741 School Business Management</li><li>• EA 746 Curriculum, Instruction and Staff Development</li><li>• EA 748 School/Community Development</li><li>• EA 701/702 Internship Experience</li><li>• EA 743 Professional Seminar</li><li>• Cohorts Coordinator of Distance Learning Education Specialist Degree Program</li><li>• Cohort Coordinator of Education Specialist Degree Program</li><li>• CIL 590 Special Studies in Educational Leadership</li><li>• CIL 500 Introduction to Educational Leadership</li><li>• EL 570 Issues in Educational Leadership</li><li>• Human Resource Development Lean Graduate Course</li><li>• HRD 620/POM 680/ISE 581Lean Principles and Application)</li></ul>	IBID from Graduate Courses taught
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**Abbreviated Faculty Vitae**

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**APPENDIX A**

<b>Faculty Name</b> Tomas Giberson <b>Title</b> Associate Professor <b>School</b> School of Education and Human Services	<b>Office</b>  495C Pawley Hall	<b>Office Phone</b> 248-370-2625 <b>Office Email</b> giberson@oakland.edu
<b>Degrees – School – Year</b>  Ph.D., Industrial/Organizational Psychology, <b>Wayne State University, 2001</b>  M.A., Industrial/Organizational Psychology, <b>University of North Carolina, 1995</b>  B.S., Psychology & Economics, <b>Adrian College, 1993</b>	<b>Research Interest</b> <ul style="list-style-type: none"> <li>• Leadership and Organizational Culture</li> <li>• Leadership and Personality</li> </ul>	
<b>Grants Awarded</b>  N/A		
<b>Most Recent Publications (limit to 6)</b>  Templeton, G.F., Xin, L., Giberson, T.R., & Campbell, N. (in press) Leader personal influences on membership decisions in moderated online social networking groups. <i>Decision Support Systems</i> . Resick, C.J, Giberson, T.R., Dickson, M.W., Wynne, K.T., & Bajdo, L.M (in press-2013). Person-organization fit, organizational citizenship and social-cognitive motivational mechanisms. In Kristof-Brown, A.L. & Billsberry, J. (Eds.) <i>Organizational Fit: Key Issues and New Directions</i> . Wiley & Sons, Ltd. Hoboken: NJ. Giberson, T.R. & Giberson, G.A. (Eds.) (2009). <i>The Knowledge Economy Academic and the Commodification of Higher Education</i> . Hampton Press: Cresskill, NJ. (Part of peer reviewed series: Understanding Education and Policy) Giberson, T.R (2010). Performance capabilities and competencies at the undergraduate and graduate levels for performance improvement professionals. <i>Performance Improvement Quarterly</i> , 22 (4), 99-120. Giberson, T.R., Resick, C.R., Dickson, M.W., Mitchelson, J.K., & Randall, K.R (2009) Leadership and organizational culture: Linking leader characteristics to cultural values. <i>Journal of Business and Psychology</i> , 24, 123-137. Giberson, T.R., Black, B., & Pinkerton, E. (2008). The Impact of Student-Clinical Instructor Fit and Student-Organization Fit on Physical Therapy Clinical Education Experience Outcomes. <i>Journal of Physical Therapy Education</i> , 22(1), 56-61		
<b>Graduate Courses Taught (relevant to new degree)</b>  HRD 502: Introduction to Human Resource Development HRD 504: Organization Development HRD 540: Career Theory and Development HRD 615: Organization Development in Action HRD 635: Leadership Theory and Development	<b>Prospective Graduate Courses (relevant to new degree)</b>	

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APPENDIX A

<b>Faculty Name</b> Eileen Susan Johnson <b>Title</b> Associate Professor <b>School</b> School of Education and Human Services	<b>Office</b> 480F Pawley Hall	<b>Office Phone</b> 248- 370-2627 <b>Office Email</b> Johnso10@oakland.edu
<b>Degrees – School – Year</b>  Ph.D. <b>University of Houston</b> 1998 Educational Psychology  M.Ed. <b>University of Houston</b> 1993 Educational Psychology  B.S. <b>Ball State University</b> 1987 Elementary Education	<b>Research Interest</b>	
<b>Grants Awarded</b> 2012 <i>American Public Education: Historical Foundations, Current Issues, and Future Trends.</i> J. William Fulbright Foreign Scholarship Board and the Study of the United States Program in Japan.  2010 <i>The Impact of Mentoring on the Development of Law Students' Professional Identity.</i> Michigan State Bar Foundation Administration of Justice Grant (\$20,000)  2009 <i>Effective Supervision of Graduate Student Research.</i> Oakland University Faculty Learning Community. Oakland University Education Development Grant. \$1500.00  2009 <i>Women Faculty Navigating the Tenure Process.</i> Oakland University Faculty Learning Community. Oakland University Education Development Grant. \$1500.00  2009 <i>An Investigation of Leadership Development among Mid- and Upper-Level Female Leaders.</i> SEHS Investigative Award: Co-authored with Shannon Flumerfelt. \$3000.00  2007 <i>Interdisciplinary Research.</i> Oakland University Faculty Learning Community. Oakland University Education Development Grant: \$1500.00  2006 <i>Interdisciplinary Inquiry: Exploring Philosophical and Epistemological Perspectives.</i> J. William Fulbright Foreign Scholarship Board and the Fulbright Commission in Finland. University of Lapland.  2006 <i>Personal Epistemology and Attitudes Toward Research: An Investigation of Variation Across Disciplinary Training and Nationality.</i> Oakland University School of Education and Human Services Research Support Committee Grant, \$1,750.00.  2005 <i>Use of Interpersonal Process Recall (IPR) with School Administrators during Post-Observation Feedback Sessions with Teachers.</i> Oakland University Faculty Research Fellowship, \$8500  2005 <i>Faculty Development Colloquium: Constructing Meaning through Problem-Based Learning (PBL).</i> Oakland University Education Development Grant, \$750  2003 <i>Psychological Type and Level of Intelligence as Predictors of Preferred Teaching Method among College Students.</i> University of Michigan Dearborn Small Faculty Research Grant, \$1500		
<b>Most Recent Publications (limit to 6)</b> Johnson, E.S. (2008). Ecological systems, complexity, and student learning: Toward an alternative model of accountability in education. <i>Complicity: International Journal of Complexity and Education.</i>  Johnson, E.S. (2007). Sailing through the murky waters of leadership ethics: Use of problem-based learning in an educational leadership graduate course. <i>NCPEA 2007 Yearbook.</i>		

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Johnson, E.S. (2007). Parallel worlds of education and medicine: Art, science, and evidence. *Educational Leadership Review*.  
 Johnson, E.S. (2006). Caveat lector: A critical analysis of the philosophical and epistemological assumptions underlying 'best practices.' *NCPEA 2006 Yearbook*.

Johnson, E.S. (2006). Preparing educational leaders for today and tomorrow: A critical discussion. *Educational Leadership Review*.

Beyer, B. M. & Johnson, E. S. (2005). *Special programs & services in schools: Creating options, meeting needs..* Lancaster, PA: Proactive Publications

**Graduate Courses Taught (relevant to new degree)**

EA 701/702: Internship Experience I & II  
 EA 746: Curriculum and Staff Development  
 EA 747: Program Evaluation  
 EA 749: Testing, Measurement, and Data Analysis  
 EA 750/751/752: Action Research I/II/III  
 ED 732: Qualitative Methods  
 ED 733: Analytic Methods  
 ED 801: Philosophical / Ethical Issues in Ed.  
 ED 804: Learning Theory and Psychological  
 Issues in Education  
 ED 903: Leadership Research Issues and  
 Proposal Development  
 EL 590: Special Studies in Educational  
 Leadership  
 IB 678: Learning Through Reflective Practice  
 and Research (International Baccalaureate  
 Master's Degree program)  
 IB 679: Professional Learning through  
 Collaborative Action Research (Int'l  
 Baccalaureate Master's Degree program)

**Prospective Graduate Courses (relevant to new degree)**

**IBID Graduate courses taught**

### Abbreviated Faculty Vitae

<b>Faculty Name</b> Suzanne Klein <b>Title</b> Assistant Professor <b>School</b> Oakland University	<b>Office</b>  480C Pawley Hall	<b>Office Phone</b> (248) 370-3142 <b>Office Email</b> csklein@oakland.edu
<b>Degrees – School – Year</b> <ul style="list-style-type: none"> <li>• <b>PhD. Combined Program in Psychology and Education</b>, University of Michigan, • 1983</li> <li>• <b>M.S. Special Education</b>, University of Michigan, 1970</li> <li>• <b>B.S. Special Education</b>, University of Michigan, 1968</li> </ul>	<b>Research Interest</b> <ul style="list-style-type: none"> <li>• School/University Partnerships</li> <li>• Teacher Leadership</li> <li>• Organizational Leadership for K-12 Schools</li> </ul>	
<b>Grants Awarded</b> <ul style="list-style-type: none"> <li>• 2013 MEd Internship Grant Program Proposal: Enhancing and Improving the Educational Leadership Internship for Think Tank with Dr. Carver (\$2500 funded)</li> <li>• 2013 Center for Excellence in Teaching Lilly Conference Grant (Conference attendance funded)</li> <li>• 2013 Proposal for research exploration and support for Oakland University – Avondale Partnership to Serra Foundation with Dr. Maxfield (\$10,000 funded)</li> <li>• 2013 Proposal regarding Galileo Institute support to Dean Gallien</li> </ul>		
<b>Most Recent Publications (limit to 6)</b>  Carver, C. & Klein, S. Action Research: A Tool for Promoting Faculty Development and Continuous Improvement in Leadership Preparation. <i>International Journal of Educational Leadership Programs</i> , Vol. 8, No. 2, October, 2013.  Klein, S. (2013). A Vision Becomes Reality: The Promise of Teacher Leadership Unfolds. <i>Teacher Leader</i> , 10, 3, p. 1, January-February, 2013.  Maxfield, C. R. & Klein, S. (2012). Avondale/Oakland University Lab School Project. National Council of Professors of Educational Administration Conference, Kansas City, Missouri.  Klein, S. (2012). Building System Level Teacher Leadership to Improve Student Learning: A Galileo Institute, Oakland University and School District Collaboration to Use Data to Improve Instruction. National Council of Professors of Educational Administration Conference, Kansas City, Missouri.  Carver, C. & Klein S. (2012). Meeting the Leadership Challenge: Examining the Preparation of Practice-Ready Principal for High Reliability Schools. National Council of Professors of Educational Administration Conference, Kansas City, Missouri.  Taylor, A., Kowalczyk, T. & Klein, S. “Strategic Budgeting in Public Schools: An Experimental Comparison of Accounting”, in Epstein, M. and Yee, J. (2011). <i>Advances in Management Accounting</i> , Volume 9, pp. 133-160.		
<b>Graduate Courses Taught (relevant to new degree)</b> <ul style="list-style-type: none"> <li>• EL 500 Theories of Educational Leadership</li> <li>• EA 741 School Business Management</li> <li>• EL 690 Culminating Masters Practicum in Ed Leadership</li> <li>• EA 748 School Community</li> <li>• EL 630 Internship for School Leaders</li> <li>• EA 740 School as a Formal Organization</li> <li>• ED 810 Supporting Instructional Leadership: Use of Data and Issues in Assessment and Program</li> <li>• ED 830 District Leadership in the Community</li> </ul>	<b>Prospective Graduate Courses (relevant to new degree)</b>  <b>IBID Graduate Courses taught</b>	

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• ED 840 District Leadership Beyond the School District	
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**APPENDIX A**

Ed.D. in Organizational Leadership  
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APPENDIX A

<b>Faculty Name</b> Michael P. Long, J.D. <b>Title</b> Associate Professor <b>School</b> School of Education and Human Services	<b>Office</b>  495A Pawley Hall	<b>Office Phone</b> 248-370-3124 <b>Office Email</b> mlong@oakland.edu
<b>Degrees – School – Year</b>  J. D. Detroit College of Law, 1973  B. A. University of Detroit, 1968	<b>Research Interest</b>  Labor and employment relations.	
<b>Grants Awarded</b> N/A		
<b>Most Recent Publications (limit to 6)</b> <ul style="list-style-type: none"> <li>• <i>Terminated in Retribution – Just Cause, Probation and Workplace Hostility</i>, American Arbitration Association Summary of Arbitration Awards, September, 2010</li> <li>• <i>Collective Bargaining and Dispute Resolution, Tenth Edition</i>, Oakland University, Ken Morris Center for the Study of Labor and Work, January, 2003;</li> <li>• <i>Collective Bargaining Simulation, From Employee Handbook to Bargained Contract</i>, Ninth Edition (2003), Oakland University, Ken Morris Center for the Study of Labor and Work;</li> <li>• <i>Compilation of Collective Bargaining Agreement Provisions</i>, May, 2003; <i>Primer of the Duty to Bargain and Past Practice for Arbitrators</i>, LAW NOTES, State Bar of Michigan, October 1996;</li> <li>• <i>The Concepts of Collective Bargaining and Labor Law, Eleventh Edition</i>, Oakland University, Ken Morris Center for the Study of Labor and Work (2003);</li> <li>• <i>Labor Arbitration Practices in Michigan and Ohio, Labor and Employment Lawnotes</i>, Journal of Employment Law of the State Bar of Michigan, Fall, 1996</li> </ul>		
<b>Graduate Courses Taught (relevant to new degree)</b> • HRD 499 Internship in Human Resource Development	<b>Prospective Graduate Courses (relevant to new degree)</b>	

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**APPENDIX A**

<p><b>Faculty Name</b> Jana Nidiffer, Ed.D.</p> <p><b>Title</b> Associate Professor</p> <p><b>School</b> School of Education and Human Services</p>	<p><b>Office</b>  480B Pawley Hall</p>	<p><b>Office Phone</b> 248-370-4204</p> <p><b>Office Email</b> nidiffer@oakland.edu</p>
<p><b>Degrees – School – Year</b> Ed.D. <b>Harvard University</b>, Administration, 1994</p> <p>M.Ed. <b>Harvard University</b>, Administration, 1991</p> <p>MS.Ed. <b>Indiana University</b>, Soc.St/Secondary Ed, 1981</p> <p>B.S.Ed. Us History/Sociology, <b>Indiana University</b>, 1979</p>	<p><b>Research Interest</b></p> <ul style="list-style-type: none"> <li>• Access and gender issues from both current and historical perspectives.</li> <li>• Social justice in higher education.</li> </ul>	
<p><b>Grants Awarded</b></p> <p>“An Assessment of the Effect of the First Year Experience on Under-Represented Student Retention in Engineering,” Gilbert Whittaker Grant, 2005.</p> <p>“Political Leadership on Campus: College Students’ Voices in the Women’s Suffrage Movement, 1900-1920,” Center for the Education of Women, Faculty Research Grant, 2004.</p> <p>“The Origins and Evolution of the Office of Provost in Higher Education,” Horace H. Rackham School of Graduate Studies Grant and Fellowship Program, 2001.</p> <p>“Effective Practices of Chief Academic Officers at Research I Universities That Improve the Quality of Undergraduate Education,” Office of the Vice President for Research, University of Michigan, 2000.</p> <p>“Higher Education Leadership and Gender: Women Presidents as Leaders,” Interdisciplinary Committee on Organization Studies (ICOS), 1998.</p> <p>“Introduction of Case-Method Instruction in Higher Education Management and Policy Courses,” TIAA/CREF, 1996.</p>		
<p><b>Most Recent Publications (limit to 6)</b></p> <p>Nidiffer, Jana, (Ed.) <i>Perspectives on the Effects of Low SES on Access to Higher Education</i> (working title) New Foundations for Higher Education Series, Marybeth Gasman and Edward St. John, eds. New York: Routledge, 2014 (expected).</p> <p>Nidiffer, Jana &amp; Wells, Amy, Guest Editors, <i>History of Education Quarterly</i>, Proposal for Special Issue on Scholarship on the Consideration of Class, under review.</p> <p>Nidiffer, Jana and Bashaw, Carolyn, (Eds.). <i>Women Administrators in Higher Education: Historical and Contemporary Perspectives</i>. Albany, NY: SUNY Press, <i>Frontiers in Higher Education Series</i>, 2001.</p> <p>Nidiffer, Jana. <i>Pioneering Deans of Women: More Than Wise and Pious Matrons</i>. New York: Teachers College Press, 2000.</p> <p>Levine, Arthur and Nidiffer, Jana. <i>Beating the Odds: How the Poor Get to College</i>. San Francisco: Jossey-Bass, 1996.</p> <p>Nidiffer, Jana. “Historical Research on Low-Income Students in Higher Education,” in <i>Critical Issues in the History of Higher Education</i>. New Foundations for Higher Education Series, Marybeth Gasman and Edward St. John, eds. New York: Routledge, 2010.</p>		
<p><b>Graduate Courses Taught (relevant to new degree)</b></p> <ul style="list-style-type: none"> <li>• Doctoral Seminar on Research</li> <li>• Educational Policy and Politics</li> <li>• History of American Higher Education</li> <li>• American Higher Education</li> </ul>	<p><b>Prospective Graduate Courses (relevant to new degree)</b></p> <p><b>IBID Graduate Courses taught</b></p>	

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<ul style="list-style-type: none"><li>• Administering Colleges and Universities</li><li>• Gender Issues in Higher Education</li></ul>	
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APPENDIX A

<p><b>Faculty Name J</b> James Quinn <b>Title</b> Associate Professor <b>School</b> School of Education and Human Services</p>	<p><b>Office</b> 435E Pawley Hall</p>	<p><b>Office Phone</b> 248-370 3041  <b>Office Email</b> quinn@oakland.edu</p>
<p><b>Degrees – School – Year0</b></p> <p><b>Ph.D. Instructional Design &amp; Technology</b>, The University of Iowa, 1992</p> <p><b>MIE Industrial Engineering</b> University College, Dublin, Ireland 1988</p> <p><b>M.Sc. Statistics and Numerical Analysis</b> University College, Galway, Ireland, 1977</p> <p><b>B.Sc. Mathematics</b>, University College, Galway, Ireland, 1976</p>	<p><b>Research Interest</b></p> <ul style="list-style-type: none"> <li>• Situated learning</li> <li>• Case-based learning and teaching</li> <li>• Teaching instructional design.</li> </ul>	
<p><b>Grants Awarded</b></p> <p>Evaluator, Preparing Tomorrow’s Teachers to Use Technology (PT3), US Department of Education, 1999 – 2003.</p> <p>Co-principal investigator, Enhancing the Scientific Awareness (Literacy) of Non-science Majors via an Interdisciplinary Physical Science Course, National Science Foundation, 2001-2003</p> <p>Instructional designer SMV Chem: Synchronized Multiple Visualizations in Chemistry, National Science Foundation, 1996-1997</p>		
<p><b>Most Recent Publications (limit to 6)</b></p> <p>Ertmer, P. &amp; Quinn, J., &amp; Glazewski, K. (2013) (4th Edition). <i>The ID CaseBook: Case studies in instructional design</i>. Pearson, NJ.</p> <p>Woolf, N. &amp; Quinn, J. (2009). Learners’ perceptions of instructional design practice in a situated learning activity. <i>Educational Technology Research and Development</i>, 57(1), 25-43.</p> <p>Quinn, J. &amp; Solomon, D. (2007). Using case studies to support sales representative learning. <i>Focus Magazine</i>, The Society for Pharmaceutical and Biotech Trainers, 1, 72-78.</p> <p>Ertmer, P. &amp; Quinn, J. (2006) (3rd Edition). <i>The ID CaseBook: Case studies in instructional design. Instructor’s guide</i>. Prentice-Hall, NJ.</p> <p>Ermter. P. &amp; Quinn. J. (2005). <i>The ID CaseBook: Case Studies in instructional design. Chinese Edition</i>. Higher Education Press, Beijing: China.</p> <p>Cseh, M., Quinn, J., Porter, A., &amp; McEneaney, J. (2005). A collaborative university-public schools project: A consultant-client model to enhance classroom collaboration integration of technology. In Rhine, S. &amp; Bailey, M. (Eds.) <i>Integrated Technologies, Innovative Learning: Insights from the PT3 Program</i>. Portland, OR: International Society for Technology in Education.</p>		

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<p><b>Graduate Courses Taught (relevant to new degree)</b> HRD 503: Instructional Design HRD 507: Needs Assessment HRD 550: Trends and Issues in Instructional Technology HRD 603: Advanced Instructional Design HRD 605: Program Evaluation HRD 625: Theory to Practice in Instructional Design</p>	<p><b>Prospective Graduate Courses (relevant to new degree)</b></p> <p><b>IBID Graduate courses taught</b></p>
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**Abbreviated Faculty Vitae**

Please include information relevant to the proposed program

<p><b>Faculty Name</b> Chaunda Scott</p> <p><b>Title</b> Associate Professor</p> <p><b>School</b> School of Education and Human Services</p>	<p><b>Office</b>  495B Pawley Hall</p>	<p><b>Office Phone</b> 248-370-4171</p> <p><b>Office Email</b> cscott@oakland.edu</p>
<p><b>Degrees – School – Year</b></p> <p>Ed.D. Teachers College/Columbia University, 2003</p> <p>Master of Ed. Harvard Graduate School of Ed. 1998</p> <p>B.S. University of Detroit, 1996</p>	<p><b>Research Interest</b></p> <ul style="list-style-type: none"> <li>• Eradicating Racism in Society,</li> <li>• Workforce Diversity Practices,</li> <li>• Policies and Trends in the United States,</li> <li>• The Evolution of the Field of Human Resource Development,</li> <li>• The Status of Black South African Women in the</li> <li>• Workplace Post-Apartheid</li> </ul>	
<p><b>Grants Awarded</b></p> <p>Diverse Voices Grant Award - Daimler Chrysler Corporation Fund; 2001-2002; 2002-2003; 2003-2004; 2004-2005; 2005-2006; 2006-2007; 2007-2009</p> <p>Diverse Voices Grant Award - Office of the President Oakland University; 2001-2002 ; 2002-2003; 2003-2004; 2004-2005; 2005-2006; 2006-2007</p> <p>Co-investigator, SEHS Investigative Activities Grant Award SEHS Equity and Multicultural Committee, Research Topic: "Student's Multicultural Knowledge, Attitudes and Experiences within SEHS"; 2000</p>		
<p><b>Most Recent Publications (limit to 6)</b></p> <p>Jacobs, J. L., Scott, C. L. (2011) Hate crimes as one aspect of workplace violence. Special Issue <u>Advances in Human Resource Development Journal</u>. Sage Publications. Volume 13, No 1.</p>		

Larabee, T.G., Scott, C.L., Bolak, K., Graetz, J.E., Chaney, M.P., Vazzano, J., Phelps, A., Ttook-Reznik, T., Bhargava, A., (2009) Weaving the threads of diversity: A school of education's reflection on current practice". Michigan Journal of Teacher Education.

Scott, C.L., Homant, R., (2007) The professional mentor program plus: An academic retention tool for adult learners. Journal of College Student Retention: Theory Research and Practice Volume 9, Issue 1 p.63-75.

Maltbia, T.E., Greer, B.M., Scott, C.L., (2006) Supplier diversity: A missing link in hrd. Human Resource Development Quarterly Journal. Volume 17, Issue 3 p.325-341

Bhargava, A., Hawley, L.D., Stein, M., Scott, C. L., & Phelps, A. (2004). An investigation of students' perception of multicultural education experiences in a school of education. Multicultural Issues Journal (Volume 2), Number 4, p. 18-22.

Scott, C. L., Stein, M., Hawley, L., Phelps, A. & Bhargava, A. (2003). Has anything really changed? The current status of multicultural education in higher education. In M.A. McMorris (Ed.), Hostile Corridors: Advocates and Obstacles to Educating Multicultural America (pp. 1-14) Stanford, CT: Thomson Custom Publishing.

<b>Graduate Courses Taught (relevant to new degree)</b>	<b>Prospective Graduate Courses (relevant to new degree)</b>
<ul style="list-style-type: none"> <li>• Theory, Research and Practice</li> <li>• Theoretical Foundations in Training and Development &amp; Adult</li> <li>• Ethical Principles and Practices in Human Resource Development</li> <li>• Introduction to Human Resource Development</li> <li>• Multicultural Issues in Education</li> </ul>	

Abbreviated Faculty Vitae

Please include information relevant to the proposed program

<p><b>Faculty Name</b> Julia Smith, Ed.D. <b>Title</b> Professor <b>School</b> Oakland University</p>	<p><b>Office</b> 475B Pawley Hall</p>	<p><b>Office Phone</b> 248-370-3082 <b>Office Email</b> j15smith@oakland.edu</p>
<p><b>Degrees – School – Year</b></p> <p><b>Ed. D. in Education: Curriculum, Teaching, and Psychological Studies -- School Learning.</b> UNIVERSITY OF MICHIGAN SCHOOL OF EDUCATION 1988 – 1992</p> <p><b>M.S.: Master's degree specializing in algebraic topology.</b> UNIVERSITY OF MICHIGAN LITERATURE, SCIENCE, AND ARTS 1982 - 1985</p> <p><b>B.A.ED: Bachelor of Education in Mathematics Teaching, minor in history</b> Secondary Teaching Certification, State of Michigan Mathematics and History certification UNIVERSITY OF MICHIGAN SCHOOL OF EDUCATION 1980 -- 1982</p>	<p><b>Research Interest</b></p> <ul style="list-style-type: none"> <li>• Gender differences in motivation toward Post-secondary education</li> <li>• Elements of the experience of Poverty and its impact on child development</li> <li>• Impact of computerized assessment</li> <li>• Teachers use of data-driven decision making and its impact on student learning</li> <li>• Ethnic diversity in teaching</li> <li>• Differences in discipline by ethnicity</li> </ul>	
<p><b>Grants Awarded</b></p> <p>1/11 - 12/11    Principal Investigator <i>The Impact of Data Driven Decision Making on Early Literacy Gains</i> \$50,000 awarded for the year 1/11-12/11 by the Michigan Association of School Administrators Regional Data Initiative, to collect and analyze data from Oakland schools concerning teachers' use of data in their instructional practice for gains made on benchmark literacy assessments for grades K-3.</p> <p>1998            Principal Investigator <i>Parenting and Educational Impacts on Participation in the Arts</i></p>		

1997-99	<p>\$12,500 awarded for the year 1/98-12/98 by the National Endowment for the Arts, to analyze data from the 1997 Survey on Public Participation in the Arts. The study investigates the intergenerational patterns of arts participation, within the context of educational experiences. The final product will be a research monograph.</p> <p>Co-Principal Investigator (with Dr. Richard Niemi) <i>Course-taking and History Achievement</i></p> <p>\$35,000 awarded for the years 10/97-10/98 and 10/98-10/99 by the American Educational Research Association Grants Program, to analyze data from the 1997 NAEP transcript and history achievement study, to explore the relationship between history achievement and course-taking patterns in combination with gender, social and ethnic background, and generate a research monograph.</p>
1995	<p>Research Consultant (Dr. Valerie Lee PI) <i>School size and student learning: What size high school works best?</i></p> <p>Awarded by the American Educational Research Association Grants Program, to analyze data from the first three waves of the National Educational Longitudinal Survey, explore optimum parameters through multilevel modeling, and generate a research monograph.</p>
1994	<p>Joint Principal Investigator (with Dr. Louis Bergonzi) <i>The effect of Educational Programs on Adult Interest and Investment in the Arts</i></p> <p>\$10,000 awarded for the year 1/94-1/95 by the Yamaha Corporation, to analyze data from the 1989-92 National Educational Longitudinal Survey of American students as it relates to arts and attitudes.</p>
1994	<p>Consultant (Dr. Valerie Lee PI) <i>The Effect of Curriculum Diversification on Mathematics Achievement</i></p> <p>Awarded by the National Assessment of Educational Progress (NAEP), to analyze data from the 1992 NAEP survey of mathematics achievement along with the high school transcript files of participating students and generate a research monograph.</p>
1993	<p>Joint Principal Investigator (with Dr. Louis Bergonzi) <i>The Impact of Education on Participation in the Arts</i></p> <p>Awarded by the National Endowment of the Arts, to analyze data from the 1992 Survey of Public Participation in the Arts and generate a research monograph.</p>
1992-1993	<p>Principal Investigator <i>Integration Programs and their Impact on Racial Isolation in the Schools</i></p> <p>\$5,000 awarded for the year 9/92-9/93 by the Urban-Suburban Transfer Program of the Greater Rochester Public Schools, to investigate the effects of participation in a voluntary school integration program on students' experiences of racial isolation.</p>

**Most Recent Publications (limit to 6)**

- Lozoff, B., Smith, J.B., Kaciroti, N., Clark, K.M., Guevara, S., & Jimenez, E. (2013). Functional significance of early-life iron deficiency: Outcomes at 25 years. *Journal of Pediatrics*, 163(5), pp1260-1266.
- Kennedy, S. & Smith, J.B. (2012). The Relationship between School Collective Reflective Practice and Teacher Physiological Efficacy Sources. *Teaching and Teacher Education*, 29, 132-143.

Lozoff, B., Castillo, M., Clark, K.M., & Smith, J.B. (2012). Iron-fortified vs low-iron infant formula: Developmental outcome at 10 years. *Arch Pediatr Adolesc Med* 166(3), 208-15.

Leibert, T.W.; Smith, J.B., & Agaskar, V.R. (2011). Relationship between working alliance and social support on counseling outcomes. *Journal of Clinical Psychology*, 67(7), 709-719.

Niemi, N. S., Brown, N. & Smith, J. B. (2010). The portrayal of teachers in children's popular fiction. *Journal of Research in Education*. 20(2), 58-80.

Lozoff, B., Smith, J., Clark, K.M., Perales, C.G., Rivera, F., & Castillo, M. (2010). Home intervention improves cognitive and social-emotional scores in iron-deficient anemic infants. *Pediatrics*, 126(4), e884-894.

<p><b>Graduate Courses Taught (relevant to new degree)</b></p> <ul style="list-style-type: none"> <li>• Introduction to Curriculum, Instruction, and Leadership (Master's level)</li> <li>• Equity in Education (Masters level)</li> <li>• Program Evaluation (Post-masters level)</li> <li>• Measurement and Assessment (Post-masters level)</li> <li>• Action Research (Post-masters level)</li> <li>• Social Differentiation in Higher Education (Post-masters level)</li> <li>• Research Methodology (Doctoral level)</li> <li>• Quantitative Methodology (Doctoral level)</li> <li>• Dissertation/Proposal writing (Doctoral level)</li> </ul>	<p><b>Prospective Graduate Courses (relevant to new degree)</b></p>
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Abbreviated Faculty Vitae

<p><b>Faculty Name</b> William Solomonson</p> <p><b>Title</b> Assistant Professor</p> <p><b>School</b> Oakland University</p>	<p><b>Office</b></p>	<p><b>Office Phone</b> (248) 370-4172</p> <p><b>Office Email</b> solomons@oakland.edu</p>
<p><b>Degrees – School – Year</b></p> <p><b>Ph.D., Education</b>, 2011, Wayne State University Concentration: Instructional Technology</p> <p><b>Master of Arts, Education</b>, 2004, University of Michigan Concentration: Performance Improvement &amp; Instructional Design</p> <p><b>Bachelor of Arts, Communications</b>, 1993, Oakland University</p>	<p><b>Research Interest</b></p> <ul style="list-style-type: none"> <li>• Relational factors impacting trust in the consultative process</li> <li>• Factors affecting online learning</li> <li>• Evaluation in Medical Education</li> </ul>	
<p><b>Grants Awarded</b> N/A</p>		
<p><b>Most Recent Publications (limit to 6)</b></p> <p>Solomonson, W.L. (2014). A Competency-Based Performance System in a Health Care IT Setting. In J. . Richey (Ed.) <i>Cases on Human Performance Improvement Technologies</i>. New York, NY: Springer. AECT. (In review)</p> <p>Solomonson, W.L. (2012). Trust in the Client-Consultant Relationship. <i>Performance Improvement Quarterly</i>, 25(3), 53-80.</p> <p>Mi, M. Stefanik, J. Solomonson, W. (2012). Application of Web 2.0 Technologies in Enhancing Teaching and Learning in Medical Education. MedEdPORTAL. Retrieved from <a href="http://www.mededportal.org/publication/9290">www.mededportal.org/publication/9290</a>.</p>		

Solomonson, W.L. (2013). Performance Consulting with Rummler's Anatomy of Performance (AOP): A Case Study. *Performance Improvement*, 52 (3), 19-27.

Solomonson, W.L. (2013). Knowledge Management. In R.C. Richey (Ed.) *Encyclopedia of Terminology for Educational Communications and Technology*. New York, NY: Springer. AECT.

Solomonson, W.L. (2013). Management Systems. In R.C. Richey (Ed.) *Encyclopedia of Terminology for Educational Communications and Technology*. New York, NY: Springer. AECT.

**Graduate Courses Taught (relevant to new degree)**

HRD 550 – Trends and Issues in Technology-Based Training  
HRD 625 – Instructional Design Theory to Practice  
HRD 630 – Current Trends: Performance Consulting

**Prospective Graduate Courses (relevant to new degree)**

Abbreviated Faculty Vitae

Please include information relevant to the proposed program

<p><b>Faculty Name</b> David Strubler, Ph.D. <b>Title</b> Dept. Chair; Organizational Leadership <b>School</b> School of Education and Human Services</p>	<p><b>Office</b>  435B Pawley Hall</p>	<p><b>Office Phone</b>  248-370-4628  <b>Office Email</b>  strubler@oakland.edu</p>
<p><b>Degrees – School – Year</b>  Ph.D. <b>Wayne State University</b>, Communication, 1996 M.A. <b>Central Michigan University</b>, Management and Supervision, 1982 B.S. Biology, <b>Central Michigan University</b> 1976</p>	<p><b>Research Interest</b></p> <ul style="list-style-type: none"> <li>• Cross-cultural competency,</li> <li>• Cross functional teamwork and participation,</li> <li>• Continuous improvement</li> </ul>	
<p><b>Grants Awarded</b></p> <p>Principal Investigator - Freeman Family Foundation annual grant (\$100,000) to support student internships in China, Champlain College Burlington, VT</p>		
<p><b>Most Recent Publications (limit to 6)</b></p> <p>Strubler, D.C., Park, S., Agarwal, A., &amp; Cayo, K. (2012). Development of a Macro-Model of Cross-Cultural Ethics. <i>Journal of Legal, Ethical, and Regulatory Issues</i>, 15(2), 31-40.</p> <p>Strubler, D.C., Park, S., Agarwal, A., &amp; Elmer, M. (2011). Revisiting Black, Mendenhall, and Oddou's (1991) Framework for International Adjustment Model: A Prescriptive Approach. <i>Journal of International Business Research</i>, 10(2): 103-117.</p> <p>Strubler, D.C., Park, S., Agarwal, A., Elmer, M., &amp; Okapal, K. (April 2010). From Cognition to Behavior: A Cross Cultural Study for Business Effectiveness. <i>Journal of International Business Research</i>, 10(1): 35-48.</p> <p>Strubler, D.C. &amp; Redekop, B. (July-August, 2010). Entrepreneurial Human Resource Leadership: A Conversation with Dwight Carlson. <i>Human Resource Management</i>. 49(4): 793-804.</p> <p>Strubler, D.C., Park, S., Agarwal, (2009). Toward a Prescriptive Model of Cross -Cultural Ethics - An Integrated Approach (with Strubler and Park), <i>international Journal of Global Business and Economics</i>, 2(2): 83-92.</p>		

Strubler, D.C., York, K.M.. (Summer 2007) "An Exploratory Study of the Team Characteristics Model" Small Group Research Journal, 38:670-695.

**Graduate Courses Taught (relevant to new degree)**

Kettering University  
Organizational Behavior and Management;  
Ethics and Leadership

**Prospective Graduate Courses (relevant to new degree)**

Abbreviated Faculty Vitae

Please include information relevant to the proposed program

<p><b>Faculty Name</b> V. Thandi Sule, Ph.D. <b>Title</b> Assistant Professor <b>School</b> School of Education and Human Services</p>	<p><b>Office</b> 480E Pawley Hall</p>	<p><b>Office Phone</b> 248-370-4339  <b>Office Email</b> sule@oakland.edu</p>
<p><b>Degrees – School – Year</b>  Ph.D. Higher Ed., <b>University of Michigan</b>, 2008  MSW Administration, Policy, &amp; Planning, <b>Rutgers University</b>, 1996  MPS Africana Studies, <b>Cornell University</b>, <b>1993</b></p>	<p><b>Research Interest</b></p>	
<p><b>Grants Awarded</b>  Rackham Dissertation Research Grant, University of Michigan (2007)</p>		
<p><b>Most Recent Publications (limit to 6)</b>  Sule, V. T. (2011). Their Rightful Place: Diversity Narratives, Women of Color Agency and Transformation of the Academy . In G. Jean-Marie &amp; B. Lloyd-Jones (Eds.), <i>Women of Color in Higher Education: Turbulent Past, Promising Future (Diversity in Higher Education)</i> [Hardcover]  Sule, V. T. (2011). Restructuring the masters tools: Black Female and Latina Faculty navigating and contributing in classrooms through oppositional positions <i>Equity &amp; Excellence in Education</i>, 44(2), 169-187,  Sule, V. T. (2011). How race matters: Race as an instrument for institutional transformations, a study of tenured black female faculty. In P. Pasque &amp; S. E. Nicholson (Eds.), <i>Women in higher education and student affairs: Research and practice from feminist perspectives</i>, Washington, DC: ACPA. (empirical)  Sule, V. T. (2009). Diversity and Intersectionality: Black Female Graduate Students, In V. B. Bush, C. G. Muhammad &amp; M. B. Walpole (Eds.), <i>From Diplomas to Doctorates: The Success of Black Women in Higher Education and its Implications for Equal Educational Opportunities for All</i>. Sterling, VA: Stylus Publishing, (empirical)</p>		

Sule, V. T. (2009). Black female faculty: Role definition, critical enactments and contributions to predominately White research institutions. *Journal about Women in Higher Education*, 2, 91-112. (empirical)

Sule, V. T. (2008). Oppositional stances of Black female graduate students: Perspectives from social and natural sciences. In M. F. Howard-Hamilton, C. L. Morelon-Quainoo, S. D. Johnson, R. Winkle-Wagner & L. Santiago (Eds.), *Standing on the outside looking in: Underrepresented students' experiences in advanced degree programs*. Sterling, VA: Stylus Publishing, (empirical)

**Graduate Courses Taught (relevant to new degree)**

- **EL 580 - Introduction to American Higher Education**
- **EL 584 - Higher Ed. and Educational Equity**
- **EL 612/ED 912 - Administering the College or University**
- **EL 585 - Leading Effective Organizations**
- **EL 586 - Introduction to Student Services Administration in Higher Education**
- **ED 925 - Current Topics in Higher Education**

**Prospective Graduate Courses (relevant to new degree)**

Abbreviated Faculty Vitae

Please include information relevant to the proposed program

<p><b>Faculty Name</b> Caryn Wells, Ph.D. <b>Title</b> Associate Instructor <b>School</b> School of Education and Human Services</p>	<p><b>Office</b>  480 H Pawley Hall</p>	<p><b>Office Phone</b> 248- 370-3072  <b>Office Email</b> cmwells2@oakland.edu</p>
<p><b>Degrees – School – Year</b>  <b>Ph.D., Educational Administration</b>, Michigan State University,  <b>Ed.S., Educational Administration</b>, Central Michigan University,  <b>M. Ed, Guidance and Counseling</b>, Wayne State University  <b>A.B., English Language and Literature</b>, Eastern Michigan University,</p>	<p><b>Research Interest</b></p> <ul style="list-style-type: none"> <li>• Stress reduction of educational leaders;</li> <li>• Mindfulness;</li> <li>• Teacher leadership;</li> <li>• Professional Learning Communities (PLCs)</li> </ul>	
<p><b>Grants Awarded</b></p> <p><b>Wells, C. M.</b> (2013). Mindful Student Support- a Proposal for Undergraduate Retention. Oakland University. \$10,000.</p> <p>Carver, C.L., &amp; <b>Wells, C.M.</b> (2011). Teaching with technology. Oakland University e-Learning. Funded \$1500.00</p> <p><b>Wells, C.M.</b> (2010). Responding to stress levels of educational leaders: A research proposal. School of Education and Human Services research grant. Funded \$1143.40.</p> <p><b>Wells, C. M., &amp; Johnson, E.</b> (2009). Women Faculty Navigating the Tenure Process. Office of Associate Provost Susan Awbrey, Oakland University. \$1500. Funded.</p> <p><b>Wells, C. M.</b> (2008). Building Scholarship by Community: Three Levels of Support and Strength. Office of Associate Provost Susan Awbrey, Oakland University. \$1500. Funded.</p> <p><b>Wells, C. M.</b> (2007). Phase III of an Investigation of the Implementation of Learning Community Principles in Six Middle Schools. Oakland University Investigative Activities Award Program. \$4930.30. Not funded.</p>		

**Wells, C. M.** (2006). Phase II- Investigating the Implementation of Professional Learning Communities. Oakland University Investigative Activities Award Program. \$2975.00. Funded.

**Most Recent Publications (limit to 6)**

**Wells, C. M., & Klocko, B.A.** (in press). Can teacher leadership reduce principal stress? *Journal of School Leadership*.

**Wells, C. M.** (2013). Mindfulness in academia: Considerations for administrative preparation. *Education Leadership Review, 14*(3), 1-12.

**Wells, C. M.** (2013, Fall). Educational leaders describe a job too big for one: Stress reduction in the midst of leading. *AASA Journal of Scholarship and Practice, 10*(2), 32-45.

**Wells, C. M.** (2013). Principals responding to constant pressure: Finding a source of stress management. *NASSP The Bulletin, XX*(X), 1-15. doi: 10.1177/0192636513504453

Klocko, B. A., & **Wells, C. M.** (2013). When teachers find their voice. In K. Kappler-Hewitt, C. Childers-McKee, E. Hodge, and R. Schuler (Eds). *Postcards from the schoolhouse: Practitioner scholars examine contemporary issues in instructional leadership*. NCPEA Publications. (pp. 83-100)

**Wells, C. M., Shelton, M., & Marshall, R. L.** (2013). Developing a national perspective: Educational administration leading teacher leadership programs. National Council of Professors of Educational Administration (NCPEA) Position Paper.

**Graduate Courses Taught (relevant to new degree)**

EA 701/702 Internship Experience I&II  
EA 740 School as a Formal Organization  
EA 741 School Business Management  
EA 743 Professional Seminar  
EA 746 Curriculum and Staff Development  
EA 754 Human Resource Management  
EST 662 Reflective Practitioner  
EST 663 Collaborative Inquiry  
EST 664 Collaborative Practitioner  
EST 665 Collaborative Inquiry II  
EST 666 Inquiry to Practice  
EST 667 Applied Theory of Teacher Leadership  
EST 650 School Leadership  
EL 525 Inquiry to Practice II  
EL 535 Applied Theory of Teacher Leadership II

**Prospective Graduate Courses (relevant to new degree)**



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Appendix A

Overview of Department of Organizational Leadership Course Scheduling (Ed.D. courses in bold)

FALL

Faculty and Instructors	Current Fall Course (credit)	Proposed Fall Course (credit)	Course(s) Replaced	Coverage for course(s) replaced
Abbott*	EA 740 (4) EL 570 (2) x2 EL 608 (3)	EA 740 (4) EL 570 (2) x2 EL 608 (3)	None	
Buzas	HRD 307 (4) HRD 308 (4)	EA 747 (2) EA 750 (2) HRD 307 (4) HRD 308 (4)	None	Within load
Carver	EL 530 (4) EL 570 (2) EL 630 (2)	EL 530 (4) EL 570 (2) EL 630 (2) ED 730 (2) ED 925 (2)	None	Within load
Doman*	HRD 304 (4) HRD 323 (4) HRD 395 (2) HRD 404 (4)	HRD 304 (4) HRD 323 (4) HRD 395 (2) HRD 404 (4)	None	
Flumerfelt	EA 740 (4) EA 746 (4)	EA 740 (4) EA 746 (4)	None	
Giberson	HRD 363 (4) HRD 372 (4)x2	HRD 363 (4) HRD 372 (4)x2	None	
Johnson	ED 991 (4) ED 732 (4) EA 747 (2) EA 750 (2)	ED 991 (4) ED 732 (4) <b>ED 806 (4)</b>	EA 747 (2) EA 750 (2)	Buzas
Klein	EA 740 (4) ED 800 (4) ED 830 (2) ED 630 (2)	EA 740 (4) ED 800 (4) ED 830 (2) ED 630 (2)	None	
Long	HRD 326 (4) HRD 499 (4-8)	HRD 326 (4) HRD 499 (4-8)	None	
Nidiffer	ED 730 (2) ED 911 (4) ED 914 (4) ED 925 (2)	<b>ED 841 (4)</b> ED 911 (4) ED 914 (4)	ED 730 ED 925	Carver
Quinn	HRD 310 (4) x 2 HRD 507 (4)	HRD 310 (4) x 2 HRD 507 (4)	None	
Scott	HRD 367 (4) HRD 506 (4)	HRD 367 (4) HRD 506 (4) <b>ED 803 (4)</b>	None	Within load
Solomonson	HRD 472 (4) HRD 550 (4)	<b>ED 821 (4)</b> HRD 472 (4) HRD 550 (4)	None	Within load
Strubler**	HRD 306 (4)	HRD 306 (4)	None	
Wenson	HRD 310 (4) HRD 401 (4) HRD 504 (4)	HRD 310 (4) HRD 401 (4) HRD 504 (4)	None	
Smith	EA 747 (2) EA 750 (2) <b>ED 802 (4)</b> ED 799 (4)	EA 747 (2) EA 750 (2) <b>ED 802 (4)</b> ED 799 (4)	No change	Within load
Sule	EL 580 (4) EL 584 (4) EL 625 (4)	EL 580 (4) EL 584 (4) EL 625 (4)	None	
Wells	EA 740 (4) EA 754 (4) EL 507 (2) EL 570 (2)	EA 740 (4) EA 754 (4) EL 507 (2) EL 570 (2)	None	

\* Indicates an instructor, higher teaching load    \*\* Indicates chair, lower teaching load

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Appendix A

WINTER

Faculty and Instructors	Current Winter Course (credit)	Proposed Winter Course (credit)	Course(s) Replaced	Coverage for Course(s) Replaced
Abbott*	EA 746 (4) EL 570 (2) x 2	EA 746 (4) EL 570 (2) x 2 EA 747 (2) EA 750 (2)	None	Within Load
Buzas	HRD 307 (4) HRD 351 (4)	HRD 307 (4) HRD 351 (4)	None	
Carver	EL 560 (4) EL 570 (2) EL 609 (4)	EL 560 (4) <b>ED 821 (4)</b> EL 609 (4)	EL 570 (2)	Wells
Doman*	HRD 304 (4) HRD 323 (4) HRD 390 (4) HRD 395 (4)	HRD 304 (4) HRD 323 (4) HRD 390 (4) HRD 395 (4)	None	
Flumerfelt	EA 740 (4) EA 741 (4) EA 746 (4)	EA 740 (4) EA 741 (4) EA 746 (4)	None	
Giberson	HRD 372 (4) x3	HRD 372 (4) x3	None	
Johnson	EA 749 (2) EA 751 (2) <b>ED 801 (4)</b> <b>ED 804 (4)</b>	EA 749 (2) EA 751 (2) <b>ED 801 (4)</b> <b>ED 804 (4)</b>	None	
Klein	EL 640 (2) EA 741 (4) ED 850 (2) EL 690 (4)	EL 640 (2) EA 741 (4) ED 850 (2) EL 690 (4)	None	
Long	HRD 320 (4) HRD 324 (4)	HRD 320 (4) HRD 324 (4) <b>ED 842 (4)</b>	None	Within Load
Nidiffer	ED 914 (4) ED 918 (4) ED 731 (2)	ED 914 (4) <b>ED 822 (4)</b> ED 731 (2)	ED 918 (4)	Discontinued course, no replacement coverage
Quinn	HRD 303 (4) HRD 310 (4) HRD 530 (4)	HRD 303 (4) HRD 310 (4) HRD 530 (4)	None	
Scott	HRD 367 (4) x 2	HRD 367 (4) x 2 <b>ED 803 (4)</b>	None	Within Load
Solomonson	HRD 367 (4) x 2	HRD 367 (4) x 2	None	
Strubler**	HRD 306 (4)	HRD 306 (4)	None	
Wenson	HRD 310 (4) HRD 363 (4) HRD 364 (4)	HRD 310 (4) HRD 363 (4) HRD 364 (4)	None	
Smith	EA 747 (2) EA 750 (2) EA 751 (4) ED 733 (4)	<b>ED 805 (4)</b> EA 751 (4) ED 733 (4)	EA 747 (2) EA 750 (2)	Abbott
Sule	ED 912 (4) EL 587 (4) EL 625 (4)	ED 912 (4) EL 587 (4) EL 625 (4)	None	
Wells	EA 754 (4) EL 508 (4) EL 570 (2)	EA 754 (4) EL 508 (4) EL 570 (2) x2	None	Within Load

\* Indicates an instructor, higher teaching load    \*\* Indicates chair, lower teaching load

**APPENDIX B**

**Degree Requirements**

<b>PREPARATORY COURSES – undergraduate courses</b>					
Course	Title	Credits	Prerequisites		
N/A					

<b>CORE COURSES (16 credits)</b>					
Course	Title	Credits	Prerequisites	New (x)	% Distance
ED801	Philosophical and Ethical Issues of Organizational Leadership	4			<74%
ED802	Advanced Politics and Policy in Organizational Leadership	4			<74%
ED803	Promoting Diversity & Social Justice in Organizations	4		X	<74%
ED804	Organizational and Adult Learning Theories and Building Professional Capital	4			<74%
ED805	Motivation, Change & Innovation for Organizational Leadership	4		X	<74%
ED806	Principles of Organizational Leadership	4		X	<74%

<b>CONCENTRATION / DEPTH / MINOR COURSES</b>					
<b>Cognate Areas – *See Appendix D for specific courses for each cognate area</b>					
Course	Title	Credits	Prerequisites	New (x)	% Distance
	K-12 Leadership	20			**
	Health Care Leadership	20			**
	K-12 Central Office Leadership	20			**
	Leadership in Higher Education Contexts	20			**
	Criminal Justice Leadership	20			**
	Human Resources Management	20			**
	Nonprofit Organizational Leadership	20			**
	Individualized as Approved by Advisor	20			**
** The potential on line credit load for program is under the level for reporting					

<b>EXIT COURSES – thesis, dissertation, internship</b>					
Course	Title	Credits	Prerequisites	New (x)	% Distance
ED841	Organizational Leadership Internship I	4			<74%
ED842	Organizational Leadership Internship II	4			<74%
ED843	Organizational Leadership Internship III	4			<74%
ED821	Program Evaluation	4			<74%
ED822	Gathering, Reading, Assessing and Communicating Evidence for Program Evaluation	4			<74%
ED823	Capstone Project Completion	4			<74%

**APPENDIX C**

**Typical Student Plan of Study – Full-Time Schedule**

<b>Fall I</b>	<b>Winter I</b>	<b>Summer I</b>
ED 801 (4) Philosophical and Ethical Issues of Organizational Leadership	ED 802 (4) Advanced Politics and Policy in Organizational Leadership	ED 821 (4) Program Evaluation
Cognate Course 1 (4) Selected from list of possible cognate courses	ED 841 (4) Organizational Leadership Internship I	
<b>Fall II</b>	<b>Winter II</b>	<b>Summer II</b>
ED 803 (4) Promoting Diversity & Social Justice in Organizations	ED 804 (4) Organizational and Adult Learning Theories & Building Professional Capital	ED 822 (4) Gathering, Reading, Assessing and Communicating Evidence for Program Evaluation
Cognate Course 2 (4) Selected from list of possible cognate courses	ED 842 (4) Organizational Leadership Internship II	
<b>Fall III</b>	<b>Winter III</b>	<b>Summer III</b>
Cognate Course 3 (4) Selected from list of possible cognate courses	Cognate Course 5 (4) Selected from list of possible cognate courses	ED 823 (4) Capstone Project Completion
Cognate Course 4 (4) Selected from list of possible cognate courses	ED 843 (4) Organizational Leadership Internship III	

Course Descriptions

Rubric	Title	Course Type	Description
ED 801	Philosophical and Ethical Issues of Organizational Leadership	Doctoral Common Core (shared by Ph.D)	This course investigates classical and contemporary theories of philosophy and ethical issues and their influence on organizational leadership beliefs and practices. This course offers a special focus on the issue of ethics and leadership.
ED 802	Advanced Politics and Policy in Organizational Leadership	Doctoral Common Core(shared by Ph.D)	This course examines the historical, economic, and political forces that are impacting contemporary organizations across different contexts and the government and non-government entities that are helping to reshape the form and content of instructional delivery. Changing responsibilities among local, state, and federal levels of government will be examined. Future relationships between the public and private sectors will be explored.
ED 803	Promoting Diversity & Social Justice in Organizations	Doctoral Common Core(shared by Ph.D)	This course addresses the socio-historical factors relating to current issues in diversity inclusion and increasing social justice as an organizational leader. Building on cross-cultural leadership paradigms as well as approaches to diversity experiences in the workplace, this course will facilitate the formation of leadership skills for a rapidly changing global landscape. Historical dynamics shaping institutional discrimination as well as international market forces and technological changes that influence the global workplace will be examined.
ED 804	Organizational and Adult Learning Theories & Building Professional Capital	Doctoral Common Core(shared by Ph.D)	This course provides an overview of classical learning theories associated with behavioral, developmental, and cognitive schools of thought. Students will explore the application of such theories to issues of organizational leadership, development, and culture.
ED 805	Motivation, Change & Innovation for Organizational Leadership	Doctoral Common Core(shared by Ph.D)	This course introduces the student to theory and knowledge related to work motivation, principles of change, and their impact on innovation and organizational learning and growth. Critical principles around motivation and change will be examined from both historical and contemporary points of view. Students will identify issues in motivation in different situations as well as providing analysis of different change dynamics in organizational contexts.
ED 806	Principles of Organizational Leadership	Doctoral Common Core(shared by Ph.D)	This course introduces the student to the knowledge, skills, and values underlying leadership across many different organizational contexts. Various theories and leadership styles will be examined from both historical and contemporary points of view. Students will identify leaders and leadership situations that are examples of the various theories and styles.
ED 841	Organizational Leadership Internship I	Field Experience	The 3-course internship sequence for the Ed.D. in Organizational Leadership is designed to prepare you for the successful completion of your Capstone Research Project. ED 841 is the first course in this sequence. A 50 hour supervised internship in an organization of your choice. This experience is designed to give you a thorough knowledge of the organization's structure and practice and develop an understanding of the organizational context and build a base on which to develop your Capstone Project. Cannot be part of pre-existing job.

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**Appendix D**

Rubric	Title	Course Type	Description
ED 842	Organizational Leadership Internship II	Field Experience	The 3-course internship sequence for the Ed.D. in Organizational Leadership is designed to prepare you for the successful completion of your Capstone Research Project. ED 842 is the second course in this sequence. A 50 hour supervised internship in an organization of your choice. This experience is designed to build upon what you learned in ED 841 to identify a specific need within your internship site. The course will also facilitate the design of your Capstone Research Project. Cannot be part of pre-existing job.
ED 843	Organizational Leadership Internship III	Field Experience	The third of a 3-course internship sequence for the Ed.D. in Organizational Leadership is designed to prepare you for the successful completion of your Capstone Research Project. ED 843 is the third course in this sequence. A 50 hour supervised internship in an organization of your choice. This experience is designed to build upon what you learned in ED 842 to collect the data required to address the need within your internship site. The course will also facilitate the design of your Capstone Research Project. Cannot be part of pre-existing job.
ED 821	Program Evaluation	Research Training	This course prepares students to develop and implement comprehensive program evaluations in a variety of settings. Course content focuses on theories of program evaluation, evaluation planning and design, data collection and analysis, using evaluation results, and ethical and practical issues of program evaluation.
ED 822	Gathering, Reading, Assessing and Communicating Evidence for Program Evaluation	Research Training	This course trains students in the processes of gathering, reading, assessing and communicating the evidence for evidence-based practice. Program evaluations require data to support conclusions and recommendations both from the organization being evaluated and other relevant sources. The internship sequence provides students the opportunity to collect data from the evaluation site and this course prepares students to systematically collect, evaluate and present other essential data.
ED 823	Capstone Project Completion	Research Training	This course trains students in the processes of finalizing results, communicating the evidence, and drawing conclusions for evidence-based practice. Program evaluations provide recommendations both from the organization being evaluated and other relevant sources. This course prepares students to finalize, prepare, disseminate and present the findings from this evaluation.
TBD	Selection of cognate courses	Cognate	

**Cognate Courses** – 20 credit hours developed either from existing post-masters certificate programs or individually selected. In identifying courses that qualify for inclusion in the Ed.D. cognate, the content must address one or more of the following criteria:

- Business Management and Economics – including but not limited to budgeting, economic management, funding, and other elements of finance specific to the cognate area
- Public/Government/Legal policy – including but not limited to law, policy initiatives, governmental regulations and policy management specific to the cognate area
- Human Resource Management – including but not limited to staffing, supervision, contracts, union negotiation, conflict management specific to the cognate area
- Data/Information Management – including but not limited to managing information technology, data administration, coordination of reporting information to stakeholders, and other aspects of managing information specific to the cognate area

The following course lists have been approved by their respective departments to qualify as appropriate cognate courses for the Ed.D. in Organizational Leadership:

*Example 1 – K-12 School Leadership, selected from the following:*

- EA 741 School Business Management (4)
- EA 742 Educational Law (4)
- EA 743 Professional Seminar (2)
- EA 746 Curriculum and Staff Development (4)
- EA 748 School Community Development (2)
- EA 749 Testing, Measurement, and Data Analysis (2)
- EA 754 Human Resource Management and Supervision (4)

*Example 2 – Health Care Leadership, selected from the following*

- PA 559 Public Policy and Health Care (4)
- PA 568 Health Planning: Policies and Processes
- PA 569 Organization and Administration of Health and Medical Care Programs (4)
- HCM 527 Health Economics (4)
- HCM 634 Hospital Administration (4)
- HCM 636 Contract and Negotiation in Health Care (4)
- HCM 645 Managing Technology in Health Care (4)
- HCM 624 Government Policy in Health Care (4)
- HCM 604 Current Issues in Health Care (2)

*Example 3 – K-12 Central Office Leadership selected from the following:*

- ED 800 Foundations of District Leadership (4 credits)
- ED 810 Supporting Instructional Leadership: Use of Data and Issues in Assessment and Program Evaluation (4 credits)
- ED 820 Organizational Operations and Resources (4 credits)
- ED 825 District Role in Developing Relationships With Formal/Informal Employee Groups (2 credits)
- ED 830 District Leadership in The Community (2 credits)
- ED 840 District Leadership Beyond the School District: Navigating Political, Legal, and Economic Environment (2 credits)

*Example 4 – Leadership in Higher Education Contexts selected from the following:*

- ED 911 Contemporary American Higher Education (4)
- ED 912 Administering the College or University (4)
- ED 913 Executive Processes of Leadership and Management (4)
- ED 919 Student Services Administration in Higher Education (4)
- ED 921 Resource Management in Higher Education (4)
- ED 925 Current Topics in Higher Education (4-8)

*Example 5 – Criminal Justice Leadership, selected from the following*

- PA 560 Organization and Management of Criminal Justice Agencies (4)
- PA 541 Law and Public Policy (4)
- PA 503 Intergovernmental Relations (4)
- PA 540 Court Administration (4)
- PA 561 Law Enforcement Leadership (4)
- PA 562 Security Leadership (4)
- PA 563 Corrections Leadership (4)

*Example 6 – Non-Profit Organizational Leadership, selected from the following*

- PA 510 Nonprofit Organization and Management (4)
- PA 511 Fundraising and Philanthropy (4)
- PA 503 Intergovernmental Relations (4)
- PA 535 Economic Development Theory and Practice (4)
- PA 603 Contemporary Public Management Techniques (4)
- PA 610 Strategic Planning (4)
- PA 631 Grants: Politics and Administration (4)
- PA 634 Risk Management (2)
- PA 644 Current Issues in Public Sector Human Resources Management (2)

*Example 7 – Counseling, selected from the following*

- CNS 504 Diversity and Social Justice Issues (4)
- CNS 530 Developmental Counseling (4)
- CNS 520 Theories of Counseling (4)
- CNS 660 Research in Counseling (4)
- CNS 661 Techniques in Counseling (4)
- CNS 640 Career Development Theory (4) and Practice
- CNS 562 Intro to School Counseling and Consultation (4)
- CNS 573 Family and Couple Counseling (4)
- CNS 680 Counseling in Infancy and Early Childhood (4)
- CNS 675 Advanced Career Counseling (4)
- CNS 671 Instructional Theory and Methods in Counseling (4)
- CNS 653 Counseling for Wellness (4)

### **Description of the Capstone Research**

The completion of quality capstone research is a requirement for an Ed.D. in Organizational Leadership degree from the Oakland University. In addition to the research courses embedded in the curriculum, students register for Capstone Research (ED 843). Students will undertake original capstone research that will be conducted starting at the end of their first year and continue throughout the second year of the program, culminating with an original formal written and oral presentation to the client and to a juried review committee.

The evaluation research, established and monitored by program staff, involves research and analysis of an issue currently being experienced by a local educational, governmental or non-profit entity. The evaluation research will be designed and implemented in coordination with the client and will include the following:

- 1) the executive summary,

- 2) statement of the problem(s),
- 3) description of methodology used to analyze the problem,
- 4) results of strategies or products developed to address the problem(s),
- 5) conclusions, actions, and implications, and
- 6) formal presentation of the research and recommendations to the client and a juried review committee.

The final manuscript for the capstone research should be a minimum of 50 double-spaced pages of text (APA Style) plus preliminary and supplementary pages.

ED 843 will be graded as Satisfactory/Unsatisfactory (S or U) by a juried review committee (see capstone research presentation), with the grade recorded by the capstone DOL advisor.

### **Juried Review Committee**

Each team will be assigned a Juried Review Committee that will be responsible for providing oversight, guidance, and final approval of the Capstone Research. Juried Review Committees are comprised of three faculty, consisting of (1) the Capstone Faculty Advisor, (2) a faculty member from the student's cognate area, and (3) the student's Internship Advisor

Committee members will be responsible for the following tasks:

- A. Review submissions of the capstone manuscript in accordance with the capstone timeline,
- B. Advise students regarding methodological procedures, research instruments, and analysis of data,
- C. Advise regarding conclusions, discussion, and recommendations for further actions,
- D. Make edits and suggestions for improvement of the document,
- E. Provide final review of the capstone research, including the oral presentation.

Agreement to serve on a Juried Review Committee signifies acceptance of the scope of the research requested by the Client, including the potential methodology and data collection strategies that have already been agreed upon by the client and the university. Committee members are not empowered to require the capstone team to expand the research outside the bounds of what has been previously agreed upon between the Client and university, without unanimous agreement of the committee and the Client.

All of the members of the Juried Review Committee must approve the final research manuscript and presentation in order for the students to have successfully completed ED 843 and the Capstone Research requirement. If the final research manuscript are not approved by unanimous consent of the Juried Review Committee, then this situation will necessitate that the student involved complete modifications as directed by the committee, and/or complete a remediation plan approved by the coordinator of the Ed.D. Program, be assigned to an alternate Capstone Research Project, or be dismissed from the program.

### **Presentation of the Capstone Research**

The oral presentation to the Juried Review Committee and Client will be scheduled by the student's Capstone Faculty Advisor. The date selected is contingent upon availability of all members of the Juried Review Committee. The room where the defense will occur will seat up to 50 people and the capstone team may invite guests accordingly. It is advantageous for the Client to be present; however, if the Client is unavailable on the selected date, then it will be necessary for the capstone team to schedule an alternative date and time to present to the Client. It is required for at least one member of the Juried Review Committee (preferably the Capstone Faculty Advisor) to be present during a separate presentation to the Client.

Presentations should last between 30 to 45 minutes with each team member participating as equally as is feasible. All handouts, PowerPoints, and visuals used to display information should be reviewed thoroughly for technical accuracy before the presentation. Presentation documents will be held to scrutiny by the Juried Review Committee and should reflect the same high standards expected during the program.

Following the presentation, the Juried Review Committee will ask questions of the team and then the Client will be afforded the opportunity to ask questions and then the broader audience will be afforded the opportunity to ask questions.

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Once the question and answer period is finished, the Juried Review Committee will excuse themselves from the room for a period of deliberation. Once finished, the committee will return to the room to discuss the outcomes of the deliberation along with any remaining work to be done by the capstone team. There will be additional work including the technical review and potentially parts of the manuscript that the committee would like the capstone team to edit or enhance, or to add additional information identified as gaps during the presentation.

**Capstone Components**

The capstone will include the following: 1) the executive summary, 2) statement of the problem(s), 3) description of methodology used to analyze the problem, 4) results of strategies or products developed to address the problem(s), and 5) conclusions, actions, and implications. The capstone will also be evaluated on the writing quality and the presentation of the capstone.

Ed.D. in Organizational Leadership  
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<b>Doctoral Capstone Evaluation Rubric</b>	<i>Acceptable</i>	<i>Minor Revision Necessary</i>	<i>Major Revision Necessary</i>
<b>1. EXECUTIVE SUMMARY</b>			
A. The purpose of the project and the importance of the work are clearly delineated			
B. Identification of the specific problem(s) or issue(s) that the project is addressing is clearly tied to practice.			
C. The methodology that was employed to address the project's questions is clearly presented			
D. Overall results that were obtained are presented.			
E. The implication of how the project fits within the larger community of practice is delineated.			
<b>2. STATEMENT OF THE PROBLEM(S)</b>			
A. The problem is of significance to practitioners.			
B. The problem has been stated clearly.			
C. Contextual factors that impact the problem(s) have been identified.			
D. A convincing strategy for addressing the problem has been provided.			
E. There is a reasonable likelihood that personnel with the district/organization can sustain the recommendations.			
<b>3. METHODS</b>			
A. An appropriate format for inquiry and methodology has been chosen to address the problem.			
B. Data collection tools (e.g., instruments, interview or observation guides) are described in detail and are appropriate.			
C. Procedures for data collection are described in detail and are appropriate to the questions posed.			
D. Data analysis was appropriate and described in detail, with particular reference to the question(s) posed.			
<b>4. RESULTS OF STRATEGIES AND PRODUCTS</b>			
A. Strategies and products address the stated problem(s) of practice.			
B. Evidence has been provided that the capstone project a) improved practice or b) is likely to improve practice when adopted.			
<b>5. CONCLUSIONS, ACTIONS, &amp; IMPLICATIONS</b>			
A. Results or findings are summarized clearly and show how an analysis informs the recommendations for actions and decisions.			
B. Results or findings are placed in an appropriate context of practice.			
C. The implications of findings for practice and for further action are provided.			
D. The capstone product has been shared with/reviewed by practitioners.			
E. There is evidence that practitioner feedback has been used in preparing the "final" version of the capstone product.			
F. A plan has been provided for informing practitioners about the capstone product.			

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Doctoral Capstone Evaluation Rubric (cont)	Acceptable	Minor Revision Necessary	Major Revision Necessary
<b>WRITING</b>			
A. The capstone narrative adheres to APA format.			
B. The capstone project is free of grammatical, spelling, and typographical errors.			
<b>PRESENTATION</b>			
A. The candidate's oral presentation of the project is clear and concise, and handouts or multimedia presentations enhance, rather than detract from this clarity.			
B. The candidate's interaction with committee members (and/or audience) during an oral presentation of the project demonstrate his or her clear understanding of the topic and all aspects of the capstone project.			
C. The candidate presents the capstone project in a professional manner.			

**Research Extensions**

The capstone research is designed to be developed and conducted during the second year of the program, and refined and completed during the third year of the program. Students engaged in research needing a longer period of time for completion (for whatever reason) must submit a written request for an extension to the program coordinator of the Ed.D. Program. The maximum extension that may be granted is one calendar year (three semesters). During any extension, students must register for ED 995, which carries variable credit between one to three hours per semester as determined by the coordinator of the Ed.D. Program.

**Assignment to Alternative Capstone Research**

The nature of research is such that sometimes a project fails or simply does not work out for an unlimited number of potential reasons. Researchers (doctoral students or otherwise) must accept the fact that no matter how far they may get into a research project, there is always potential that they may hit a dead-end or an unrecoverable problem or insurmountable obstacle that requires them to either significantly reshape their research or to abandon their research goal altogether.

In the event that a Capstone project faces any of these challenges, the coordinator of the Ed.D. Program will work with the team's Faculty Capstone Advisor and Client (if the Client is willing) to either significantly reshape the research such that it is acceptable to all parties, or to assign the Ed.D. student to Alternative Capstone Research.

Assignment to Alternative Capstone Research will be done only as a last resort after all reasonable efforts have been exhausted to attain the original research goal of the original research. Alternative Capstone Research will require the same level of expectations as the original capstone assignment. Depending upon when this assignment is made, the circumstance may subsequently result in a research time frame that extends beyond the cohort's original projected graduation date and this assignment would result in the team delaying their graduation until the first commencement following successful completion of their research.

**Appeal Process for Unsatisfactory Capstone Evaluation**

Students may request an appeal from the Chair of the Department of Organizational Leadership for a hearing and to request potential mediation in instances whereby the student feels that their Juried Review Committee and the coordinator of the Ed.D. Program is being unfair in their judgments and if the student believes that they have reached an impasse that cannot be resolved without mediation. The Chair will mediate the conflict between the student(s) and the committee and/or program coordinator and if necessary will make a further review recommendation to the Dean on behalf of the School of Education and Human Services. If the student(s) is unsatisfied with the mediation and decision of the Dean then further appeal may be made to the Dean of Graduate Study, who will decide whether to hear the appeal, provide further mediation of the matter, or simply uphold the decision of the School of Education and Human Services. The Dean of Graduate Study is the final level of appeal.

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**APPENDIX E**

**Revised Pro-Forma Budget using the estimated enrollment from the original proposal and corrected to reflect the current staffing information from Appendix A**

	FY17 Year 1	FY18 Year 2	FY19 Year 3	FY20 Year 4	FY21 Year 5
<b>Revenue Variables:</b>					
<b>New Enrollment</b>	10	15	20	20	20
Undergraduate (Lower)	0	0	0	0	0
Undergraduate (Upper)	0	0	0	0	0
Total EdD Graduate Enrollment*	10	24	42	51	56
<b>Total Credit Hours per student per year</b>	20	20	20	20	20
Undergraduate (lower)	0	0	0	0	0
Undergraduate (upper)	0	0	0	0	0
Other Graduate	0	0	0	0	0
Doctoral & Cognate Credits minus .11**	178	427	748	908	997
<b>Total FYES</b>	11.13	26.69	46.75	56.75	62.31
Undergraduate (cr.+30)	0.00	0.00	0.00	0.00	0.00
Graduate (cr.+24)	0.00	0.00	0.00	0.00	0.00
Doctoral (cr.+16)	11.13	26.69	46.75	56.75	62.31
<b>Tuition Rate Per Credit Hour</b>					
Undergraduate (upper)	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50
Graduate	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75
<b>Revenue</b>					
Tuition	\$ 121,174	\$ 290,680	\$ 509,201	\$ 618,121	\$ 678,708
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	\$ 121,174	\$ 290,680	\$ 509,201	\$ 618,121	\$ 678,708
<b>Compensation</b>					
Faculty Salaries (43.20%)	\$ -	\$ -	\$ 61,000	\$ 61,000	\$ 61,000
Administrative (49.20%)	\$ 20,000	\$ 20,000	\$ 45,000	\$ 45,000	\$ 45,000
Clerical (58.00%)	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 20,000
Other Monthly (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty - Part time & overload (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant Stipend (0%)	\$ -	\$ 6,414	\$ 6,414	\$ 6,414	\$ 6,414
Wages - assorted (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Student (8%) 0% override for FT	\$ -	\$ -	\$ -	\$ -	\$ -
Total Salaries/Wages	\$ 20,000	\$ 26,414	\$ 132,414	\$ 132,414	\$ 132,414
Fringe Benefits (review %'s above)	\$ 9,840	\$ 9,840	\$ 60,092	\$ 60,092	\$ 60,252
<b>Total Compensation</b>	\$ 29,840	\$ 36,254	\$ 192,506	\$ 192,506	\$ 192,666
<b>Operating Expenses</b>					
Supplies and Services	\$ 6,000	\$ 8,500	\$ 10,000	\$ 10,000	\$ 10,000
Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Graduate Assistant Tuition	\$ -	\$ 10,892	\$ 10,892	\$ 10,892	\$ 10,892
<b>Total Operating Expenses</b>	\$ 8,000	\$ 21,392	\$ 22,892	\$ 22,892	\$ 22,892
<b>Total Expenses</b>	\$ 37,840.00	\$ 57,646.00	\$ 215,398.00	\$ 215,398.00	\$ 215,558
<b>Net</b>	\$ 83,334	\$ 233,034	\$ 293,803	\$ 402,723	\$ 463,150
<b>PER FYES AMOUNT</b>	\$ 3,401.35	\$ 2,160.04	\$ 4,607.44	\$ 3,795.56	\$ 3,459.31
Percentage of Expenses to Tuition	31.23%	19.83%	42.30%	34.85%	31.76%

\*Adjusted to reflect 10% attrition per cohort over 3 years

\*\*Adjusted to reflect SEHS cognate enrollments only (.33 non-SEHS cognate enrollments )

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**Revised Pro-Forma Budget using the minimum enrollment for each year, which requires no new faculty line in year 3 and corrected to reflect the current staffing information from Appendix A.**

	FY17 Year 1	FY18 Year 2	FY19 Year 3	FY20 Year 4	FY21 Year 5
<b>Revenue Variables:</b>					
<b>New Enrollment</b>	10	10	10	10	10
Undergraduate (Lower)	0	0	0	0	0
Undergraduate (Upper)	0	0	0	0	0
Total EdD Graduate Enrollment*	10	18	26	28	28
<b>Total Credit Hours per student per year</b>	20	20	20	20	20
Undergraduate (lower)	0	0	0	0	0
Undergraduate (upper)	0	0	0	0	0
Other Graduate	0	0	0	0	0
Doctoral & Cognate Credits minus .11**	178	320	463	498	498
<b>Total FYES</b>	11.13	20.00	28.94	31.13	31.13
Undergraduate (cr.+30)	0.00	0.00	0.00	0.00	0.00
Graduate (cr.+24)	0.00	0.00	0.00	0.00	0.00
Doctoral (cr.+16)	11.13	20.00	28.94	31.13	31.13
Tuition Rate Per Credit Hour					
Undergraduate (upper)	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50
Graduate	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75
<b>Revenue</b>					
Tuition	\$ 121,174	\$ 217,840	\$ 315,187	\$ 339,014	\$ 339,014
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 121,174</b>	<b>\$ 217,840</b>	<b>\$ 315,187</b>	<b>\$ 339,014</b>	<b>\$ 339,014</b>
<b>Compensation</b>					
Faculty Salaries (43.20%)	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative (49.20%)	\$ 20,000	\$ 20,000	\$ 45,000	\$ 45,000	\$ 45,000
Clerical (58.00%)	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 20,000
Other Monthly (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty - Part time & overload (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant Stipend (0%)	\$ -	\$ 6,414	\$ 6,414	\$ 6,414	\$ 6,414
Wages - assorted (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Student (8%) 0% override for FT	\$ -	\$ -	\$ -	\$ -	\$ -
Total Salaries/Wages	\$ 20,000	\$ 26,414	\$ 71,414	\$ 71,414	\$ 71,414
Fringe Benefits (review %'s above)	\$ 9,840	\$ 9,840	\$ 33,740	\$ 33,740	\$ 33,900
<b>Total Compensation</b>	<b>\$ 29,840</b>	<b>\$ 36,254</b>	<b>\$ 105,154</b>	<b>\$ 105,154</b>	<b>\$ 105,314</b>
<b>Operating Expenses</b>					
Supplies and Services	\$ 6,000	\$ 8,500	\$ 10,000	\$ 10,000	\$ 10,000
Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Graduate Assistant Tuition	\$ -	\$ 10,892	\$ 10,892	\$ 10,892	\$ 10,892
<b>Total Operating Expenses</b>	<b>\$ 8,000</b>	<b>\$ 21,392</b>	<b>\$ 22,892</b>	<b>\$ 22,892</b>	<b>\$ 22,892</b>
<b>Total Expenses</b>	<b>\$ 37,840.00</b>	<b>\$ 57,646.00</b>	<b>\$ 128,046.00</b>	<b>\$ 128,046.00</b>	<b>\$ 128,206</b>
<b>Net</b>	<b>\$ 83,334</b>	<b>\$ 160,194</b>	<b>\$ 187,141</b>	<b>\$ 210,968</b>	<b>\$ 210,808</b>
PER FYES AMOUNT	\$ 3,401.35	\$ 2,882.30	\$ 4,424.92	\$ 4,113.93	\$ 4,119.07
Percentage of Expenses to Tuition	31.23%	26.46%	40.63%	37.77%	37.82%

\*Adjusted to reflect 10% attrition per cohort over 3 years

\*\*Adjusted to reflect SEHS cognate enrollments only (.33 non-SEHS cognate enrollments )

## Ed.D in Organizational Leadership Program Assessment Plan

### Step 1: Basic Information

Program Name: Ed.D. in Organizational Leadership

School or College your program resides in: School of Education and Human Services

Program Level (check all that apply):

Undergrad	<input type="checkbox"/>
Master's	<input type="checkbox"/>
Doctoral	X

Date Report Submitted: No report has been submitted yet. Assessment plan created January 8, 2015

Current Assessment Contact Representative (& E-mail): Eileen Johnson ([johnso10@oakland.edu](mailto:johnso10@oakland.edu))

Current Department or Program Chair (& E-mail): Program Coordinator - Julia Smith ([j15smith@oakland.edu](mailto:j15smith@oakland.edu)); Department chair - David Strubler ([strubler@oakland.edu](mailto:strubler@oakland.edu))

Current Dean (& E-mail): Jon Margerum-Leys ([jmargerumleys@oakland.edu](mailto:jmargerumleys@oakland.edu))

### Step 2: Type of Assessment Plan

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor's response in lieu of following the UAC's standard process. These programs use the UAC's 'external accreditation mapping' form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)). Programs without external accreditation should proceed to option B.

**Option B.** If you are not accredited by an external body (or your accreditor's standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website ([www.oakland.edu/OIRA](http://www.oakland.edu/OIRA)). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)).

### Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures

*Alignment of OU Mission, Program Goals, Student Learning, and Assessment Measures*

(1) OU Mission	(2) Program Goals	(3) Student Learning Outcomes	(4) Assessment Measures
<p>Doctoral programs are offered that are innovative and serve needs that are not adequately met elsewhere in the state. Each program provides a variety of courses and curricular experiences to ensure an enriched life along with <b>superior career preparation or enhancement.</b></p>	<p>The proposed Ed.D. in Organizational Leadership is Oakland University's first interdisciplinary doctorate and is designed for working professionals who are in or are preparing for organizational leadership roles in K-12 and higher education, public and private non-profit administration, and business/industry. Students will develop an understanding of the social, political and organizational contexts in which leadership takes place.</p>	<p>Students will demonstrate mastery of the structural, political, human resource, and theoretical/symbolic frames of leadership within their chosen context.</p>	<p>Internship portfolio: Students will compile over the three-semester internship evidence supporting their mastery of leadership in practical settings, including: 1. An internship contract approved by the site supervisor as well as the internship coordinator 2. A detailed log of leadership activities 3. An assessment completed by the field supervisor 4. A narrative describing key outcomes and learning from the internship experiences</p>
<p>The university's research and scholarship mission takes expression in a variety of forms ranging from basic studies on the nature of things to <b>applied research directed at particular problems</b> to contributions to literature and the arts.</p>	<p>Through a systematic course of study that includes formal coursework, internship experiences, and a capstone project, the proposed Ed.D. in organizational leadership will prepare leaders who are able to analyze and evaluate organizational settings and inform practice through systematic program evaluation.</p>	<p>Students will demonstrate mastery of evaluation planning and design, data collection and analysis, and ethical and practical uses of the results of program evaluation.</p>	<p>Capstone Project: student-directed evaluation study drawn from the intern context, developed as a professional white paper designed to inform practice. This capstone project will be supported by a faculty member from the student's cognate area, a faculty member from the DOL, and the student's internship mentor. Students will be strongly encouraged to disseminate findings to the appropriate audience(s).</p>

**Step 4: Participation in Assessment Process**

***Participation in Assessment Process***

Who Will Participate in Carrying Out the Assessment Plan	What Will Be Their Specific Role/s
DOL faculty who serve as internship coordinators will be primarily responsible for carrying out the assessment plan, although other faculty within the department with particular areas of expertise may be asked to contribute to assessing student learning outcomes.	Student internship portfolios will be analyzed by faculty other than the students' internship supervisor (blind review) to ascertain the extent to which mastery of program goals were demonstrated. Similarly, the capstone project – program evaluation reports – will be analyzed for mastery of the ethical and practical implementation of program evaluation.

**Step 5: Plan for Analyzing and Using Assessment Results to Improve Program**

A. How will you analyze your assessment data?

The internship portfolios and the program evaluation reports will be analyzed using rubrics that include best current practice.

B. How will you use results to improve your program?

Results will be used to evaluate where courses need to be strengthened or improved; which internship sites were effective; what overall strengths the students demonstrated at the end of the program vs. which knowledge, skills and dispositions need to be emphasized more throughout the program.

**Step 6: Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).

Survey Data

*Professional Doctoral Program Interest Survey Results from Education Specialist Program  
Graduates 2006-2013, Collected May 2014*

<u>Response</u>	<u>Count</u>	<u>Percent</u>
Yes	69	63%
No – no interest in a doctorate	17	15%
No – prefer a Ph.D.	24	22%

*Professional Doctoral Program Interest Survey Results from Masters and Post-Masters Certificate  
Program Graduates 2006-2013, Collected August 2014*

<u>Response</u>	<u>Count</u>	<u>Percent</u>
Interested in additional education	89	58%
If yes, interested in Ed.D.	77	87%

## Library Report

### MEMORANDUM

To: Julia Smith, School of Education and Human Services (SEHS)

From: Helen Levenson, Collection Development Librarian, University Libraries  
Amanda Nichols Hess, Librarian Liaison to SEHS, University Libraries

Re: Library collection evaluation for proposed Ed.D. in Organizational Leadership

Date: August 13, 2015

In order to complete this library collection evaluation for the proposed Ed.D. degree in organizational leadership, we reviewed the new program notes you provided in relation to OU Libraries' current resources related to leadership, adult learning, workforce diversity and management in a variety of academic and professional environments. In addition, we consulted *Magazines for Libraries* to benchmark OU Libraries' current holdings against a core journal list and reviewed a list of journal titles requested through interlibrary loan in 2014-2015. The following is an assessment of OU Libraries' ability to support the proposed new degree program.

#### Reference Sources and Periodical Indexes

OU Libraries maintain access to many important reference sources and handbooks relevant to the proposed organizational leadership degree. These include:

- *Encyclopedia of African American Education*, edited by K. Lomotey, SAGE, 2010; REF LC 2771 .E63 2010 (reference collection)
- *Encyclopedia of educational leadership and administration*, by F. W. English, 2006, Sage; LB 2805 .E527 2006 (reference collection)
- *Handbook of adult and continuing education*, edited by A. L. Wilson and E. Hayes, 2000, Jossey-Bass, LC 5215 H245 2000 (circulating collection)
- *Handbook of experiential learning and management education*, edited by M. Reynolds and R. Vince, Oxford, 2007; LB 1027.3 .H365 2007 (circulating collection)
- *Handbook of global and multicultural negotiation*, edited by C. Moore & P. Woodrow, Jossey-Bass, San Francisco, 2010; HD 58.6 .M656 2010 (circulating collection)
- *Jossey-Bass handbook of nonprofit leadership and management*, edited by D. O. Renz, Jossey-Bass, 2010; HD 62.6 .J67 2010 (circulating collection)
- *Oxford handbook of leadership*, edited by M. G. Rumsey, Oxford University Press, 2013; HD 57.7 .O96 2013 (circulating collection)
- *Oxford handbook of reciprocal adult development and learning*, edited by C. Hoare, Oxford University Press, 2011; BF 724.5 .H365 2011 (circulating collection)

- *Philosophy of education: the key concepts*, edited by C. Winch and J. Gingell, Routledge, 2008; LB 15 .W54 2008 (circulating collection)
- *The nonprofit sector: A research handbook*, edited by W. W. Powell and R. Steinberg, Yale University Press, 2006; HD 62.6 .N67 2006 (circulating collection)
- *21<sup>ST</sup> Century Education: a reference handbook* edited by T. L. Good, Sage , 2008. 3<sup>rd</sup> floor, LA 210 .A15 2008 (circulating collection)
- *Action Research in Education: A Practical Guide*, by S.E. Efron, R. Ravid, Guilford, 2013 (ebook)
- *Becoming a Teacher through Action Research*, by D.K. Phillips and K. Carr, Routledge, 2014 (ebook)
- *Change handbook: the definitive resource on today's best methods for engaging whole systems*, by P. Holman and T. Devane, Berrett-Koehler, 2007 (ebook)
- *Encyclopedia of Diversity in Education*, edited by J. Banks, Sage, 2012 (ebook)
- *Gender and Education: An Encyclopedia*, edited by B. J. Bank, S. Delamont, and C. Marshall, Praeger, 2007 (ebook)
- *Handbook of gender and work*, edited by G. N. Powell, Sage, 1999 (ebook)
- *Handbook of multicultural assessment: clinical, psychological, and educational applications*, edited by L. A. Suzuki and J. G. Ponterotto, Jossey-Bass, 2008 (ebook)
- *Handbook of multicultural measures*, edited by G. Gamst, C. Liang, and A. Der-Karabetian, Sage, 2011 (ebook)
- *Handbook of organizational change and innovation*, edited by M.S. Poole and A. H. Van deVen, Oxford, 2004 (ebook / circulating collection - HD 58.8 .H3614 2004).
- *Handbook of research methods in industrial and organizational psychology*, edited by S. Rogelberg, Oxford, 2004 (ebook and circulating collection - HF 5548.8 .H2653 2002)
- *International handbook of leadership for learning*, edited by T. Townsend and J. MacBeath, Springer, 2011 (ebook)
- *Learning in Adulthood: A Comprehensive Guide*, by S. B. Merriam, R. S. Cafarella, and L. M. Baumgartner, Jossey-Bass, 2007 (ebook and circulating collection - LC 5225 .L42 M47 2007)
- *Oxford handbook of public health practice*, edited by C. Guest, W. Ricciardi, I. Kawachi, and I. Lang, Oxford University Press, 2013 (ebook)
- *Workplace learning and leadership: A handbook for library and nonprofit trainers*, by L. Reed and P. Signorelli, American Library Association, 2011 (ebook)

OU Libraries also maintain subscriptions to the most significant journal indexes in the field of organizational leadership including:

- *ABI/Inform*, a business database that provides full-text access to much of the journal literature related to issues in management and leadership;
- *PsycINFO*, a psychology database that provides excellent coverage of management and personnel issues;
- *ERIC*, the main education database;
- *CINAHL Plus with Full-Text*, a health sciences database that provides full-text access to journal literature on health management and administration;
- *PubMed (MEDLINE)*, which also provides full-text access to journal literature on health management and administration;
- *Social Sciences Citation Index (via Web of Science)* and;
- *Sociological Abstracts*.

Users are able to access full-text coverage of the periodical literature through OU Libraries' openURL article linker, the GET IT link. This service links databases to the Libraries' ejournal packages.

## APPENDIX H

Generally, then, OU Libraries' reference and online periodical indexes are sufficient to support the proposed degree program.

### Monographs

An analysis of the Libraries' print monograph collection found that OU Libraries have a good, basic collection related to organizational leadership and diversity. In the last five years, we have purchased 230 print monographs related to issues in management and leadership as well as 225 print monographs in school administration and 16 print monographs in adult education (see Table 1). Many of the titles have been received through the Libraries' approval plan with its primary book vendor, which supplies OU Libraries with recently published titles based upon a profile developed to support OU's curriculum. Other titles have been acquired through library departmental funding for the School of Education and Human Services' department of organizational leadership, and through the new program funding allocated to the Master's Degree program in higher education administration (which emphasizes adult education and issues of diversity). These areas of the collection will continue to grow through these regular, existing funding sources (including when the new program funding for the Master's in higher education administration becomes permanent program funding).

In particular, OU Libraries have been developing our ebook collection on organizational leadership, including areas in adult learning, and workplace diversity to meet students' and faculty's needs. Recent ebook acquisitions in these areas include:

- Education and leadership and ebooks = 218
  - *Change Leadership in Higher Education: A Practical Guide to Academic Transformation*, by Jeffrey L. Buller, Jossey-Bass, 2015
  - *Academic Leadership in Higher Education: From the Top Down and the Bottom Up*, edited by Robert J. Sternberg, et al, Rowman & Littlefield, 2015
  - *Impact: How Assistant Principals Can be High Performing Leaders*, by Christopher Colwell, Rowman & Littlefield, 2015.
  - *Emotionally Intelligent Leadership: A Guide for Students*, by Marcy Levy Shankman, Scott J. Allen, and Paige Haber-Curran, Jossey-Bass, 2015
  - *Building Academic Leadership Capacity: A Guide to Best Practices*, by Walter H. Gmelch and Jeffrey L. Buller, Jossey-Bass, 2015
  - *Educational Leadership Relationally A Theory and Methodology for Educational Leadership, Management and Administration*, by Scott Eacott, SensePublishers, 2015
  - *Data Driven Leadership*, by A. Datnow and V. Park, Jossey-Bass, 2014
  - *Leading for excellence: a twelve-step program to student achievement*, by T. Harvey, B. Drolet, and D. Devore; Rowman & Littlefield, 2014
- ("Adult learning" or andragogy) and ebooks = 24

- o *Teaching Adults: A Practical Guide for New Teachers*, by Ralph G. Brockett, Jossey-Bass, 2015
- o *The Instructional Value of Digital Storytelling: Higher Education, Professional, and Adult Learning Settings*, by Patricia McGee, Routledge, 2015
- o *Powerful Techniques for Teaching Adults*, by S. Brookfield, Wiley, 2013
- o *Lifelong Learning in Later Life*, by B. Findsen, via SpringerLink, 2011
- Diversity and (employ? or workplace) and ebooks = 96
  - o *How Global Migration Changes the Workforce Diversity Equation*, edited by Massimo Pilati, Hina Sheikh, Francesca Sperotti and Chris Tilly, Cambridge, 2015
  - o *Diversity at Work: the practice of inclusion*, ed by E. Meyer, PublicAffairs, 2014
  - o *Cross-cultural Knowledge Management*, M. Del Giudice, via SpringerLink, 2012

In addition to these areas of the Ed.D in organizational leadership, the program also proposes to address health services, public health, and nonprofit administration. Through purchases by OU William Beaumont Medical Library and graduate programs in the health sciences, OU Libraries have purchased 413 print monographs and reference books in health services and public health; many of these books may be only tangentially related to administration or organizational leadership issues in these areas, though. The area of nonprofit administration is not as well-developed in the existing library collection and will need to grow more substantially to meet curricular needs. In the last five years, four print monographs have been acquired on nonprofit organizations (see Table 1). This area of the collection has been growing through ebook acquisitions. Recent purchases include:

- Manag? and profit and ebooks = 129
  - o *Balanced Asset Allocation: How to Profit in any Economic Climate*, by Alex Shahidi, Wiley, 2015
  - o *Operational Excellence: Journey to Creating Sustainable Value*, by John S. Mitchell, Wiley, 2015
  - o *The Wallet Allocation Rule: Winning the Battle for Share*, by Timothy L. Keiningham, Lerzan Aksoy, and Luke Williams with Alexander Buoye, Wiley 2015
  - o *Managing the Public's Trust in Non-profit Organizations*, by C. D. B. Burt, via SpringerLink, 2014
  - o *Conceptualizing and research governance in public and non-profit organizations*, ed by L. Gnan. A. Hinna, and F. Monteduro, Emerald, 2013

**APPENDIX H**

**Table 1: Print monograph titles purchased in the last five years that relate to the proposed Ed.D in organizational leadership:**

LC call number range	Subject	# books purchased last 5 years	Avg Cost – OU report	Gobi, # books last 2 years
HD 28 - HD 70	Management & Leadership	230	\$52.42	>1000 in last year
LB 2801 - LB 3095	School Administration & Organization	225	\$41.57	982
LC 5201 - LC 6660.4	Adult education, continuing education	16	\$55.14	183
RA 1-1270	Health services administration, public health administration	413	\$100.00 (print)	860
HD 62.6, HD 2769.15 - HD 2769.2	Nonprofit organizations	4 0	\$129.00 (print & e-book) \$133.00 (print & e-book)	42 30

In seeking to understand OU Libraries' complete monograph collection for the different areas of the proposed Ed.D in organizational leadership, the Libraries' catalog was searched for the following terms:

Library Catalog search	OU Libraries Holdings
Education and leadership	1336
"adult learning" or andragogy	204
Manag? and profit	264
Diversity and (employ? or workplace)	434
"health care administration" or "public health administration"	122
Nonprofit and administration	58

## APPENDIX H

This review of monographs reinforces that the primary areas of growth in the Libraries' collection necessary to support this new program are in health care / public health administration and nonprofit administration.

While there are no other Ed.D programs in organizational leadership at the other public universities in Michigan, several universities offer Ed.D programs in educational leadership, including Central Michigan University, Michigan State University, University of Michigan-Dearborn, University of Michigan-Flint, and Wayne State University. A review of the research guides provided by these universities' libraries illustrates that OU Libraries maintain a relatively comparable collection in education leadership. There are, though, titles in areas including evidence-informed practice, qualitative research, and education finance that may be acquired to strengthen the collection. In addition, a review of a library research guide on organizational leadership and strategy provided through Brigham Young University (BYU) Libraries identified important monograph titles in this subject area. OU Libraries own the majority of the recommended titles, which primarily focus on leadership and strategy within corporate and nonprofit organizations; many of the monographs *not* in OU's collection are older (pre-1990) and may have been supplanted by more current content.

To ensure that the Libraries' monographic collection supports the new degree program, **funding to purchase approximately ten monographs in the areas of nonprofit and health care / public health management each year**, in addition to the funds already allocated for the School of Education and Human Services, has been built into the proposed library acquisition budget (see Table 5). Additional funds have been added in year one for retrospective collection building.

### Journals

OU Libraries' coverage of the journal literature in organizational leadership is fairly strong. Table 2 lists the major journals and professional magazines in these fields to which OU Libraries currently have access; this list is by no means exhaustive and, for example, does not include many of the Libraries' more general educational research and management/leadership journals that also would be relevant to the program. These titles are available online through the Libraries' discovery tool (i.e., Library OneSearch), its general interest periodical databases (e.g. *Academic OneFile*), and its journal publisher packages (e.g. Wiley-Blackwell and Sage), in addition to the subject-specific periodical indexes listed above. Table 3 lists the major journals and professional magazines in diversity and human resources to which OU Libraries currently have access.

The Libraries' journal holdings have been compared to:

- *Magazines for Libraries*, which provides a brief list of core titles in organizational leadership, management administration, labor / industrial relations, human resources, and health care administration;
- Journal titles cited in the bibliographies and readings lists found in prominent handbooks;
- Journal titles listed in the proposed syllabi for the Ed.D program in organizational leadership; journal titles frequently requested through Interlibrary Loan (see Table 4);

- The most frequently cited journals from subject appropriate searches in ABI/Inform, Scopus, and Web of Science;
- The top journal titles in organizational leadership and strategy in BYU Libraries' research guide on the topic; and
- The recommended journal titles for the other Ed.D programs in educational leadership across Michigan.

Based on these resources, the Libraries have a good foundational periodical collection for this new program. While adding some journal titles, such as *Social Cognition*, *Operational Behavior and Human Decision Processes*, *Public Personnel Management* and *Journal of Leadership, Management and Organizational Studies* may strengthen the Libraries' collection, other recommended titles are more business-specific (e.g. *Journal of Business and Finance Leadership*) and therefore do not necessarily fit within this program's scope. All in all, the current journal subscriptions address the proposed Ed.D program's stated needs, and to ensure these needs are met on a go-forward basis, OU Libraries can evaluate interlibrary loan transactions by the program's faculty and students in the future. This may help to identify the journal titles that would be most useful to add to the Libraries' collection.

### **Support for Current Library Resources**

As noted above, OU Libraries already subscribe to a number of online resources that will support an Ed.D. in organizational leadership. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year), the Libraries cannot guarantee that we will be able to maintain subscriptions even to our current resources. Therefore, we ask that OU Libraries be given \$1,000 per year (with inflationary increases in each year) to assist us in funding these resources, especially the current journal packages that are critical to this program as well as to the broader curriculum of the School of Education and Human Services.

C: Nancy Bulgarelli, Interim Dean of Libraries

Table 2: OU Journals in Organizational Leadership

Journal Title	Format	Access
Academic Leadership	online	Wilson 2009-present
Academy of Management Journal	online & print	* JSTOR + Business Source Elite 1976 - present
Academy of Management Learning and Education	online	* JSTOR + Business Source Elite 2002 - present
Academy of Management Review	online & print	* JSTOR + Business Source Elite 1976 - present
Active Learning in Higher Education	online	Sage 2000 - present
Administrative Science Quarterly	online	* JSTOR + Sage Premier 1956 - present
American Educational Research Journal	online	* JSTOR + Sage Premier 1964 – present
British Journal of Management	online	* Business Source Elite + Wiley 1990 - present
Cross Cultural Management	online	ABI/Inform 7/2001 to 6 months ago
Decision Sciences	online	ABI/Inform + Wiley 1988 - present
Diverse Issues in Higher Education	online	Wilson 2005 - present
Educational Assessment, Evaluation and Accountability	online	*SpringerLink 1997 - present
Educational Management, Administration and Leadership	online	Sage 2004 - present
Educational Studies	online	*Taylor & Francis 1997 - present
Equality, Diversity and Inclusion: an international Journal	online	ABI/Inform 2010 - present
Ethnic and Racial Studies	online	CJ Abstracts 1978 to 18 months ago
Ethnic Studies Review	online	Academic OneFile 6/2006 - present
Ethnohistory	online	JSTOR + eDuke 1954 - present
Gender in Management	online	ABI/Inform 2008 to one year ago
Gender, Work and Organization	online	Wiley 1997 - present
Group and Organization Management	online	*SAGE 1992 - present

Ed.D. in Organizational Leadership  
OU New Program Application

HR Magazine	online & print	* ABI/Inform 1991 - present
Harvard Educational Review	online	Harvard - single journals - 1984 - present
Interfaces	online	* JSTOR + INFORM PubsOnline 6/1971 to present
International Journal of Organizational Analysis	online	* Business Source Elite + ABI/Inform 1993 to 1 year ago
International Journal of Selection and Assessment	online	Wiley 1997 - present
Journal of American Ethnic History	online	* JSTOR 1981 - present
Journal of Applied Business Research	online	ABI/Inform 1992 - present
Journal of Business Diversity	online	ABI/Inform 2011 - present
Journal of Business Strategy	online	* Business Insights: Global 1993 to present
Journal of Diversity in Higher Education	online	PsycARTICLES 2008 - present
Journal of Education Finance	online	*JSTOR + Project MUSE 1975 - present
Journal of Educational Administration	online	ABI/Inform Complete 1992-1 year ago
Journal of Ethnic and Migration Studies	online	General Ref Center Gold 1998 - 11/2006
Journal of Intercultural Studies	online	Diversity Studies Collection - 4/1997 - 4/2000
Journal of Leadership and Organizational Studies	online	Sage 2002 - present
Journal of Leadership Studies	online	Wiley 2007 - present
Journal of Management	online	* Sage Backfile + Premier 1975 - present
Journal of Management Studies	online	* Business Source Elite + Wiley 1985 to present
Journal of Managerial Issues	online	* JSTOR + Business Source Elite 1989 - present
Journal of Operations Management	online	ScienceDirect 1995 - present
Journal of Organizational Behavior	online	*JSTOR and Wiley 1988 - present
Journal of Research Administration	online	*ABI/Inform 2000 - present
Leadership	online	*Education Full Text 2000 - present
Leadership & Organization Development Journal	online	*ABI/Inform 1992 - 1 year ago
Leadership Quarterly	online	ScienceDirect 1995 - present

Ed.D. in Organizational Leadership  
OU New Program Application

MIT Sloan Management Review	online	* ABI/Inform + Academic OneFile + 1970 - present
Management Communication Quarterly	online	* Sage Backfile + Premier 1987 - present
Management in Education	online	* Sage Backfile + Premier 1987 - present
Management Decision	online	* ABI/Inform 1992 to 1 year ago
Management Research Review	online	ABI/Inform 2010 to 6 months ago
Management Science	online & print	* JSTOR + INFORM PubsOnline 1954 to present
Multicultural Education: the magazine of the National Association for Multicultural Education Planning	online	* Academic OneFile 3/2005 - present
New Directions for Adult and Continuing Education	online	*Wilson + Wiley 1996 - present
New Directions for Teaching and Learning	online	Wiley 1980 - present
Organization: the critical journal of organization, theory and society	online	* Sage Backfile + Premier 1994 - present
Organization Science	online & print	* JSTOR 1990 to 5 years ago online; current in print
Organizational Dynamics	online	* Business Source Elite + ScienceDirect 1985 - present
Organizational Research Methods	online	* Sage Backfile + Premier 1998 - present
People & Strategy	online	* Bus Abs with FT 1995 - present
Public Personnel Management	online & print	* Business Source Elite 3/1985 - present
Strategic Management Journal	online	*JSTOR and Wiley 1980 - present
Strategy & Leadership	online	* ABI 3/1996 - 1 year ago
Training	online & print	* ABI/Inform 1987 - present
T+D	online & print	* ABI/Inform 5/2001 - present
Women in Higher Education	online	Academic OneFile 2002 - present
Workspan	online	* ABI/Inform 2000-2007

\* one of many online providers

APPENDIX H

Table 3: OU Journals in Workplace Diversity

Journal Title	Format	Access
Human Relations	online & print	*ABI/Inform Complete 1992 - 2007; SAGE Premier 1999 - present
Advances in Developing Human Resources	online	* ABI/Inform Complete 2003 - 2007; SAGE Premier 1999 - present
Business and Society	online	*ABI/Inform Complete 1960 - 2007 (some gaps in coverage)
International Journal of Human Resource Management	online	Business Source Elite 1990 - 18 months ago
Personnel Psychology	online & print	*Business Source Elite 1985 - 1 year ago
Human Resource Management	online & print	*Wiley-Blackwell Full Collection 1996 - present

Table 4: Journals requested frequently via Interlibrary Loan - 2013-present

Journal Title	Publisher	Price	Indexed in ERIC/ABI
Journal of Organizational Behavior Management	Routledge	\$902	yes
Cognition and Emotion	Routledge	\$1866	no
Educational Gerontology	Routledge	\$1099	yes
International journal of leadership in education	Routledge	\$725	yes
Journal of college student retention: research, theory & practice (Have since subscribed to this journal.)	Baywood	Current sub	yes/no
Psychology in the Schools (Have since subscribed to this journal.)	Wiley	Current sub	yes/no
Race, ethnicity and education	Routledge	\$1283	yes

Table 5: Proposed Five-Year Budget for Library Resources to Support an Ed.D in Organizational Leadership

	Year 1	Year 2	Year 3	Year 4	Year 5
Monographs <sup>1</sup>	\$ 2,500	\$ 500	\$ 525	\$ 551	\$ 579
Journals	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Support for current library resources <sup>2</sup>	\$ 1,000	\$ 1,080	\$ 1,166	\$ 1,260	\$ 1,360
	\$ 3,500	\$ 1,580	\$ 1,691	\$ 1,811	\$ 1,939

<sup>1</sup>Reflects a 5 percent annual inflationary increase in years 3-5.

<sup>2</sup>Reflects an 8 percent annual inflationary increase in years 2-5.

Support Letters

**Addendum – Course Renumbering from Three Digit to Four Digit**

When the Department of Organizational Leadership submitted our courses to the renumbering project, we included the courses that would be created for the Ed.D. program as well. The following list includes the six courses that already exist which will be cross-listed with the Ph.D. in Educational Leadership, as well as the internship courses and research training courses that will only be taken by Ed.D. students.

<b>Type of Course</b>	<b>Title</b>	<b>3 Digit Number</b>	<b>4 Digit Number</b>
Doctoral Core	Philosophical and Ethical Issues in Organizational Leadership	ED 801	ED 8410
Doctoral Core	Advanced Politics and Policy in Organizational Leadership	ED 802	ED 8420
Doctoral Core	Promoting Diversity & Social Justice in Organizations	ED 803	ED 8430
Doctoral Core	Org/Adlt Lrn Theories/Prof Cap	ED 804	ED 8440
Doctoral Core	Motivation, Change, and Innovation for Org Leadership	ED 805	ED 8450
Doctoral Core	Principals of Organizational Leadership	ED 806	ED 8460
Internship	Organizational Leadership Internship I	ED 841	ED 8953
Internship	Organizational Leadership Internship II	ED 842	ED 8954
Internship	Organizational Leadership Internship III	ED 843	ED 8955
Research/Capstone	Principles and Practices in Program Evaluation	ED 821	ED 8610
Research/Capstone	Gathering, Assessing & Communicating Evidence for Program Evaluation	ED 822	ED 8620
Research/Capstone	Capstone Project Completion	ED 823	ED 8630

Frank Riviera  
Microsoft Director of Business Solutions – Heartland District  
1000 Town Center, Suite 2000, Southfield, MI 48075  
248.505.8507

Dr. Julia Smith, Doctoral Program Coordinator  
Department of Organizational Leadership  
School of Education and Human Services  
Oakland University  
2200 North Squirrel Road  
Rochester, MI 48309-4494

Dear Dr. Smith,

On Monday evening, March 16<sup>th</sup>, 2015 in Atlanta, I will have dinner with a core group of revolutionary thinkers at Ford Motor Company. The discussion will focus on the "Connected Car." The "Connected Car" is the manifestation of a vision to sense, read, upload, capture, store, secure and analyze large volumes of digital data from millions of Ford vehicles throughout the world. A press announcement will follow the next day.

What are the global ramifications of a "Connected Car"? How will society be impacted? Culture changed? Behavior modified? Who will lead the efforts to introduce new innovations? What organizations will lead the design of global standards on compliancy, privacy and security? How will government, education, healthcare, and the private sector intersect to maximize the value of this inevitable enterprise? The possibilities are limitless and the impact is seismic.

This is but one scenario that sits at the doorstep of the digital age. A time that requires the development of new leaders with inter-disciplinary skills. The demand is sizeable. According to the McKinsey Global Institute, "In the United States and other developed economies in North America and Europe, companies will require 16 to 18 million more college-educated workers than will be available in 2020." Who will inspire, develop, train and motivate the millions required to keep pace with current and future demand? Oakland University!

Oakland University sits in a geographic region birthed in innovation and ready to weave the digital age into traditional production economies. The region will require leaders who can develop teams with the necessary skills to thrive in the new economy. I thus submit my support for Oakland University's development of the Ed.D. in Organizational Leadership in order to seize opportunities such as this.

When I worked at Microsoft's World Headquarters in Seattle, I led Microsoft's Worldwide New Hire program called "Microsoft 101". Thousands of new hires, mostly from outside the US, would come through my program. They returned to their respective countries ready to engage in solutions across industries such as Education, Healthcare, Public Safety and Government. Many became influential departmental leaders delivering Human Resource, Financial, Operational and Supply Chain solutions. All would positively impact their communities by leveraging their leadership skills across a diverse set of cultures. The Ed. D. in Organizational Leadership would have been an ideal degree for my responsibilities as leader of "Microsoft 101". It would serve me well today as Director of Microsoft Business Solutions.

I greatly appreciate your consideration of my support for Oakland's Ed. D in Organizational Leadership.

Frank Riviera  
[frankr@microsoft.com](mailto:frankr@microsoft.com)



## HOPE, Inc.

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249 Baldwin Avenue Pontiac, MI 48342 • Tel 248.499.7345 • Fax 248.499.7354

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March 20, 2015

Julia Smith, Ed.D, Professor  
Department of Organizational Leadership  
Oakland University  
480D Pawley Hall  
2200 N Squirrel Road  
Rochester, MI 48309-1491

Dear Dr. Smith:

It is my great pleasure to write this letter in support of Oakland University's proposed interdisciplinary doctorate degree, the Educational Doctorate in Organizational Leadership.

In the rapidly changing world of non-profit governance, funding, fundraising, etc. emerging leaders will need to be able to guide their organizations through an environment where constant change is the norm. Large, national non-profits will need to reinvent themselves to remain relevant, start ups will face fierce competition and interagency collaboration will be a given. Fundraising has radically changed from major gifts/events to social media "Go Fund Me" sites, and will continue to evolve as the Baby Boomers retire and move on. Boards of Directors will seek leaders who can help their organizations quickly adapt to these and future changes as well as understand that profitability drives the ability to provide the mission work. The non-profit leader must possess visionary leadership; be a confident, natural communicator and connector; have a passion for the mission and clients; possess proven fundraising skills and financial savvy; and have experience in a top management role *and* be able to adapt to and navigate emerging trends. This degree will ensure that leaders are prepared to do just that.

HOPE would be pleased to serve as an internship site for this program, as well. We already host interns from a variety of disciplines including social work, marketing/communications, nursing and medical school. We work to provide our interns with real world experience and in turn, their great ideas enrich our programs. As a 24 hour a day/7 day a week program we can easily accommodate working students.

I can be reached at [ekelly@hopewarmingpontiac.org](mailto:ekelly@hopewarmingpontiac.org) or 248 499 7345 if I can be of further service. It is my fervent hope that you will favorably consider Oakland University Department of Organizational Leadership's request to implement the new degree, Educational Doctorate in Organizational Leadership.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Kelly". The signature is written in dark ink and is positioned above the printed name.

Elizabeth Kelly  
Executive Director

---

[www.hopewarmingpontiac.org](http://www.hopewarmingpontiac.org) | [ekelly@hopewarmingpontiac.org](mailto:ekelly@hopewarmingpontiac.org)

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## MICHIGAN ASSOCIATION *of* SCHOOL ADMINISTRATORS

March 23, 2015

Julia Smith, Ed.D, Professor  
Department of Organizational Leadership  
Oakland University  
475B Pawley Hall  
2200 N Squirrel Road  
Rochester, MI 48309-1491

Dear Dr. Smith:

It is my pleasure to write this letter of support of Oakland University's proposed interdisciplinary doctorate degree, the Educational Doctorate in Organizational Leadership.

There is a great need for leaders of complex organizations to partake in core leadership courses, have an understanding of applied research, and have opportunities to work in field internship positions in order to best serve their communities. There is a need for leaders from across government, health care, training and development, criminal justice and education to work together as an integrated community to solve complex problems and move our state forward. I believe that the strength of Oakland University's Doctorate in Organizational Leadership is having a diverse group of leaders working in tandem to increase their knowledge of leadership, their scope of understanding leadership in other professions, and to have an opportunity to have coursework focused on their specialized areas of interest.

As an educational institution, Oakland University is meeting the needs of the greater community by producing highly qualified leaders from multiple contexts who will be able to develop teams with the necessary skills to thrive in today's economy. I fully support the Educational Doctorate in Organizational Leadership, and look forward to the impact these leaders will have on our future.

Sincerely,

Chris Wigent  
Executive Director



Celebrating 27 Years as Executive Consultants  
to the National Nonprofit Sector

Dr. Julie Smith, Ed.D., Professor  
Department of Organizational Leadership  
Oakland University

Dear Dr. Smith:

As someone deeply involved in the non-profit sector locally, regionally and nationally since 1987, I see a distinct need for OU's proposed interdisciplinary doctorate degree, especially in the realm of non-profit organization and management.

Specifically, there are a number of trends that affect the marketplace, which over the next 15-20 years will allow OU graduates of this program to secure well-paying jobs and have a tremendous impact on the local community. For example, the turnover of "C-level" staff (CEO's, COO's, CFO's, VP's), etc. has not even reached its peak, after stalling from 2008-20011. This means more great jobs. As well, the movement of candidates with sold corporate and governmental backgrounds will continue to make their way into the broader non-profit sector, as salaries rise and more senior level opportunities become available. Having gone through a proposed program like OU's, will really help seed the job market and impact society in a big way, especially if graduates of the program stay in Michigan.

So, I see OU's efforts in this growing arena as a smart move. I see the potential for graduates of the program to land meaningful jobs. I see the need for more involved board members who have been through OU and learned from others in the field. I also applaud the fact that the doctorate program is filling a need that most other universities haven't seen yet, which is to bring in students from non-profits, from government, from the corporate world and even from small business and entrepreneurial ventures into a learning environment which is practical and meaningful.

There is a growing area of social enterprise that is also a "hot spot" for graduates of OU's program to become ingrained in, and bring best practices to the community. OU would be wise to pay attention to this trend, in its mix of curriculum.

Please keep me informed of your progress with this effort. Thank you.

Sincerely,

A handwritten signature in black ink that reads "Gary Dembs". The signature is written in a cursive style.

Gary Dembs, CEO



**Community**  
HOUSING NETWORK

Opening Doors • Transforming Lives

March 24, 2015

Department of Educational Leadership  
480D Pawley Hall  
Oakland University  
2200 N Squirrel Rd.  
Rochester, MI 48309

RE: Interdisciplinary Doctorate Degree

To whom it may concern,

I am writing to support Oakland University's proposed doctoral program in Organizational Leadership.

As the CEO of a successful nonprofit, I've seen this sector change significantly in the last decade. Many area nonprofits have failed due to reduced funding and other environmental factors. At the same time, the need for strong mission driven nonprofits has increased. There is clearly a need to develop the next generation of leadership for these organizations.

Community housing Network already enjoys a strong relationship with Oakland University, and would be pleased to work with the University through internships and other mutually beneficial endeavors.

In my opinion, there is a strong local need for this proposed program to strengthen the knowledge base and talent pool available in our community. I believe that there would be a strong employment market for graduates.

I wish you continued success, and please keep me informed of your progress.

Best regards,

Marc Craig





March 24, 2015

Julia Smith, Ph. D., Professor  
Department of Organizational Leadership  
Oakland University  
480D Pawley Hall  
2200 North Squirrel Road  
Rochester, MI 48309

Dear Dr. Smith:

The purpose of this letter is to provide support for the development and implementation of a new interdisciplinary doctorate degree designed with the needs of community and service based leadership, including Education and Human Services. It is our understanding that this degree will be comprised of core leadership courses focused on current and critical issues in leading organizations, providing field internship experiences with sponsors across southeast Michigan, and applied research education and cognate courses in an area of interest, such as K-12 leadership.

This degree certainly will meet the demands for effective leadership in our schools, which are becoming not only institutions of learning, but also outreach for families with unique needs in the areas of social and emotional wellbeing. Research is strong as it relates to the impact of leadership on an organization. Certainly, the outline of the requirements for this degree is impressive. In particular, there is an emphasis on applying theory into practice and bringing knowledge from practice into one's intellectual work.

We are pleased to offer support for the inclusion of this interdisciplinary doctorate for the School of Education and Human Services.

Sincerely,

A handwritten signature in blue ink that reads 'Michael R. DeVault'. The signature is fluid and cursive, with the first name 'Michael' being the most prominent.

Michael R. DeVault, Superintendent

MRD/et

COUNTY OF OAKLAND  
**OFFICE OF THE SHERIFF**  
MICHAEL J. BOUCHARD



March 26, 2015

Julia B. Smith, Ed. D.  
Department of Organizational Leadership  
Oakland University  
480D Pawley Hall  
2200 North Squirrel Rd.  
Rochester, MI 48309

Dear Dr. Smith:

This letter is to offer support in favor of establishing an interdisciplinary doctoral program centering upon organizational leadership. Having served as an organizational leader primarily in government and law enforcement, and one who works closely with local, state, and national leaders, I recognize there is a need for this type of training and education. Graduates of organizational leadership program would be of great value in the workplace. Education continues to serve as the vital foundation for leaders of public sector organizations, both large and small. This program would have a profound influence in shaping the organizational leadership of the future through dynamic field-based course offerings.

Speaking in the context of criminal justice, graduates will become progressively more adept in making informed decisions concerning their respective agencies. The Oakland County Sheriff's Office continues to offer internship opportunities to the top universities in the state, and would serve as a potential site for interns of this program should it be implemented.

Please let me know if you have any questions, and feel free to contact me if I may ever be of assistance.

Sincerely,

A handwritten signature in blue ink that reads "Michael J. Bouchard".

Michael J. Bouchard  
Oakland County Sheriff  
President Emeritus, Major County Sheriffs' Association of America

1200 N TELEGRAPH RD BLDG 38 EAST \* PONTIAC MI 48341-1044 \* (248)858-5000



# Bloomfield Township Senior Services

Christine Tvaroha, Director

Bloomfield Township

Lee C. Sadowski, Supervisor • Janet D. Smith, III, Clerk • Dan Devine, Treasurer  
David Buckley, Trustee • Neal J. Barnett, Trustee • Brian E. Kepes, Trustee • Corinne Khederian, Trustee

March 26, 2015

Dear Dr. Smith:

I am writing on behalf of Christine Tvaroha, Director of Bloomfield Township Senior Services in support of the new interdisciplinary degree doctorate program in Organizational Leadership at Oakland University.

Bloomfield Township Senior Services (BTSS) is a governmental organization serving the 20,000+ Township residents ages 50 and older. Our mission is to enrich lives with learning opportunities, provide services that support well-being and independence and build community. BTSS offers classes, programs, events and services that focus on the recreational, enrichment, social, fitness, dementia care, nutritional and transportation needs of the age 50+ residents of Bloomfield Township. These programs are funded by a dedicated senior services millage that supports 50% of the operating budget. Generating additional funds is currently being accomplished with co-pays for services and user fees for enrichment, fitness and travel programs.

BTSS moved from a home in a former elementary school to a new senior center facility in June, 2009. With this move we have experienced a huge growth in participation in programs and services. This growth is fantastic, but has certainly presented us with many continuing challenges that would benefit from participants in the proposed doctoral program. These program areas are:

- Strategic planning assistance in planning for future growth
- Human resource management in hiring, policy development, recruitment
- Nonprofit organization and management
- Local government relations
- Management information systems and training to coordinate the technological needs
- Fundraising development and identification of new funding streams.

BTSS would be willing to host and work with an intern and the faculty as an ongoing intern location. Graduates of this program would be of great value to an organization.

Best regards,

Joan Patzelt  
Deputy Director  
Bloomfield Township Senior Services



## Walled Lake Consolidated Schools

**James R. Geisler Middle School**

Dr. Sheryl Kennedy, Principal

Mr. Michael Gustitus, Assistant Principal

46720 West Pontiac Trail, Walled Lake, MI 48390

Office: 248/956-2900 Fax: 248/956-2905

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March 30, 2015

To Whom It May Concern,

It is with great enthusiasm that I would encourage Oakland University to pursue the Ed.D. of Organizational Leadership for the variety of organizations listed in the course structure and overview. I would encourage this program for a number of reasons.

First, as a former Ph.D. recipient from the current Oakland Doctoral program in Educational Leadership and Administration, I hold the vision and quality of an Oakland Degree in the highest regard. I felt that my success in the program was a direct result of the outstanding and caring faculty of Oakland University. However, as a practitioner in the area of K-12 education, I also recognize the necessity of being an expert in organizational theory and best practices as well as a researcher. The reality is that most of the often 60 hours per week that I put into my position has much more to do with knowing how best to run an organization that reaches to multiple stakeholders and how to understand and be critical of research than actually having opportunities to be a researcher. Although I loved doing my research for the Ph.D. program, in the current role of middle school principal, I must look forward to my future years of retirement before I can practically consider contributing to the academic knowledge of educational leadership with any real integrity.

Second, as a current faculty member of the University of Michigan, Flint that does offer an Ed. D. in leadership, I have had a number of friends and colleagues who have finished a MA or Ed. S. from Oakland who are considering the UM, Flint program due to its practicality and convenience when compared to an Oakland University Ph.D. Of course I always praise my experience in my Ph.D. program from Oakland, but the two programs simply serve two completely different purposes. The role of principal and superintendent, I believe are better suited to the Ed. D. program.

Third, in the world of educational leadership, the Ph.D. and Ed. D. are both considered advanced degrees and both would be appropriate for advancement. However, the Ed. D. provides for greater opportunities for growing and networking in a real-world experience. Through mentorship and field experiences, the chances of gaining employment would be greatly enhanced.

Of course, as an alumnus of Oakland University's Doctoral program I would be more than willing to help support the new Ed. D. program by mentoring and providing these field experiences. I am proud of the professional accomplishments that I have been able to achieve as a result of the outstanding education that I received from my Oakland University Ed Leadership degrees. Any opportunity to stay connected to my Alma Mater is always welcome.

Please contact me if you have any further questions.

Sincerely,

A handwritten signature in cursive script that reads "Sheryl Kennedy".

Sheryl Kennedy, Ph.D.  
Principal, Geisler Middle School



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*We're Making Tomorrow!*

*Home of the Wolves!*

3-30-15

RE: Oakland University Ed. D. in Organizational Leadership

To whom it may concern:

My name is Gary Wozniak and I am an Oakland University Graduate, and the President and CEO of RecoveryPark; a non-profit organization that is creating jobs for individuals with barriers to employment (recovering addicts, returning citizens, and individuals with low literacy rates) through the incubation of food-related social enterprises.

After reviewing the proposed new interdisciplinary doctorate degree in Organizational Leadership, I would like to express my strong support for the creation of the program. As an individual working extensively within the public, private and non-profit sectors, I can say that from first hand experience, the interdisciplinary and hands-on nature of this program has great potential. Understanding the political, economic, and social factors that impact the success of development initiatives is key for the success of professionals working to make positive and sustainable changes in their respective communities. The public, private, and non-profit sectors cannot afford to work in isolation. By creating a program that combines Criminal Justice Leadership, Local Government Management, and Non-Profit Organization Management, Oakland University can be on the vanguard of training and supporting a new generation of leaders who know how to foster and capitalize on collaboration.

If this program is approved RecoveryPark would love to serve as intern site for one or more of the Ed. D. candidates.

I look forward to potentially collaborating with professors and students that share my passion for working to make our communities safer, healthier, and more prosperous.

Please feel free to reach out to me if you have any questions regarding my support for the program.

Sincerely,

Gary Wozniak



President and CEO  
RecoveryPark  
8201 St. Aubin St. 200  
Detroit, MI 48211

March 30, 2015

Page 1 of 1



March 30, 2015

Dear Sir or Madam:

I would like to offer my formal support for the new interdisciplinary Doctorate in Organizational Leadership program at Oakland University. This program is intended for those working or interested in criminal justice, governmental, education, business, or non-profit organizational leadership positions.

As a former executive in the private security industry and now as a professor of undergraduate and graduate students, I understand and see the need for a doctoral program within this discipline. The challenges of executive leadership within the public, private, governmental, and non-profit communities call for individuals with advanced skillsets in applied research, analytic observation and thought, communication, as well as experiential learning opportunities.

The Doctorate in Organizational Leadership program recognizes these real-world educational needs for success and the current lack of qualified programs offering this type of curriculum in academia. For those who aspire to executive positions in these segments of society, this program at Oakland University will offer the appropriate amount of academic rigor combined with real-world experiential learning. This combination of educational concepts, greatly needed for executive leadership, is long overdue.

I fully endorse and support the Doctorate in Organizational Leadership program at Oakland University. Because of the time and effort put forth by the dedicated faculty and staff involved in this academic endeavor; the private, public, governmental, and non-profit communities will undoubtedly benefit from the graduates of this program.

If you have any additional questions pertaining to my endorsement of this program, please do not hesitate to contact me at either (989) 964-2178 or [jjjaks@svsu.edu](mailto:jjjaks@svsu.edu).

Sincerely,

A handwritten signature in black ink, appearing to read 'J. J. Jaksa'.

Joseph J. Jaksa, Ph.D., C.P.P.  
Associate Professor of Criminal Justice  
Coordinator – Master of Arts in Administrative Sciences Program

Cc: File



**OaklandSchools**  
Learning today. Transforming tomorrow.

Vickie L. Markavitch, Ph.D.  
*Superintendent*  
2111 Pontiac Lake Road  
Waterford, MI 48328-2736  
Telephone: 248.209.2000  
Facsimile: 248.209.2206  
www.oakland.k12.mi.us

March 31, 2015

Julia Smith, Ed.D.  
Oakland University  
2200 North Squirrel Road  
Rochester, Michigan 48309-4401

**RE:** Letter of Support for the New Interdisciplinary Doctorate Degree Program

Dear Dr. Smith:

Oakland University's new Interdisciplinary Doctorate Degree Program designed with the needs of Criminal Justice Leadership, Local Government Management, and Nonprofit Organizations and Management is an exciting initiative! This unique program will address the need to develop leadership candidates with extensive backgrounds and practical training.

Currently, there is an immense need in the K-12 educational environment to increase the number of Leadership Candidates to fill the top positions in local districts. Each year fewer and fewer candidates step forward to take on the charge of leading school districts. Many top positions remain unfilled and retirees are often called back to lend support. The field of education is in need of a doctorate program designed to meet the needs of the field. Individuals enrolled in this doctorate program will receive the in-depth training, valuable insight, and real world experiences aligned with practical internships. Graduates of the program will be better prepared to lead and confront the challenges that lay ahead.

Oakland Schools supports the New Interdisciplinary Doctorate Degree Program. Our organization stands ready to support the identification of intern sites within Oakland County and to partner with Oakland University to prepare leaders for the field of Education.

Sincerely,

Dr. Vickie L. Markavitch  
Superintendent  
Oakland Schools



**Wendy Zdeb-Roper**  
*Executive Director*

**Tammy Jackson**  
*President*

March 23, 2015

Julia Smith, Ed.D, Professor  
Department of Organizational Leadership  
Oakland University  
475B Pawley Hall  
2200 N Squirrel Road  
Rochester, MI 48309-1491

Dear Dr. Smith:

In the field of education, we are used to constant change. From my unique perspective, I know that this is also the case in the world of non-profits. To be a leader is a challenge, but to be an impactful leader is quite another. That is why I am pleased to offer my support for Oakland University's proposed Educational Doctorate in Organizational Leadership. A non-profit leader must be many things, including: visionary, confident, passionate, connected and fiscally responsible. This degree will help ensure that the leaders of tomorrow are able to increase their knowledge of leadership, expand their scope of understanding leadership in other professions, and have an opportunity to complete coursework focused on their specialized areas of interest.

I fully support Oakland University's request to implement an Educational Doctorate in Organizational Leadership. I look forward to the impact these leaders will have on the future of our great state and beyond. If I can be of further service, please do not hesitate to contact me at (517) 327-5315 or [wendyz@michiganprincipals.org](mailto:wendyz@michiganprincipals.org).

Sincerely,

A handwritten signature in black ink that reads "Wendy Zdeb-Roper". The signature is written in a cursive, flowing style.

Wendy Zdeb-Roper  
Executive Director

**The Michigan Association of Secondary School Principals advances learning through educational leadership.**

1001 Centennial Way, Suite 100, Lansing, MI 48917 | 517.327.5315 | [www.mymassp.com](http://www.mymassp.com)

March 31, 2015

To Whom It May Concern,

As an educational leader and proud Oakland University Alum, I am writing to endorse the creation of an Educational Doctorate in Organizational Leadership. As a working educational leader, I found the cohort style of the OU Education Specialist Program to be perfect for my professional and personal time constraints. It was because of this experience that I elected to continue my educational pursuits as a member of the OU Ph.D. in Educational Leadership Program. While I made my commitment for a number of reasons, including my long-range goals of further educational research and a one-day career in higher education, there were several other members of my Ed.S. cohort who chose to complete their doctoral degrees at neighboring universities because they offered an Educational Doctorate Degree for working professionals. These individuals are highly respected educational leaders who were searching for an opportunity to gain expert level degrees in their field without having to conduct the rigorous research that is associated with a Ph.D. As a cohort member, professional colleague, and Oakland University Alum, I was disheartened to see such talented professionals leave OU in search of a degree that better served their educational goals of leading in the field of education.

Educational leadership is competitive in nature and individuals who exhibit the drive and skills required to earn advanced degrees are highly sought after. There is currently a heightened expectation from districts across the country that openly post for doctoral-degreed candidates. A quick glance at any professional job search site will demonstrate that doctoral degrees are no longer the preference, but instead have become a requirement. I can share that in my professional conversations there are many educators who steer clear of earning a doctoral degree because they are not interested in conducting highly intensive research when all they hope to do is lead at the K-12 level. In an attempt to assist OU in the creation and sustained success of creating this new program, I am willing to offer my district as an internship site for future program participants.

Sincerely,

  
Carl J. Shultz, Ph.D

KIMBERLY J. CERRINI  
ASSISTANT  
PRINCIPAL  
586.757.7071

AMANDA L. CLOR  
ASSISTANT  
PRINCIPAL  
586.757.7070

MARC W. SONNENFELD  
ATHLETIC COORDINATOR  
586.757.7072  
STUDENT BEHAVIOR  
INTERVENTION  
586.755.3002

# OAKLAND UNIVERSITY™



## School of Education and Human Services Office of the Dean

Dr. Jon Margerum-Leys, Dean  
415 C Pawley Hall  
2200 North Squirrel Road  
Rochester, MI 48309  
jmleys@oakland.edu  
(248) 370-3045

January 20, 2016

### To Whom It May Concern:

I am writing in support of the Education Doctorate (Ed.D.) proposed by the Department of Organizational Leadership in the School of Education and Human Services. This program will fill a critical need for practitioners in our region. As a practitioner-oriented program, it adds a missing color in the palette of program offerings at Oakland University. To date, we do not offer practitioner-oriented programs at the doctoral level anywhere on our campus, with the possible exception of the Medical Doctorate (M.D.) degree. Like the M.D., the Ed.D. is a rigorous program intended for individuals who have career aspirations within a well defined professional space.

The School of Education and Human Services most commonly serves professionals in the fields of education and business. Among these professionals, the Ed.D. is seen as a valued terminal degree, one which allows them to reach the upper echelons of their organizations. For example, here at Oakland University, president George Hynd has an Ed.D. as his terminal degree.

Market analysis indicates that there will be tremendous demand for the Ed.D. program. We expect to have healthy cohorts both initially and for the foreseeable future. An advantage of the program as designed is that it can be offered using existing faculty and staff; in the event that our analysis is off the mark, there will be no personnel costs and little startup costs to the program.

For the School of Education and Human Services and for Oakland University, the Ed.D. is a vital next-step program to offer. We have every reason to be optimistic regarding its success and I support it fully.

Yours truly,

Jon Margerum-Leys

OAKLAND  
UNIVERSITY.

Office of the Dean

January 22, 2016

Dr. Beth Feiten  
School of Education and Human Services  
Oakland University  
Rochester, Michigan 48309-4401

Dear Dr. Feiten,

I know that there have been discussions with College of Arts and Sciences faculty and your colleagues regarding the plans for the Ed.D. program in Leadership. I believe that this program will provide an educational boost to many students and to our region. As a result, we in the College are fully supportive of this program development, and the use of our disciplinary post-Masters certificates. It is my understanding that most of the conversations have been with faculty in our Masters of Public Administration program with respect to the post-Masters certificates associated with that program. The support and collaboration from these colleagues is likely to be matched by other programs as they come on line.

Please count me in as an enthusiastic supporter. Let me know if I can be of any additional help.

Sincerely,



Kevin J. Corcoran, Ph.D.  
Dean

College of Arts and Sciences

2200 North Squirrel Road, Rochester, Michigan 48309-4401  
(248) 370-2140 | Fax: (248) 370-4280 | oakland.edu/cas

# Attachment B

Revised Pro-forma Budget using the minimum enrollment for each year, which requires no new faculty line in year 3 and corrected to reflect the current staffing information from Appendix A.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Revenue Variables:</b>					
<b>New Enrollment</b>	10	10	10	10	10
Undergraduate (Lower)	0	0	0	0	0
Undergraduate (Upper)	0	0	0	0	0
Total EdD Graduate Enrollment*	10	18	26	28	28
<b>Total Credit Hours per student per year</b>	20	20	20	20	20
Undergraduate (lower)	0	0	0	0	0
Undergraduate (upper)	0	0	0	0	0
Other Graduate	0	0	0	0	0
Doctoral & Cognate Credits minus .11**	178	320	463	498	498
<b>Total FYES</b>	11.13	20.00	28.94	31.13	31.13
Undergraduate (cr.+30)	0.00	0.00	0.00	0.00	0.00
Graduate (cr.+24)	0.00	0.00	0.00	0.00	0.00
Doctoral (cr.+16)	11.13	20.00	28.94	31.13	31.13
<b>Tuition Rate Per Credit Hour</b>					
Undergraduate (upper)	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50
Graduate	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75
<b>Revenue</b>					
Tuition	\$ 121,174	\$ 217,840	\$ 315,187	\$ 339,014	\$ 339,014
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	\$ 121,174	\$ 217,840	\$ 315,187	\$ 339,014	\$ 339,014
<b>Compensation</b>					
Faculty Salaries (43.20%)	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative (49.20%)	\$ 20,000	\$ 20,000	\$ 45,000	\$ 45,000	\$ 45,000
Clerical (58.00%)	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 20,000
Other Monthly (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty - Part time & overload (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant Stipend (0%)	\$ -	\$ 6,414	\$ 6,414	\$ 6,414	\$ 6,414
Wages - assorted (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Student (8%) 0% override for FT	\$ -	\$ -	\$ -	\$ -	\$ -
Total Salaries/Wages	\$ 20,000	\$ 26,414	\$ 71,414	\$ 71,414	\$ 71,414
Fringe Benefits (review %'s above)	\$ 9,840	\$ 9,840	\$ 33,740	\$ 33,740	\$ 33,740
<b>Total Compensation</b>	\$ 29,840	\$ 36,254	\$ 105,154	\$ 105,154	\$ 105,154
<b>Operating Expenses</b>					
Supplies and Services	\$ 6,000	\$ 8,500	\$ 10,000	\$ 10,000	\$ 10,000
Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ 3,500	\$ 1,580	\$ 1,691	\$ 1,811	\$ 1,939
Graduate Assistant Tuition	\$ -	\$ 10,892	\$ 10,892	\$ 10,892	\$ 10,892
<b>Total Operating Expenses</b>	\$ 9,500	\$ 20,972	\$ 22,583	\$ 22,703	\$ 22,831
<b>Total Expenses</b>	\$ 39,340	\$ 57,226	\$ 127,737	\$ 127,857	\$ 127,985
<b>Net</b>	\$ 81,834	\$ 160,614	\$ 187,450	\$ 211,157	\$ 211,029

\*Adjusted to reflect 10% attrition per cohort over 3 years

\*\*Adjusted to reflect SEHS cognate enrollments only (.33 non-SEHS cognate enrollments)

# Attachment C

Revised Pro-Forma Budget using the estimated enrollment from the original proposal and corrected to reflect the current staffing information from Appendix A

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Revenue Variables:</b>					
<b>New Enrollment</b>	10	15	20	20	20
Undergraduate (Lower)	0	0	0	0	0
Undergraduate (Upper)	0	0	0	0	0
Total EdD Graduate Enrollment*	10	24	42	51	56
<b>Total Credit Hours per student per year</b>	20	20	20	20	20
Undergraduate (lower)	0	0	0	0	0
Undergraduate (upper)	0	0	0	0	0
Other Graduate	0	0	0	0	0
Doctoral & Cognate Credits minus .11**	178	427	748	908	997
<b>Total FYES</b>	11.13	26.69	46.75	56.75	62.31
Undergraduate (cr.+30)	0.00	0.00	0.00	0.00	0.00
Graduate (cr.+24)	0.00	0.00	0.00	0.00	0.00
Doctoral (cr.+16)	11.13	26.69	46.75	56.75	62.31
Tuition Rate Per Credit Hour					
Undergraduate (upper)	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50
Graduate	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75
<b>Revenue</b>					
Tuition	\$ 121,174	\$ 290,680	\$ 509,201	\$ 618,121	\$ 678,708
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	\$ 121,174	\$ 290,680	\$ 509,201	\$ 618,121	\$ 678,708
<b>Compensation</b>					
Faculty Salaries (43.20%)	\$ -	\$ -	\$ 61,000	\$ 61,000	\$ 61,000
Administrative (49.20%)	\$ 20,000	\$ 20,000	\$ 45,000	\$ 45,000	\$ 45,000
Clerical (58.00%)	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 20,000
Other Monthly (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty - Part time & overload (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant Stipend (0%)	\$ -	\$ 6,414	\$ 6,414	\$ 6,414	\$ 6,414
Wages - assorted (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Student (8%) 0% override for FT		\$ -	\$ -	\$ -	\$ -
Total Salaries/Wages	\$ 20,000	\$ 26,414	\$ 132,414	\$ 132,414	\$ 132,414
Fringe Benefits (review %'s above)	\$ 9,840	\$ 9,840	\$ 60,092	\$ 60,092	\$ 60,092
<b>Total Compensation</b>	\$ 29,840	\$ 36,254	\$ 192,506	\$ 192,506	\$ 192,506
<b>Operating Expenses</b>					
Supplies and Services	\$ 6,000	\$ 8,500	\$ 10,000	\$ 10,000	\$ 10,000
Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ 3,500	\$ 1,580	\$ 1,691	\$ 1,811	\$ 1,939
Graduate Assistant Tuition	\$ -	\$ 10,892	\$ 10,892	\$ 10,892	\$ 10,892
<b>Total Operating Expenses</b>	\$ 9,500	\$ 20,972	\$ 22,583	\$ 22,703	\$ 22,831
<b>Total Expenses</b>	\$ 39,340	\$ 57,226	\$ 215,089	\$ 215,209	\$ 215,337
<b>Net</b>	\$ 81,834	\$ 233,454	\$ 294,112	\$ 402,912	\$ 463,371

\*Adjusted to reflect 10% attrition per cohort over 3 years

\*\*Adjusted to reflect SEHS cognate enrollments only (.33 non-SEHS cognate enrollments )

# Overview of the Proposed Ed. D. in Organizational Leadership

## Overview

The goal of the professional doctorate (Ed.D.) in organizational leadership is to develop effective leaders in organizational contexts cutting across many different paradigms to build greater professional coordination between different service organizations and varied global perspectives. Through rigorous scholarship and application of interdisciplinary content knowledge, graduates with an Ed.D. in Organizational Leadership will excel in (a) strategic leadership, (b) human organizational development, (c) social justice knowledge, (d) interdisciplinary collaboration, and (e) development and change in different organizational contexts.

The proposal represents a response to constituent needs. The need was identified by frequent inquiries by potential students who desired to improve their skills and increase their knowledge of effective leadership through advanced study in a doctoral program, but with a focus on practice and professional engagement rather than research and theory. Later surveys demonstrated these inquiries to be sustained across a broad potential audience. A program that allows practitioners to continue professional employment while engaged in advanced graduate studies is clearly needed and desired by many leaders and potential leaders in different professional areas. This program provides such an opportunity, promoting the application of current knowledge, advanced skills and leadership training as well as strengthening understanding and collaboration across multiple disciplines and leadership contexts.

This program is designed to be field-based to meet the needs of leaders across different organizational contexts, and to draw on the strengths of practitioner training that has been identified in the Carnegie Project on the Education Doctorate, following the Peabody Model for integrating internship experience with classroom learning. Professionals across the region who lead in the areas of education, health care, legal institutions, and other non-profit organizations, along with collaborative programs across different professional schools at Oakland University are the building blocks for this professional doctorate proposal. Many students, having completed these post-masters certificate programs, are already successful organizational leaders, and are eager to pursue advanced graduate study at Oakland University.

Organizations across southeastern Michigan will serve as internship sponsors for the graduate students in the program. The work place context will provide internship placements to serve as sources for change evaluation for capstone projects, and will provide opportunities for growth in the profession. Practitioners, graduate students, and university faculty will have opportunities to collaborate in the development and application of classroom learning throughout the area. The program will foster opportunities for the professional development and interdisciplinary learning of all participants.

This professional doctorate in organizational leadership is designed to connect classroom and professional practice through internships, collaborative projects and field based research. Students will work with practitioners in the field using research to identify needs and assess existing programs and applying theory to develop and implement innovative programs. All classes are based on current and critical issues and include opportunities for application in the field. Because the issues facing organizations in the next century will not be faced or resolved in isolation, the more traditional compartmentalization of knowledge and skills has been replaced by embedding the learning into the context of professional practice. Issues will be studied within this context to address the interrelationships and dynamics that must be addressed to resolve problems in an increasingly complex world.

Table 1

*Comparison of Ed.D. Programs in the State of Michigan*

<b>Institution</b>	<b>Credit Hours past Masters</b>	<b>Research Requirement</b>	<b>Focus</b>
Central Michigan University	63	Dissertation	K-12 leadership; Higher Ed leadership; Ed Technology
Eastern Michigan University	60	Dissertation	Ed. Leadership – K-12
Ferris State	61	Dissertation or Capstone Project	Community College Leadership
Michigan State University	45	Capstone project	Ed Leadership-K-12
University of Michigan-Dearborn	48	Dissertation or Capstone Project	Educational Leadership; Metropolitan Education; Curriculum and Practice
University of Michigan-Flint	64	Dissertation	Ed Leadership –K-12; Higher Ed.
Wayne State University	62	Dissertation	Counseling; Curriculum and Instruction; Education Evaluation & Research; Educational Leadership and Policy Studies; Instructional Technology; Reading, Language & Literature;
<b><i>Oakland University (PROPOSED)</i></b>	<b>60</b>	<b><i>Capstone</i></b>	<b><i>K-12 Leadership; Community Counseling Leadership; Higher Education Leadership; Health Care Leadership; Non-Profit Leadership; Diversity Leadership</i></b>

The proposed Ed.D. in Organizational Leadership at Oakland University would offer a degree that is comparable in both credit hours and estimated time to completion to the other Ed.D. programs available in the State of Michigan. The Oakland University Ed.D. differs critically from these other programs in its inclusion of a wider range of community leadership paradigms, rather than a singular focus on educational leadership.

## How is an Ed.D. Different from a Ph.D.?

This Education Doctorate has been designed to be in alignment with the Carnegie description distinguishing between a professional doctorate and a research doctorate. Table 2 shows the comparison of the two degrees that would be housed at Oakland University should this proposal pass.

Table 2

### *Comparison of the Ed.D. in Organizational Leadership to the Ph.D. in Education: Educational Leadership*

<b>Characteristic</b>	<b>Ph.D.</b>	<b>Ed.D.</b>
<b>Name of Degree</b>	Doctor of Philosophy in Education with a major in Educational Leadership	Doctor of Education with a major in Organizational Leadership
<b>School/College of Faculty</b>	Core classes taught by faculty from the Department of Organizational Leadership. Cognate courses are taught by the faculty in relevant areas from SEHS (i.e., K-12 leadership, counseling, reading, higher education).	Core classes taught by faculty from the Department of Organizational Leadership. Cognate courses are taught by the faculty from the specific cognate areas across the university (i.e., non-profit administration, health care administration, K-12 leadership, higher education, special education administration, legal administration, counseling).
<b>Who is it for?</b>	Designed to develop individuals who can provide leadership to educational practice in the 21 <sup>st</sup> century, whether in private or public school, colleges and universities, or by contributing to research and teaching about educational policy and practice. Core concepts include systems thinking, learning theory and research methodology.	Designed for working professionals from multiple contexts who are in or are preparing for organizational leadership roles dedicated to the systemic improvement of large and complex community structures.
<b>Credit Distribution</b>	Program is 76 credit hours 12 credits of research training (foundational core) 20 credits of department core 28 credit cognate requirement 16 credit (minimum) dissertation	Program is 60 credit hours 16 credits of leadership core 12 credits of applied research 12 credits field internship 20 credit cognate requirement
<b>Timeframe</b>	3.5 years of course work, and approximately 2000 hours to complete dissertation	3 year program
<b>Cognate Options</b>	K-12 Education Higher Education Create your own cognate area for study	K-12 Education, Higher Education Criminal Justice Counseling Lean Leadership (if approved) Health Care Administration Leadership of Non-Profits Leadership of Local Government Diversity Leadership (if approved)
<b>Advancement to Candidacy</b>	A qualifying examination is required upon completion of all core and cognate coursework. Upon successful completion the student will be officially classified as a doctoral candidate.	Candidacy is not part of the degree.
<b>Terminal Project</b>	Approval of a research dissertation investigating an approved topic related to educational leadership by a dissertation committee.	Approval of a Capstone Project research report by a committee (team) of three, consisting of a DOL chair, a cognate faculty, and the student's internship advisor.

## Curriculum Overview

The curriculum for the Ed.D. in Organizational Leadership will consist of 60 credit hours, distributed as shown in the figure below.



**Figure 2:** Overview of coursework shaping the Ed.D. in Organizational Leadership.

The program will consist of 60 credits, distributed as follows:

**Doctoral Common Core Program** – 16 credit hours selected from the following options:

- ED 801 Philosophical and Ethical Issues of Organizational Leadership (4)
- ED 802 Advanced Politics and Policy in Organizational Leadership (4)
- ED 803 Promoting Diversity & Social Justice in Organizations (4)
- ED 804 Organizational and Adult Learning Theories & Building Professional Capital (4)
- ED 805 Motivation, Change & Innovation for Organizational Leadership (4)
- ED 806 Principles of Organizational Leadership (4)

*Each of the Doctoral Common Core Program courses currently exist as part of the Ph.D. in Educational Leadership. Once the Ed.D. is approved, these courses will be shared by the Ph.D. in Educational Leadership.*

**Field Experience** – 12 credit hours

- ED 841 Organizational Leadership Internship I (4)
- ED 842 Organizational Leadership Internship II (4)
- ED 843 Organizational Leadership Internship III (4)

*Each of the Field Experience courses will be exclusive to the Ed.D. in Organizational Leadership.*

**Research Training** – 12 credit hours

- ED 821 Program Evaluation (4)
- ED 822 Gathering, Reading, Assessing and Communicating Evidence for Program Evaluation (4)
- ED 823 Capstone Project Completion (4)

*Each of the Research Training courses will be exclusive to the Ed.D. in Organizational Leadership. However, Ph.D. students will be allowed to take ED 821 and ED 822 for additional research training.*

**Cognate Courses** – 20 credit hours developed either from existing post-masters certificate programs or individually selected courses (with faculty advisor approval).

NOTE – No credits that have been counted as part of a student's primary masters degree may be counted toward their Ed.D. degree. However, credits earned post-masters may be applied toward or counted against the total number of cognate credits required. Post-masters level degrees or awarded certificates will be counted in full against the cognate total requirement. However, individual courses taken at non-OU accredited universities or colleges will be subject to credit transfer policy on a course-by-course basis

The identification of a cognate differs critically depending on whether the Ed.D. student is admitted with a Masters degree or with a credential or degree at a post-masters level.

**Continuing growth and development includes the possibility of creating a set of courses in different programs that could be taken by Ed.D. students to fulfill their cognate requirements.**

## **Examples of Cognate course sets from other programs**

The following course lists have been approved by their respective departments to qualify as appropriate cognate courses for the Ed.D. in Organizational Leadership:

### *Example 1 – K-12 School Leadership, selected from the following:*

- EA 741 School Business Management (4)
- EA 742 Educational Law (4)
- EA 743 Professional Seminar (2)
- EA 746 Curriculum and Staff Development (4)
- EA 748 School Community Development (2)
- EA 749 Testing, Measurement, and Data Analysis (2)
- EA 754 Human Resource Management and Supervision (4)

### *Example 2 –Leadership in Higher Education Contexts selected from the following:*

- ED 911 Contemporary American Higher Education (4)
- ED 912 Administering the College or University (4)
- ED 913 Executive Processes of Leadership and Management (4)
- ED 919 Student Services Administration in Higher Education (4)
- ED 921 Resource Management in Higher Education (4)
- ED 925 Current Topics in Higher Education (4-8)

### *Example 3 – Criminal Justice Leadership, selected from the following*

- PA 560 Organization and Management of Criminal Justice Agencies (4)
- PA 541 Law and Public Policy (4)
- PA 503 Intergovernmental Relations (4)
- PA 540 Court Administration (4)
- PA 561 Law Enforcement Leadership (4)
- PA 562 Security Leadership (4)
- PA 563 Corrections Leadership (4)

### *Example 4 – Non-Profit Organizational Leadership, selected from the following*

- PA 510 Nonprofit Organization and Management (4)
- PA 511 Fundraising and Philanthropy (4)
- PA 503 Intergovernmental Relations (4)
- PA 535 Economic Development Theory and Practice (4)
- PA 603 Contemporary Public Management Techniques (4)
- PA 610 Strategic Planning (4)
- PA 631 Grants: Politics and Administration (4)
- PA 634 Risk Management (2)
- PA 644 Current Issues in Public Sector Human Resources Management (2)

### *Example 5 – Community Counseling, selected from the following*

- CNS 504 Diversity and Social Justice Issues (4)
- CNS 530 Developmental Counseling (4)
- CNS 520 Theories of Counseling (4)
- CNS 660 Research in Counseling (4)
- CNS 661 Techniques in Counseling (4)
- CNS 640 Career Development Theory (4)and Practice
- CNS 562 Intro to School Counseling and Consultation (4)
- CNS 573 Family and Couple Counseling (4)
- CNS 680 Counseling in Infancy and Early Childhood (4)
- CNS 675 Advanced Career Counseling (4)
- CNS 671 Instructional Theory and Methods in Counseling (4)
- CNS 653 Counseling for Wellness (4)

### Typical Student Plan of Study – Full-Time Schedule

<b>Fall I</b>	<b>Winter I</b>	<b>Summer I</b>
ED 801 (4) Philosophical and Ethical Issues of Organizational Leadership	ED 802 (4) Advanced Politics and Policy in Organizational Leadership	ED 821 (4) Program Evaluation
Cognate Course 1 (4) Selected from list of possible cognate courses	ED 841 (4) Organizational Leadership Internship I	
<b>Fall II</b>	<b>Winter II</b>	<b>Summer II</b>
ED 803 (4) Promoting Diversity & Social Justice in Organizations	ED 804 (4) Organizational and Adult Learning Theories & Building Professional Capital	ED 822 (4) Gathering, Reading, Assessing and Communicating Evidence for Program Evaluation
Cognate Course 2 (4) Selected from list of possible cognate courses	ED 842 (4) Organizational Leadership Internship II	
<b>Fall III</b>	<b>Winter III</b>	<b>Summer III</b>
Cognate Course 3 (4) Selected from list of possible cognate courses	Cognate Course 5 (4) Selected from list of possible cognate courses	ED 823 (4) Capstone Project Completion
Cognate Course 4 (4) Selected from list of possible cognate courses	ED 843 (4) Organizational Leadership Internship III	

**Revised Pro-Forma Budget using the estimated enrollment from the original proposal and corrected to reflect the current staffing information from Appendix A**

	FY17 Year 1	FY18 Year 2	FY19 Year 3	FY20 Year 4	FY21 Year 5
<b>Revenue Variables:</b>					
<b>New Enrollment</b>	<b>10</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>20</b>
Undergraduate (Lower)	0	0	0	0	0
Undergraduate (Upper)	0	0	0	0	0
Total EdD Graduate Enrollment*	10	24	42	51	56
<b>Total Credit Hours per student per year</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>
Undergraduate (lower)	0	0	0	0	0
Undergraduate (upper)	0	0	0	0	0
Other Graduate	0	0	0	0	0
Doctoral & Cognate Credits minus .11**	178	427	748	908	997
<b>Total FYES</b>	<b>11.13</b>	<b>26.69</b>	<b>46.75</b>	<b>56.75</b>	<b>62.31</b>
Undergraduate (cr.÷30)	0.00	0.00	0.00	0.00	0.00
Graduate (cr.÷24)	0.00	0.00	0.00	0.00	0.00
Doctoral (cr.÷16)	11.13	26.69	46.75	56.75	62.31
Tuition Rate Per Credit Hour					
Undergraduate (upper)	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50
Graduate	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75
<b>Revenue</b>					
Tuition	\$ 121,174	\$ 290,680	\$ 509,201	\$ 618,121	\$ 678,708
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 121,174</b>	<b>\$ 290,680</b>	<b>\$ 509,201</b>	<b>\$ 618,121</b>	<b>\$ 678,708</b>
<b>Compensation</b>					
Faculty Salaries (43.20%)	\$ -	\$ -	\$ 61,000	\$ 61,000	\$ 61,000
Administrative (49.20%)	\$ 20,000	\$ 20,000	\$ 45,000	\$ 45,000	\$ 45,000
Clerical (58.00%)	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 20,000
Other Monthly (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty - Part time & overload (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant Stipend (0%)	\$ -	\$ 6,414	\$ 6,414	\$ 6,414	\$ 6,414
Wages - assorted (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Student (8%) 0% override for FT		\$ -	\$ -	\$ -	\$ -
Total Salaries/Wages	\$ 20,000	\$ 26,414	\$ 132,414	\$ 132,414	\$ 132,414
Fringe Benefits (review %'s above)	\$ 9,840	\$ 9,840	\$ 60,092	\$ 60,092	\$ 60,252
<b>Total Compensation</b>	<b>\$ 29,840</b>	<b>\$ 36,254</b>	<b>\$ 192,506</b>	<b>\$ 192,506</b>	<b>\$ 192,666</b>
<b>Operating Expenses</b>					
Supplies and Services	\$ 6,000	\$ 8,500	\$ 10,000	\$ 10,000	\$ 10,000
Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Graduate Assistant Tuition	\$ -	\$ 10,892	\$ 10,892	\$ 10,892	\$ 10,892
<b>Total Operating Expenses</b>	<b>\$ 8,000</b>	<b>\$ 21,392</b>	<b>\$ 22,892</b>	<b>\$ 22,892</b>	<b>\$ 22,892</b>
<b>Total Expenses</b>	<b>\$ 37,840.00</b>	<b>\$ 57,646.00</b>	<b>\$ 215,398.00</b>	<b>\$ 215,398.00</b>	<b>\$ 215,558</b>
<b>Net</b>	<b>\$ 83,334</b>	<b>\$ 233,034</b>	<b>\$ 293,803</b>	<b>\$ 402,723</b>	<b>\$ 463,150</b>
PER FYES AMOUNT	\$ 3,401.35	\$ 2,160.04	\$ 4,607.44	\$ 3,795.56	\$ 3,459.31
Percentage of Expenses to Tuition	31.23%	19.83%	42.30%	34.85%	31.76%

\*Adjusted to reflect 10% attrition per cohort over 3 years

\*\*Adjusted to reflect SEHS cognate enrollments only (.33 non-SEHS cognate enrollments )

**Revised Pro-Forma Budget using the minimum enrollment for each year, which requires no new faculty line in year 3 and corrected to reflect the current staffing information from Appendix A.**

	FY17 Year 1	FY18 Year 2	FY19 Year 3	FY20 Year 4	FY21 Year 5
<b>Revenue Variables:</b>					
<b>New Enrollment</b>	10	10	10	10	10
Undergraduate (Lower)	0	0	0	0	0
Undergraduate (Upper)	0	0	0	0	0
Total EdD Graduate Enrollment*	10	18	26	28	28
<b>Total Credit Hours per student per year</b>	20	20	20	20	20
Undergraduate (lower)	0	0	0	0	0
Undergraduate (upper)	0	0	0	0	0
Other Graduate	0	0	0	0	0
Doctoral & Cognate Credits minus .11**	178	320	463	498	498
<b>Total FYES</b>	11.13	20.00	28.94	31.13	31.13
Undergraduate (cr.+30)	0.00	0.00	0.00	0.00	0.00
Graduate (cr.+24)	0.00	0.00	0.00	0.00	0.00
Doctoral (cr.+16)	11.13	20.00	28.94	31.13	31.13
Tuition Rate Per Credit Hour					
Undergraduate (upper)	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50	\$ 462.50
Graduate	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75	\$ 680.75
<b>Revenue</b>					
Tuition	\$ 121,174	\$ 217,840	\$ 315,187	\$ 339,014	\$ 339,014
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 121,174</b>	<b>\$ 217,840</b>	<b>\$ 315,187</b>	<b>\$ 339,014</b>	<b>\$ 339,014</b>
<b>Compensation</b>					
Faculty Salaries (43.20%)	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative (49.20%)	\$ 20,000	\$ 20,000	\$ 45,000	\$ 45,000	\$ 45,000
Clerical (58.00%)	\$ -	\$ -	\$ 20,000	\$ 20,000	\$ 20,000
Other Monthly (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty - Part time & overload (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant Stipend (0%)	\$ -	\$ 6,414	\$ 6,414	\$ 6,414	\$ 6,414
Wages - assorted (8%)	\$ -	\$ -	\$ -	\$ -	\$ -
Student (8%) 0% override for FT		\$ -	\$ -	\$ -	\$ -
Total Salaries/Wages	\$ 20,000	\$ 26,414	\$ 71,414	\$ 71,414	\$ 71,414
Fringe Benefits (review %'s above)	\$ 9,840	\$ 9,840	\$ 33,740	\$ 33,740	\$ 33,900
<b>Total Compensation</b>	<b>\$ 29,840</b>	<b>\$ 36,254</b>	<b>\$ 105,154</b>	<b>\$ 105,154</b>	<b>\$ 105,314</b>
<b>Operating Expenses</b>					
Supplies and Services	\$ 6,000	\$ 8,500	\$ 10,000	\$ 10,000	\$ 10,000
Repairs and Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Graduate Assistant Tuition	\$ -	\$ 10,892	\$ 10,892	\$ 10,892	\$ 10,892
<b>Total Operating Expenses</b>	<b>\$ 8,000</b>	<b>\$ 21,392</b>	<b>\$ 22,892</b>	<b>\$ 22,892</b>	<b>\$ 22,892</b>
<b>Total Expenses</b>	<b>\$ 37,840.00</b>	<b>\$ 57,646.00</b>	<b>\$ 128,046.00</b>	<b>\$ 128,046.00</b>	<b>\$ 128,206</b>
<b>Net</b>	\$ 83,334	\$ 160,194	\$ 187,141	\$ 210,968	\$ 210,808
PER FYES AMOUNT	\$ 3,401.35	\$ 2,882.30	\$ 4,424.92	\$ 4,113.93	\$ 4,119.07
Percentage of Expenses to Tuition	31.23%	26.46%	40.63%	37.77%	37.82%

\*Adjusted to reflect 10% attrition per cohort over 3 years

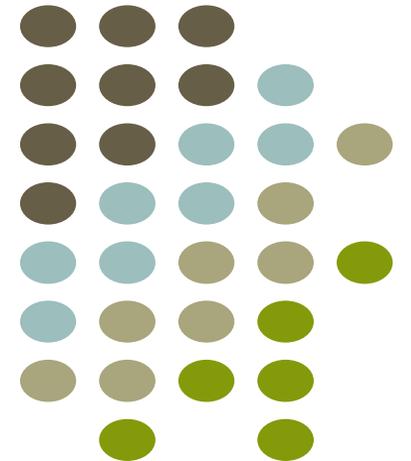
\*\*Adjusted to reflect SEHS cognate enrollments only (.33 non-SEHS cognate enrollments )

## **Summary**

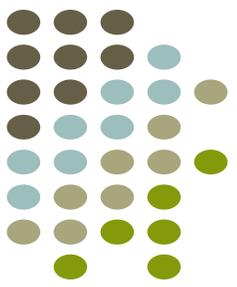
Each existing Ed.D. program in Michigan provides students with knowledge and training in either K-12 or higher education leadership. No other program expands students' view of the needs of organizational leadership skills and capacity beyond the education silo. Oakland University's program intentionally brings together future leaders in several areas that impact community development, not just the needs of the schools. By expanding the focus to include justice, public health, counseling and mental health, community leadership and other non-profit arenas, Oakland University Ed.D. graduates will have a more complete understanding of the network of services needed to truly support and strengthen communities. The cohort model will additionally provide our students with the lasting connection between and across different organizational areas, creating the potential for shared resources and knowledge that will help support extending the networks impacting communities. OU's Ed.D. in Organizational Leadership will provide all students with experiences from a model of distributed leadership over the entire range of community development.

# Proposal: Educational Doctorate (Ed.D.) in Organizational Leadership Program

OU School of Education and Human Services  
Presentation to the Board of Trustees  
April 3, 2017



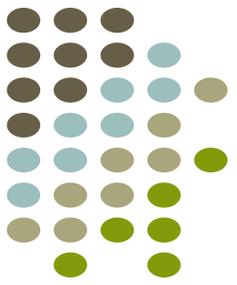
# Need for the Program



- Community Leaders benefit from doctoral level training in leadership, but may not need or want the research training of a Ph.D.
- The Ed.D. will prepare our students to become knowledgeable leaders with the skills to bring about change through their preparation in equity, inquiry, leadership, conducting positive change, and linking communities of related professionals.

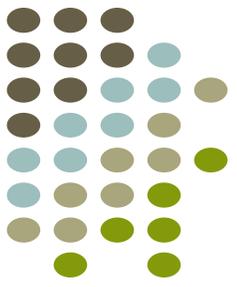
# Indicators of Student Demand

Results from a web-based survey of (then) currently enrolled OU graduate students  
in different masters programs



- 63% of students surveyed indicated a strong interest in a professional doctorate in leadership
- 87 potential applicants have placed their names on a list indicating their desire to be notified as soon as the program is approved.

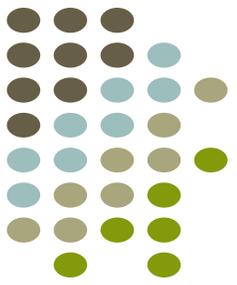
# Indicators of Workforce Demand



Letters of support (see Appendix I) from

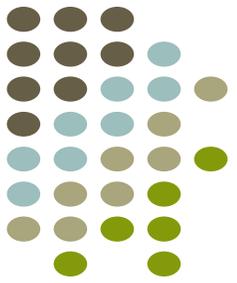
- school superintendents and principals
- experts in criminal justice
- non-profit leaders
- directors of community service agencies
- professional associations of K-12 leadership

# Projected Student Enrollment

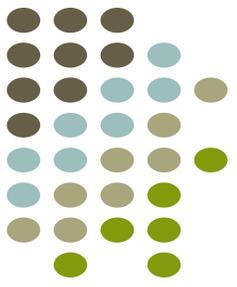


- Program and pro forma budget predicated on a cohort-based enrollment model. Two budgets (one based on planned enrollment, the other on minimum enrollment) are provided.
- Planned annual cohort enrollment levels:
  - Year 1: 10
  - Year 2: 15
  - Year 3+: 20

# Overview of Program Design

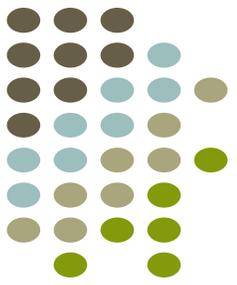


# Comparing a Ph.D. to an Ed.D.



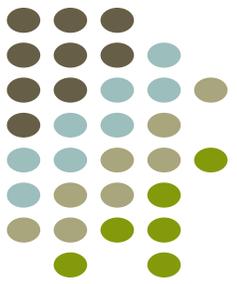
	Ph.D.	Ed.D.
<b>Who is it for?</b>	Leaders in educational practice in the 21 <sup>st</sup> century, whether in private or public school, colleges and universities, or by contributing to research and teaching about educational policy and practice. Core concepts include systems thinking, learning theory and research methodology.	Working professionals from multiple contexts who are in or are preparing for organizational leadership roles dedicated to the systemic improvement of large and complex community structures.
<b>Credit Distribution</b>	<ul style="list-style-type: none"> <li>• 12 credits of research training (foundational core)</li> <li>• 20 credits of department core</li> <li>• 28 credit cognate requirement</li> <li>• 16 credit (minimum) dissertation</li> </ul>	<ul style="list-style-type: none"> <li>• 16 credits of leadership core</li> <li>• 12 credits of applied research</li> <li>• 12 credits field internship</li> <li>• 20 credit cognate requirement</li> </ul>
<b>Timeframe</b>	3.5 years of course work, and approx. 2000 hours to complete dissertation	3 year program
<b>Cognate Options</b>	<ul style="list-style-type: none"> <li>• K-12 Education</li> <li>• Higher Education</li> <li>• Create your own cognate area for study</li> </ul>	<ul style="list-style-type: none"> <li>• K-12 Education, Higher Education</li> <li>• Criminal Justice</li> <li>• Counseling</li> <li>• Lean Leadership (if approved)</li> <li>• Health Care Administration</li> <li>• Leadership of Non-Profits</li> <li>• Leadership of Local Government</li> <li>• Diversity Leadership (if approved)</li> </ul>
<b>Terminal Project</b>	Approval of a research dissertation investigating an approved topic related to educational leadership by a dissertation committee.	Approval of a Capstone Project research report by a committee (team) of three, consisting of a DOL chair, a cognate faculty, and the student's internship advisor.

# Proposed Ed.D. Program



- **Doctoral Core Courses** (16 credits selected from)
  - Philosophical and Ethical Issues of Organizational Leadership
  - Advanced Politics and Policy in Organizational Leadership
  - Promoting Diversity and Social Justice in Organizations
  - Organizational and Adult Learning Theories/Building Professional Capital
  - Motivation, Change, & Innovation for Organizational Leadership
  - Principles of Organizational Leadership
- **Internship Courses** (12 credits)
- **Evaluation Research Training Courses** (12 credits)
- **Cognate Courses** (20 credits from existing programs or individually approved)
  - + K-12 School Leadership
  - + Criminal Justice Leadership
  - + Community Counseling Leadership
  - + Non-Profit Organizational Leadership
  - + Health Care Leadership
  - + Higher Education Leadership
  - + K-12 Central Office Leadership
  - + Individual Cognate Focus

# Proposed Student Schedule

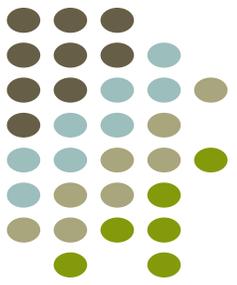


Fall I	Winter I	Summer I
<b>ED 801 (4)</b> <b>Philosophical and Ethical Issues of Organizational Leadership</b>	<b>ED 802 (4)</b> <b>Advanced Politics and Policy in Organizational Leadership</b>	<b>ED 821 (4)</b> <b>Program Evaluation</b>
<b>Cognate Course 1 (4)</b> <b>Selected from list of possible cognate courses</b>	<b>ED 841 (4)</b> <b>Organizational Leadership Internship I</b>	

Fall II	Winter II	Summer II
<b>ED 803 (4)</b> <b>Promoting Diversity &amp; Social Justice in Organizations</b>	<b>ED 804 (4)</b> <b>Organizational and Adult Learning Theories &amp; Building Professional Capital</b>	<b>ED 822 (4)</b> <b>Gathering, Reading, Assessing and Communicating Evidence for Program Evaluation</b>
<b>Cognate Course 2 (4)</b> <b>Selected from list of possible cognate courses</b>	<b>ED 842 (4)</b> <b>Organizational Leadership Internship II</b>	

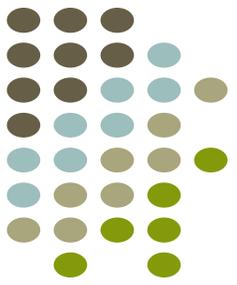
Fall III	Winter III	Summer III
<b>Cognate Course 3 (4)</b> <b>Selected from list of possible cognate courses</b>	<b>Cognate Course 5 (4)</b> <b>Selected from list of possible cognate courses</b>	<b>ED 823 (4)</b> <b>Capstone Project Completion</b>
<b>Cognate Course 4 (4)</b> <b>Selected from list of possible cognate courses</b>	<b>ED 843 (4)</b> <b>Organizational Leadership Internship III</b>	

# Proposed Budget Highlights (see handout)



- Revisions based on considerable feedback
- Program returns modest profit in all years
- One faculty added to meet increased enrollment in year 3 (contingent on growth)
- One staff member and administrative costs included to cover internship monitoring
- One GA included to support program administration and assessment needs

# Strengths of Proposed Ed.D.



- Meets regional leadership training needs
- Modest size & scope is sustainable and profitable
- Interdisciplinary design unique in the state
- Meets Carnegie guidelines for Ed.D. vs Ph.D.
- Scalable in terms of students & delivery options



Thank You