REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: ELRT   **PROPOSED EFFECTIVE SEMESTER:** Fall 2018   **COLLEGE:** Ed & Human Development

PROPOSED IMPROVEMENTS

Academic Program
- [ ] New degree*
- [ ] New major*
- [ ] New curriculum*
- [ ] New concentration*
- [ ] New certificate
- [ ] New minor
- [x] Revised major
- [ ] Revised minor
- [x] Admission requirements
- [ ] Graduation requirements
- [ ] Deletion [ ] Transfer
- [ ] Other (explain**)

Substantive Course Changes
- [ ] New course
- [ ] Pre or Co-requisites
- [ ] Deletion (required by others)
- [ ] Course #, different level
- [ ] Credit hours
- [ ] Enrollment restriction
- [ ] Course-level restriction
- [ ] Prefix [ ] Title and description
      (attach current & proposed)
- [ ] General education (select one)
      Not Applicable
- [ ] Other (explain**)

Misc. Course Changes
- [ ] Title
- [ ] Description (attach current & proposed)
- [ ] Deletion (not required by others)
- [ ] Course #, same level
- [ ] Variable credit
- [ ] Credit/no credit
- [ ] Cross-listing
- [ ] COGE reapproval
- [ ] Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Ph.D. in Educational Leadership

Existing course prefix and #:   **Proposed course prefix and #:**   **Credit hours:**

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):
Proposed course prerequisite(s)
        If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."
Proposed course co-requisite(s)
        If there are multiple corequisites, they are always joined by "and."
Proposed course prerequisite(s) that can also be taken concurrently:
Is there a minimum grade for the prerequisites or corequisites?
        The default grades are D for undergraduates and C for graduates.
Major/minor or classification restrictions:
        List the Banner 4 character codes and whether they should be included or excluded.
For 5000 level prerequisites & corequisites: Do these apply to: (circle one)   undergraduates   graduates   both

Specifications for University Schedule of Classes:
a. Course title (maximum of 30 spaces):
b. Multi-topic course: [ ] No [ ] Yes
c. Repeatable for credit: [ ] No [ ] Yes
d. Mandatory credit/no credit: [ ] No [ ] Yes
e. Type of class and contact hours per week (check type and indicate hours as appropriate)
   1. [ ] Lecture   3. [ ] Lecture/lab/discussion   5. [ ] Independent study
   2. [ ] Lab or discussion 4. [ ] Seminar or [ ] studio   6. [ ] Supervision or practicum

CIP Code (Registrar's use only): _____

Chair/Director _____   Date 9-26-17

Chair, College Curriculum Committee _____   Date _____

Dean _____   Date: _____   Graduate Dean: _____   Date _____

Curriculum Manager: Return to dean [ ] Date _____   Forward to: _____   Date _____

Chair, COGE/ PEB / FS President _____   Date _____

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* [ ] Approve [ ] Disapprove | Chair, GSC/USC _____   Date _____

* [ ] Approve [ ] Disapprove | Provost _____   Date _____

Revised May 2007. All previous forms are obsolete and should not be used.

1. Explain briefly and clearly the proposed improvement.

   Please note that revisions to the overall Ph.D. in Educational Leadership, including its four program concentrations, are being offered as one proposal based upon the recommendation of Dave Reinhold, who had checked with Kelly Oliver in the Registrar's Office.

   Proposed changes across all concentrations:

   a) Changed the admissions criteria to require a completed Master's degree prior to starting this Ph.D. Also clarified other admissions information.
   b) Removed the description language for each of the four concentrations (with this language instead being on the department website).
   c) Reduced the total number of required credits from 90 credits (including credits from a Master's Degree) to a minimum of 60 credits (not necessarily including credits from a Master's Degree unless such credits are an equivalent). This was generally accomplished by eliminating the "special interest cognate" and/or "electives" sections from each concentration (which is where the Master's credits were usually placed).
   d) Added a 2nd qualitative class as a requirement.
   e) Removed the EDLD 6950 Dissertation Seminar as a separate three credit class, and instead require students to take a cluster of three EDLD 7300 Dissertation Credits as a seminar (as part of the 12 minimum EDLD 7300 credits required by WMU).
   f) Removed the EDLD 7120 Professional Field Experiences as a required course for all concentrations except K-12 (since that is required for state administrative certification). It is moved to being a cognate elective course for the other three concentrations.
   g) Removed EDLD 6020 as a required course within the Ph.D., and instead indicate that this course, or an equivalent, is a prerequisite for the required leadership core.
   h) Updated the core required courses and cognate/elective areas for each concentration as follows:
       a. Higher Ed: removed EDLD 6510, 6550, and 6880 from list of electives, and added EDLD 6548
       b. K-12: revised K-12 courses to clearly reflect a core of two K-12 courses (EDLD 6630 & 6810), and then created three clear K-12 cognate/elective options (central office endorsement; building level certificate; and teacher/other leadership)
       c. Organizational Analysis: Moved EDLD 6810 from a required to an elective class, and EDLD 6630 from an elective to a required class. Added OCL 6410, 6430, 6440, and 6890 to elective courses. Removed GRAD 7110, MGMT 6500 and PADM 6080 from elective courses.
       d. Workforce Education and Development: added two core WEFD classes (EDLD 6810 & 6630 or EDLD 6710 & 6872). Revised and updated four WEFD cognate/elective options.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

   The rationale for each change noted above is explained below (within corresponding lettering):
   a) In practice we have long required the Master's Degree prior to entrance into this Ph.D. (since this program focused on scholar/practitioners with at least three years of professional leadership experience). Formally changing this within the catalog makes it clearer for students.
   b) We choose to remove the descriptive language within the catalog, and instead offer this information on our website (which allows for easier updates as needed).
   c) Although this Ph.D. has long required a minimum of 90 credits, in reality, students were required to take approximately 60 credits once we accepted courses from their Master's Degree. By simply requiring a minimum of 60 credits, the information about the program is more accurate for students (and perhaps viewed as more affordable).
   d) Given the increased knowledge within the qualitative methods world, we believe it is important to require at least two classes for this research tool (since we already require a minimum of two classes focused on quantitative methods).
   e) In order to make room for the 2nd qualitative class, we found out from the Graduate College that we were allowed to cluster three of the 12 minimum required EDLD 7300 credits together to be taught as a Dissertation Seminar for the students.
   f) All of our students must have at least three years of professional leadership experience prior to admission to the program, and the vast majority continue to work full-time while completing their Ph.D. program part-time. Removing the EDLD 7120 Professional Field Experience as a requirement for all except the K-12 concentration (for which it is required for state administrative certification) allowed room for a subject-content course within each concentration's required or cognate elective areas.

g) The removal of the EDLD 6020 course (which is predominately a Master's level course) and noting that this course, or an equivalent, as a prerequisite, is in line with focusing on required post-MA courses. For many students, an equivalent from their Master's program was already being used.

h) Updated core required courses and cognate/elective areas reflect what is happening in practice with existing Ph.D. students, and removes some courses no longer being offered on a consistent basis.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

The implementation of these revisions do not require any additional resources (since in many ways, they are a reflection of how the current programs are being implemented in reference to the total number of "actual" credits taken by the Ph.D. students). In reference to the 2nd qualitative class proposed to be required, many of our existing students are already taking this as an elective, and a new faculty line was received by our department (started Fall 2017) to help support doctoral students across the college to take the EMR research courses. Thus we believe that requiring a 2nd qualitative class can be accommodated within existing sections or perhaps one additional section per year (using qualified educational leadership or part-time faculty as needed).

An email of support from the department chair of the Family and Consumer Sciences, as well as from the department chair of Educational Leadership, Research, and Technology, is attached, offering their support for the continued use of non-EDLD courses (e.g., EMR, and OCL) within the various concentrations. (See appendix A.)

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

As noted, with the exception of the 2nd qualitative class being required of all Ph.D. in Educational Leadership students, these revisions generally reflect current practice for many students.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

These revisions will make the expectations clearer to perspective students, and although we are adding a 2nd qualitative class, students will be taking the same number of credits since we reduced the total number of dissertation-related credits from being EDLD 695 Dissertation Seminar (3 credits) & 12 credits of EDLD 7300, to being EDLD 7300 Dissertation Seminar & 9 individual credits of EDLD 7300. So the total number of research/dissertation credits remains the same.

For existing students, they will be given the option of staying with their existing program of studies, or making the change to this revised program.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

These revisions should assist in the recruitment of additional doctoral students since it is clearer what the total number of additional courses beyond a Master's degree are required.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university library affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

As previously noted, these revisions will result in more students being required to take a 2nd qualitative class. Since many of our existing students already take such a course as an elective, we anticipate that this will be result in perhaps one additional section of such a class per year. As noted, our department recently received a faculty line within the evaluation, measurement, and research area to help support the teaching of the research methods classes.

Thus we believe that requiring a 2nd qualitative class can be accommodated within existing sections or perhaps one additional section per year (using qualified educational leadership or part-time faculty as needed).

8. General education criteria.
   Not applicable

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

   Graduates will demonstrate knowledge of, and competence in, (a) theories of leadership, (b) subject content related to their field of inquiry; and (c) research and inquiry, as evidenced by the successful passage of their core comprehensive examinations, as well as the successful defense of their dissertation research.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

    The addition of the 2nd qualitative course was based on data obtained from the passage rates of our core comprehensive exams, revealing the need for a deeper understanding of qualitative methods by all of our Ph.D. students. The repackaging of the programs to be 60 credits is based on data obtained from perspective students regarding some lack of program requirement clarity.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges

    Not applicable for this Ph.D. program.

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given course and/or program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

    See pp.5-11 for current catalog with major proposed changes highlighted or strike-out, and pages 12 – 17 for new proposed catalog copy, with major revisions/additions highlighted.

Current Catalog Copy (with proposed deleted language shown via a strikeout, and other others which were clarified highlighted.

Doctor of Philosophy in Educational Leadership

Advisors: D. Eric Archer, Andrea Beach, Louann Bierlein Palmer, Walter Burt, Regina Garza Mitchell, Brett Geier, Wanda Hadley, Joe Kretovics, Nancy Mansberger, Sue Poppink, Patricia Reeves, Jianping Shen, Donna Talbot, Rick Zinser/Adam Manley (CTE)
Room 3571 Sangren Hall

The Doctor of Philosophy (Ph.D.) in Educational Leadership is targeted toward professionals working in the areas of K-12, Higher Education, Workforce Education and Development, or other environments engaged in education or adult learning. Four concentrations exist: (1) Higher Education Leadership, (2) K-12 Leadership, (3) Organizational Analysis, and (4) Workforce Education and Development, with program requirements specific to each concentration listed below.

Key program goals include preparing individuals to become transformational leaders, ready to help educational or other institutions to address current challenges, including the need to better educate students who have historically not been well served by traditional learning institutions. In addition, graduates will expand their inquiry and research skills, enabling them to add to the knowledge base concerning education, especially as it relates to the growing challenges facing all educational institutions.

Admission Requirements

Admission to the Ph.D. in Educational Leadership requires that students meet the Graduate College criteria for admission to a doctoral program, and submit and meet criteria set by the department, including:

1. ~~Bachelor's~~ degree from an accredited institution, indicated on an official transcript.
2. ~~For students who have completed at least 20 hours of graduate work,~~ an overall grade point average of at least 3.0 for all graduate work undertaken beyond the bachelor's degree.
3. Submission of scores on the GRE General Test ~~Graduate Application~~
4. ~~One~~ official transcript ~~from each institution attended since high school~~
5. Career and Professional Goals Statement ~~in which an applicant clearly describes his/her professional goals, and how this doctoral program fits with those goals. (Note: this statement should be no more than four double-spaced pages, and will also be used as a writing sample from the applicant.)~~
6. ~~Departmental~~ Graduate Reference Forms completed by three different individuals to address an applicant's ability to successfully complete doctoral-level work.
7. Professional Vitae or Resume

All required forms are available from the Department of Educational Leadership, Research and Technology's website ~~http://www.wmich.edu/leadership/academics/ed-leadership/doctor/doctor-app-reqs.~~

~~Each eligible applicant will be interviewed by a minimum of two members of the faculty, and each application will be reviewed for acceptance by the entire faculty of the Educational Leadership program. After admission, a doctoral chair will be appointed from among the faculty advisors, and the student will work with this advisor to assemble an appropriate doctoral advisory committee to guide the student through the program.~~

The total number of students accepted in any given year will depend upon the quality of individual applicants, as well as available resources to support the program.
Program Requirements

Higher Education Leadership Concentration

~~The Higher Education Leadership concentration within the Ph.D. in Educational Leadership is designed to serve individuals working in student services or other administrative areas within universities, community colleges, or other institutions focused on adult learning. The program may also be appropriate for individuals serving as faculty, but who do not currently have a doctoral degree and, whose academic discipline may not have the doctorate as a terminal degree, as well as those who aspire to move into~~

administrative leadership roles. The overall focus will be on leadership knowledge and development, applicable to both instructional and management aspects of higher education institutions.

Students must complete a minimum of 42 graduate credits at Western Michigan University (30 credit hours of course work plus 12 credit hours of dissertation) once admitted to a doctoral program in Educational Leadership. In total, a minimum of 90 hours of graduate credit (including credits accepted from a master's degree program) must be completed as follows.

Leadership Core (9 hours)

- EDLD 6060 - Advanced Systems Thinking **Credits:** 3 hours
- EDLD 6090 - Theories of Leadership **Credits:** 3 hrs.
- EDLD 6710 - History and Foundation of Higher Education Leadership **Credits:** 3 hours [moved to HE required core]

Professional Inquiry, Research, and Dissertation Core (33 hours)

Professional Inquiry

- EDLD 6861 - Doctoral Studies Seminar I **Credits:** 3 hours
- EDLD 6862 - Doctoral Studies Seminar II **Credits:** 3 hours
- EDLD 7120 - Professional Field Experience **Credits:** 2 to 12 hours (3 hours minimum) [moved to HE elective]

Research Methods

- EMR 6450 - Data Analytics I: Designed Studies **Credits:** 3 hours
- EMR 6480 - Qualitative Research Methods **Credits:** 3 hours
- EMR 6650 - Data Analytics II: Correlation Studies **Credits:** 3 hours

Dissertation

- EDLD 6950 - Dissertation Seminar **Credits:** 3 hours [deleted and replaced with EDLD 7300 Dissertation Seminar]
- EDLD 7300 - Doctoral Dissertation **Credits:** 1-15 hrs.
- **Credits needed:** 12 hours minimum

Higher Education Core (24 hours)

Required Courses (15 credits as follows)

- EDLD 6570 - Equity and Diversity in Higher Education **Credits:** 3 hours
- EDLD 6590 - Higher Education Law and Ethics **Credits:** 3 hours
- EDLD 6872 - Governance and Organization in Higher Education **Credits:** 3 hours
- EDLD 6875 - Higher Education Finance **Credits:** 3 hours
- EDLD 6890 - Special Topics in Higher Education Seminar **Credits:** 1 to 4 hours

Elective Courses (with approval of doctoral advisor)

Choose 9 hours from the following list, or equivalents approved by advisor.

- EDLD 6510 - Foundations of Student Affairs in Higher Education **Credits:** 3 hours
- EDLD 6530 - The College Student **Credits:** 3 hours
- EDLD 6550 - Intervention Skills for Higher Education Professionals **Credits:** 3 hours
- EDLD 6650 - Principles and Practices of Adult Learning **Credits:** 3 hours
- EDLD 6880 - Higher Education and the New Technological Frontier **Credits:** 3 hrs.
- EDLD 6890 - Special Topics in Higher Education Seminar **Credits:** 1 to 4 hours
- EDLD 6980 - Readings in Educational Leadership **Credits:** 1 to 4 hours

Special Interest Cognate and Electives (24 hours)

In conjunction with their advisor, students will identify courses to help strengthen their primary area of interest and/or their research knowledge and tools. Many credits for this component may come from the student's master's degree program. Other courses from the master's degree may, as appropriate, be used to fulfill some required or elective courses for the other components.

K-12 Leadership Concentration

The K-12 Leadership concentration is designed for persons who wish to develop leadership skills and serve as a superintendent or other central office administrator within a school district serving elementary and secondary students.

Students must complete a minimum of 42 graduate credit hours at Western Michigan University (30 credit hours of course work plus 12 credit hours of dissertation) once admitted to a doctoral program in Educational Leadership, or a total of 30 credit hours including 12 credit hours of dissertation if a student has previously completed an Ed.S. in Educational Leadership at WMU. In total, 90 hours of graduate credit hours (including credits accepted from a master's degree program and/or Ed.S.) must be completed as follows.

Leadership Core (9 hours)

- EDLD 6020 - Educational Leadership, Systems and Change Credits: 3 hours [now listed as a prerequisite]
- EDLD 6060 - Advanced Systems Thinking **Credits:** 3 hours
- EDLD 6090 - Theories of Leadership **Credits:** 3 hrs.

Professional Inquiry, Research, and Dissertation Core (33 hours)

Professional Inquiry

- EDLD 6861 - Doctoral Studies Seminar I **Credits:** 3 hours
- EDLD 6862 - Doctoral Studies Seminar II **Credits:** 3 hours
- EDLD 7120 - Professional Field Experience **Credits:** 2 to 12 hours (3 hours)

Research Methods

- EMR 6450 - Data Analytics I: Designed Studies **Credits:** 3 hours
- EMR 6480 - Qualitative Research Methods **Credits:** 3 hours
- EMR 6650 - Data Analytics II: Correlation Studies **Credits:** 3 hours

Dissertation

- EDLD 6950 - Dissertation Seminar Credits: 3 hours [deleted and replaced with EDLD 7300 Dissertation Seminar]
- EDLD 7300 - Doctoral Dissertation **Credits:** 1-15 hrs.
- (at least 12 hours required.)

K-12 Education Core (24 hours) [revamped this section to clearly depict a K-12 core, and then the separate requirements for central office and building-level certification]

- EDLD 6610 - School Law & Ethics **Credits:** 3 hours
- EDLD 6620 - School Business Management **Credits:** 3 hours
- EDLD 6640 - Curriculum, Instruction and Assessment Leadership **Credits:** 3 hours
- EDLD 6670 - The Principalship **Credits:** 3 hours
- EDLD 6720 - School Finance **Credits:** 3 hours
- EDLD 6730 - Instructional Leadership and Supervision **Credits:** 3 hours
- EDLD 6740 - School Community Relations and Cultural Competence **Credits:** 3 hours

- EDLD 6810 - Policy Development **Credits:** 3 hours

Special Interest Cognate and Electives (24 hours)

Students could fulfill the requirements for this section by taking any combination of the following three approaches depending on their interests and career goals, such as (A) and (C), or (A) and (B), or just (C).

(A) Additional Requirements for Central Office Endorsement

- EDLD 6300 - Data-Informed Decision-Making, Research and Evaluation **Credits:** 3 hours
- EDLD 6630 - Personnel Administration **Credits:** 3 hours
- EDLD 6800 - The Superintendency **Credits:** 3 hours

Select either:

- EDT 6490 - Instructional Technology Leadership **Credits: 3 hours**
- OR
- EDLD 6850 - Facilities and Technology Systems for Learning **Credits:** 3 hours

(B) Research Methods

Students could take additional methods courses in qualitative and/or quantitative research, such as the following or other methods courses.

- EMR 6410 - Fundamentals of Measurement in the Behavioral Sciences **Credits: 3 hours**
- EMR 6420 - Evaluation I: Theory, Methods, and Program Evaluation **Credits: 3 hours**
- EMR 6500 - Survey Research **Credits: 3 hours**
- EMR 6520 - Evaluation Practicum **Credits: 3 hours**
- EMR 6580 - Qualitative Research Practicum **Credits: 3 hours**
- EMR 6650 - Data Analytics II: Correlation Studies **Credits: 3 hours**

(C) Cognate Outside Leadership Specialization

Students could take courses in an area that has a course prefix other than EDLD.

Organizational Analysis Concentration

The Organizational Analysis concentration is designed to develop and enhance leadership skills for those who find an institutional specialization unnecessary (i.e., not focused on K-12 or higher education institutions), with a special focus on organizational analysis skills.

Students must complete a minimum of 42 graduate credit hours at Western Michigan University (30 credit hours of course work plus 12 credit hours of dissertation) once admitted to a doctoral program in Educational Leadership. In total, 90 hours of graduate credit hours (including credits accepted from a master's degree program) must be completed as follows.

Leadership Core (9 hours)

- EDLD 6020 - Educational Leadership, Systems and Change **Credits: 3 hours** [now listed as a prerequisite]
- EDLD 6060 - Advanced Systems Thinking **Credits:** 3 hours
- EDLD 6090 - Theories of Leadership **Credits:** 3 hrs.

Professional Inquiry, Research, and Dissertation Core (33 hours)

Professional Inquiry

- EDLD 6861 - Doctoral Studies Seminar I **Credits:** 3 hours
- EDLD 6862 - Doctoral Studies Seminar II **Credits:** 3 hours
- EDLD 7120 - Professional Field Experience **Credits:** 2 to 12 hours (3 hours)

Research Methods

- EMR 6450 - Data Analytics I: Designed Studies **Credits:** 3 hours
- EMR 6480 - Qualitative Research Methods **Credits:** 3 hours
- EMR 6650 - Data Analytics II: Correlation Studies **Credits:** 3 hours

Dissertation

- ~~EDLD 6950 - Dissertation Seminar **Credits:** 3 hours~~ [deleted and replaced with EDLD 7300 Dissertation Seminar]
- EDLD 7300 - Doctoral Dissertation **Credits:** 1-15 hrs.
- (at least 12 hours required.)

Organizational Analysis Core (24 hours)

Required Courses

- EDLD 6810 - Policy Development **Credits:** 3 hours [moved to OA electives]
- EMR 6420 - Evaluation I: Theory, Methods, and Program Evaluation **Credits:** 3 hours
- EMR 6430 - Evaluation II: Evaluating Products, Personnel and Policy **Credits:** 3 hours
- EMR 6500 - Survey Research **Credits:** 3 hours

Elective Courses

Choose 12 credit hours from following list, or equivalents approved by advisor

- EDLD 6630 - Personnel Administration **Credits:** 3 hours [moved to OA required core]
- EDLD 6730 - Instructional Leadership and Supervision **Credits:** 3 hours
- EDLD 6980 - Readings in Educational Leadership **Credits:** 1 to 4 hours
- EMR 6410 - Fundamentals of Measurement in the Behavioral Sciences **Credits:** 3 hours
- EMR 6580 - Qualitative Research Practicum **Credits:** 3 hours
- ~~EMR 6650 - Data Analytics II: Correlation Studies **Credits:** 3 hours~~
- ~~GRAD 7110 - Readings in Doctoral Specialization **Credits:** 3 hours~~
- ~~MGMT 6500 - Managing Change **Credits:** 3 hours~~
- ~~PADM 6080 - Organization Theory and Behavior **Credits:** 3 hours~~

~~**Special Interest Cognate and Electives (24 hours)**~~

~~In conjunction with their advisor, students will identify courses to help strengthen their primary area of interest and/or their research knowledge and tools. Many credits for this component may come from the student's master's degree program. Other courses from the master's degree may, as appropriate, be used to fulfill some required or elective courses for the other components.~~

Workforce Education and Development Concentration

~~The Workforce Education and Development concentration is designed to enhance the skills in administrative leadership, curriculum, or instruction for individuals involved in career technical education or related areas within adult, secondary, post-secondary, and four-year institutions.~~

~~Students must complete a minimum of 42 graduate credit hours at Western Michigan University (30 credit hours of course work~~

~~plus 12 credit hours of dissertation) once admitted to a doctoral program in Educational Leadership.~~ In total, 90 hours of graduate credit ~~(including credits accepted from a master's degree program)~~ must be completed as follows.

Leadership Core (9 hours)

- ~~EDLD 6020 - Educational Leadership, Systems and Change **Credits: 3 hours**~~ [now listed as a prerequisite]
- EDLD 6060 - Advanced Systems Thinking **Credits:** 3 hours
- EDLD 6090 - Theories of Leadership **Credits:** 3 hrs.

Professional Inquiry, Research, and Dissertation Core (33 hours)

Professional Inquiry

- EDLD 6861 - Doctoral Studies Seminar I **Credits:** 3 hours
- EDLD 7120 - Professional Field Experience **Credits:** 2 to 12 hours

Research Methods

- EMR 6450 - Data Analytics I: Designed Studies **Credits:** 3 hours
- EMR 6480 - Qualitative Research Methods **Credits:** 3 hours
- EMR 6650 - Data Analytics II: Correlation Studies **Credits:** 3 hours

Dissertation

- ~~EDLD 6950 - Dissertation Seminar **Credits: 3 hours**~~ [replaced with EDLD 7300 Dissertation Seminar]
- EDLD 7300 - Doctoral Dissertation **Credits:** 1-15 hrs.
- (at least 12 hours required.)

Workforce Education and Development Core (24 hours) [revised to reflect current WFED offerings]

- WFED 6140 - Administration and Supervision of Workforce Education **Credits:** 3 hours
- WFED 6160 - Occupational Selection and Training **Credits:** 3 hours
- WFED 6430 - Measurement and Evaluation in Workforce Education **Credits:** 3 hours
- WFED 6450 - Organization of Employment and Training Systems **Credits:** 3 hours
- WFED 6460 - Leadership Development in Workforce Education **Credits:** 3 to 6 hours
- WFED 6480 - Adult Education in Workforce Education **Credits:** 3 hours
- WFED 6500 - Advanced Studies in Work-based Learning **Credits:** 3 hours

~~Specialty Cognates (minimum of 12 hours)~~

~~Students may choose one of the following four cognate areas based upon career goals in CTE.~~

~~(A) Curriculum~~

- ~~ED 6020 - School Curriculum and Assessment **Credits: 3 hours**~~
- ~~ED 6280 - Curriculum Theory **Credits: 3 hours**~~
- ~~EDLD 6640 - Curriculum, Instruction and Assessment Leadership **Credits: 3 hours**~~
- ~~EMR 6420 - Evaluation I: Theory, Methods, and Program Evaluation **Credits: 3 hours**~~

(B) Educational Leadership [revised to reflect current state certification requirements]

- EDLD 6630 - Personnel Administration **Credits:** 3 hours
- EDLD 6670 - The Principalship **Credits:** 3 hours
- EDLD 6720 - School Finance **Credits:** 3 hours

- ~~EMR 6420 - Evaluation I: Theory, Methods, and Program Evaluation **Credits:** 3 hours~~

(C) Instruction [revised to add two WFED courses]

Focused on further technical knowledge in a particular WFED discipline, (e.g., Business or Marketing Education, Family and Consumer Sciences, Industrial Technology, Information Technology). May include graduate courses within or outside College of Education and Human Development intended to enhance technical content needed as a WFED instructor, in an adult, secondary, or post-secondary institution.

(D) Total Quality Management in Education [revised to add two WFED courses]

This cognate is offered by Ferris State University (FSU) and leads to a certificate in TQM awarded by FSU.

- ECTE 6500 Implementing TQM in Education **Credits:** 3 hours
- ECTE 6550 Quality Improvement Practices **Credits:** 3 hours
- ECTE 6600 Quality Management in Education **Credits:** 3 hours
- ECTE 6650 Quality Metrics and Data Management **Credits:** 3 hours

~~**Elective Courses (minimum of 12 hours)**~~

~~Other elective courses can be substituted with advisor approval addressing educational leadership, evaluation, measurement, or research design.~~

- ~~WFED 5100 - Special Populations in Workforce Education and Development **Credits:** 3 hours~~
- ~~WFED 5120 - Principles of Workforce Education and Development **Credits:** 3 hours~~
- ~~WFED 5130 - Teaching Methods in Workforce Education and Development **Credits:** 3 hours~~
- ~~WFED 5140 - Workshop in Workforce Education and Development **Credits:** 1 to 3 hours~~
- ~~WFED 5150 - Grant Writing for Workforce Education and Development **Credits:** 3 hours~~
- ~~WFED 5420 - Curriculum Development in Workforce Education and Development **Credits:** 3 hours~~
- ~~WFED 5430 - Work-site Based Education Programs **Credits:** 3 hours~~
- ~~WFED 6120 - Studies in Workforce Education and Development **Credits:** 1 to 4 hours~~
- ~~CTE 6150 - Trends and Developments in Career and Technical Education **Credits:** 3 hours~~
- ~~WFED 6170 - Seminar in Workforce Education and Development **Credits:** 2 to 6 hours~~

Proposed New Catalog Copy [with major changes highlighted; not all small changes are highlighted]

Doctor of Philosophy in Educational Leadership

Advisors: D. Eric Archer, Andrea Beach, Louann Bierlein Palmer, Walter Burt, Regina Garza Mitchell, Brett Geier, Wanda Hadley, Joe Kretovics, Nancy Mansberger, Sue Poppink, Patricia Reeves, Jianping Shen, Donna Talbot, Rick Zinser/Adam Manley (WFED)
Room 3571 Sangren Hall

The Doctor of Philosophy (Ph.D.) in Educational Leadership is targeted toward professionals working in the areas of K-12, Higher Education, Workforce Education and Development, or other environments engaged in education or adult learning. Four concentrations exist: (1) Higher Education Leadership, (2) K-12 Leadership, (3) Organizational Analysis, and (4) Workforce Education and Development, with program requirements specific to each concentration listed below.

Key program goals include preparing individuals to become transformational leaders, ready to help educational or other institutions to address current challenges, including the need to better educate students who have historically not been well served by traditional learning institutions. In addition, graduates will expand their inquiry and research skills, enabling them to add to the knowledge base concerning education, especially as it relates to the growing challenges facing all educational institutions.

Admission Requirements

Admission to the Ph.D. in Educational Leadership requires that students submit the following information within WMU's on-line graduate application, and meet the established criteria, including:

8. A Master's Degree from an accredited institution, indicated on an official transcript.
9. An overall grade point average of at least 3.0 for all graduate work undertaken beyond the bachelor's degree.
10. Submission of scores on the GRE General Test.
11. Official transcripts as required by WMU
12. A Career and Professional Goals Written Narrative in which an applicant clearly describes his/her professional goals, and how this doctoral program fits with those goals.
13. Graduate Reference Forms completed by three different individuals who can address an applicant's ability to successfully complete doctoral-level work.
14. A Professional Vitae or Resume.

WMU's graduate application, along with more details on the application requirements and processes, can be found on the Department of Educational Leadership, Research and Technology's website.

The total number of students accepted in any given year will depend upon the quality of individual applicants, as well as available resources to support the program.

Program Requirements

Programs of study for each Ph.D. in Educational Leadership must include at least 60 credit hours as noted for each concentration.

Higher Education Leadership Concentration (60 credit hours minimum)

I. Leadership Core (6 credit hours)

- (EDLD 6020 or equivalent is a required prerequisite for this leadership core)
- EDLD 6060 - Advanced Systems Thinking Credits: 3 hours
- EDLD 6090 - Theories of Leadership Credits: 3 hrs.

II. Professional Inquiry, Research, and Dissertation Core (30 hours total)

A) *Professional Inquiry Component (18 credit hours)*

- EDLD 6861 - Doctoral Studies Seminar I Credits: 3 hours
- EDLD 6862 - Doctoral Studies Seminar II Credits: 3 hours
- EDLD 7300 – Doctoral Dissertation [Seminar] Credits: 3 hours
- EDLD 7300 - Doctoral Dissertation Credits: 9 hours minimum

B) *Research Methods Component (12 credit hours)*

- EMR 6450 - Data Analytics I: Designed Studies Credits: 3 hours
- EMR 6480 - Qualitative Research Methods Credits: 3 hours
- EMR 6650 - Data Analytics II: Correlation Studies Credits: 3 hours
- 2nd qualitative methods course (determined with advisor) Credits: 3 hours

III. Higher Education (HE) Core (24 credit hours total)

A) *HE Core Required Courses (15 credit hours)*

- EDLD 6570 - Equity and Diversity in Higher Education Credits: 3 hours
- EDLD 6590 - Higher Education Law and Ethics Credits: 3 hours
- EDLD 6710 - History and Foundation of Higher Education Leadership Credits: 3 hours
- EDLD 6872 - Governance and Organization in Higher Education Credits: 3 hours
- EDLD 6875 - Higher Education Finance Credits: 3 hours

B) *HE Cognate Courses (9 credit hours from the following, or other HE-focused courses, as approved by advisor)*

- EDLD 6530 - The College Student Credits: 3 hours
- EDLD 6548 – Assessment & Accountability in HE and Student Affairs Credits: 3 hours
- EDLD 6650 - Principles and Practices of Adult Learning Credits: 3 hours
- EDLD 6890 - Special Topics in Higher Education Seminar Credits: 1 to 4 hours
- EDLD 6980 - Readings in Educational Leadership Credits: 1 to 4 hours
- EDLD 7120 – Professional Field Experience Credits: 2-12 hours

K-12 Leadership Concentration (60 – 68 credit hours minimum)

I. Leadership Core (6 credit hours)

- (EDLD 6020 or equivalent is a required prerequisite for this leadership core)
- EDLD 6060 - Advanced Systems Thinking Credits: 3 hours
- EDLD 6090 - Theories of Leadership Credits: 3 hrs.

II. Professional Inquiry, Research, and Dissertation Core (30 hours total)

A) Professional Inquiry Component (18 credit hours)

- EDLD 6861 - Doctoral Studies Seminar I Credits: 3 hours
- EDLD 6862 - Doctoral Studies Seminar II Credits: 3 hours
- EDLD 7300 – Doctoral Dissertation [Seminar] Credits: 3 hours
- EDLD 7300 - Doctoral Dissertation Credits: 9 hours minimum

B) Research Methods Component (12 credit hours)

- EMR 6450 - Data Analytics I: Designed Studies Credits: 3 hours
- EMR 6480 - Qualitative Research Methods Credits: 3 hours
- EMR 6650 - Data Analytics II: Correlation Studies Credits: 3 hours
- 2nd qualitative methods course (determined with advisor) Credits: 3 hours

III. K-12 Education Core (24 - 32 credit hours total)

A) K-12 Core Required Courses (6 credit hours)

- EDLD 6630 - Personnel Administration Credits: 3 hours
- EDLD 6810 - Policy Development Credits: 3 hours

C) K-12 Cognate Course Options (must choose one option as approved by advisor; 18-26 credit hours)

1. **K-12 School Administrator Certificate: Central Office Endorsement Option (18 credit hours)**
- EDLD 6720 School Finance Credits: 3 hours
- EDLD 6800 - The Superintendency Credits: 3 hours
- EDLD 6850 - Facilities and Technology Systems for Learning Credits: 3 hours
- EDLD 7120 - Professional Field Experience Credits: 3 hours
- 6 credit hours of electives

2. **K-12 School Administrator Certificate: Building Level Endorsement Option (26 credit hours)**
- EDLD 6300 – Data-Informed Decision-making Credits: 3 hours
- EDLD 6610 - School Law & Ethics Credits: 3 hours
- EDLD 6620 - School Business Management Credits: 3 hours
- EDLD 6640 - Curriculum, Instruction and Assessment Leadership Credits: 3 hours
- EDLD 6670 - The Principalship Credits: 3 hours
- EDLD 6730 - Instructional Leadership and Supervision Credits: 3 hours
- EDLD 6740 - School Community Relations and Cultural Competence Credits: 3 hours
- EDLD 6793 – Principal Internship I Credits: 3 hours
- EDLD 6794 – Principal Internship II Credits: 2 hours

3. **Teacher/Other Leadership Option (18 credit hours to be determined with advisor)**

Organizational Analysis Concentration (60 credit hours minimum)

I. Leadership Core (6 credit hours)

- (EDLD 6020 or equivalent is a required prerequisite for this leadership core)
- EDLD 6060 - Advanced Systems Thinking Credits: 3 hours
- EDLD 6090 - Theories of Leadership Credits: 3 hrs.

II. Professional Inquiry, Research, and Dissertation Core (30 hours total)

A) Professional Inquiry Component (18 credit hours)

- EDLD 6861 - Doctoral Studies Seminar I Credits: 3 hours
- EDLD 6862 - Doctoral Studies Seminar II Credits: 3 hours
- EDLD 7300 – Doctoral Dissertation [Seminar] Credits: 3 hours
- EDLD 7300 - Doctoral Dissertation Credits: 9 hours minimum

B) Research Methods Component (12 credit hours)

- EMR 6450 - Data Analytics I: Designed Studies Credits: 3 hours
- EMR 6480 - Qualitative Research Methods Credits: 3 hours
- EMR 6650 - Data Analytics II: Correlation Studies Credits: 3 hours
- 2nd qualitative methods course (determined with advisor) Credits: 3 hours

III. Organizational Analysis Core (24 credit hours total)

A) OA Required Courses (12 credit hours)

- EDLD 6630 - Personnel Administration Credits: 3 hours
- EMR 6420 - Evaluation I: Theory, Methods, and Program Evaluation Credits: 3 hours
- EMR 6430 - Evaluation II: Evaluating Products, Personnel and Policy Credits: 3 hours
- EMR 6500 - Survey Research Credits: 3 hours

B) OA Cognate Courses (9 hours from the following, or other OA-focused courses, as approved by advisor)

- EDLD 6810 - Policy Development Credits: 3 hours
- EDLD 6980 - Readings in Educational Leadership Credits: 1 to 4 hours
- EDLD 7120 – Professional Field Experiences: 3 hours
- EMR 6410 - Fundamentals of Measurement in the Behavioral Sciences Credits: 3 hours
- EMR 6580 - Qualitative Research Practicum Credits: 3 hours
- OCL 6410 - Organizational Culture and Globalization Credits: 3 hours
- OCL 6430 - Group Dynamics and Team Development in an Age of Globalization Credits: 3 hours
- OCL 6440 - Large Scale Change and Organizational Design Credits: 3 hours
- OCL 6890 - Special Topics in Organizational Change and Leadership Credits: 3 hours

Workforce Education and Development Concentration (60 credit hours minimum)

I. Leadership Core (6 credit hours)

- (EDLD 6020 or equivalent is a required prerequisite for this leadership core)
- EDLD 6060 - Advanced Systems Thinking Credits: 3 hours
- EDLD 6090 - Theories of Leadership Credits: 3 hrs.

II. Professional Inquiry, Research, and Dissertation Core (30 hours total)

A) Professional Inquiry Component (18 credit hours)

- EDLD 6861 - Doctoral Studies Seminar I Credits: 3 hours
- EDLD 6862 - Doctoral Studies Seminar II Credits: 3 hours
- EDLD 7300 – Doctoral Dissertation [Seminar] Credits: 3 hours
- EDLD 7300 - Doctoral Dissertation Credits: 9 hours minimum

B) Research Methods Component (12 credit hours)

- EMR 6450 - Data Analytics I: Designed Studies Credits: 3 hours
- EMR 6480 - Qualitative Research Methods Credits: 3 hours
- EMR 6650 - Data Analytics II: Correlation Studies Credits: 3 hours
- 2nd qualitative methods course (determined with advisor) Credits: 3 hours

III. Workforce Education and Development (WFED) Core (24 hours total)

A) WFED Core Courses (6 credit hours)

- EDLD 6630 - Personnel Administration Credits: 3 hours
- EDLD 6810 - Policy Development Credits: 3 hours

OR

- EDLD 6710 - History and Foundation of Higher Education Leadership Credits: 3 hours
- EDLD 6872 - Governance and Organization in Higher Education Credits: 3 hours

B) WFED Cognate Course Options (must choose one option as approved by advisor; 18 credit hours)

1. Workforce Development Option (choose 6 of the following courses):

- WFED 5150 – Grant Writing in WFED Credits: 3 hours
- WFED 5430 – Work-Site Based Learning Credits: 3 hours
- WFED 6140 - Administration and Supervision of Workforce Education Credits: 3 hours
- WFED 6160 - Occupational Selection and Training Credits: 3 hours
- WFED 6430 - Measurement and Evaluation in Workforce Education Credits: 3 hours
- WFED 6450 - Organization of Employment and Training Systems Credits: 3 hours
- WFED 6460 - Leadership Development in Workforce Education Credits: 3 to 6 hours
- WFED 6480 - Adult Education in Workforce Education Credits: 3 hours
- WFED 6500 - Advanced Studies in Work-based Learning Credits: 3 hours

2. K-12 School Administrator Certificate: Central Office Endorsement Option

- EDLD 6720 School Finance Credits: 3 hours
- EDLD 6800 - The Superintendency Credits: 3 hours
- EDLD 6850 - Facilities and Technology Systems for Learning Credits: 3 hours
- EDLD 7120 - Professional Field Experience Credits: 3 hours
- 6 credit hours of WFED courses from WFED option #1

3. Curriculum and Instruction Option

- 12 credit hours selected with advisor approval which focus on further technical knowledge in a particular WFED discipline, (e.g., Business or Marketing Education, Family and Consumer Sciences, Industrial Technology, Information Technology).
- 6 credit hours of WFED courses from WFED option #1

4. Total Quality Management in Education Option

- *ECTE 6500 Implementing TQM in Education Credits: 3 hours
- *ECTE 6550 Quality Improvement Practices Credits: 3 hours
- *ECTE 6600 Quality Management in Education Credits: 3 hours
- *ECTE 6650 Quality Metrics and Data Management Credits: 3 hours
- 6 credit hours of WFED courses from WFED option #1

* courses offered by Ferris State University (FSU) and leads to a certificate in TQM awarded by FSU.

Appendix A
p-1

EDLD Ph.D. Curriuclum Changes

Donna M Talbot

Mon 9/25/2017 12:14 PM

To:Louann A Bierlein Palmer <l.bierleinpalmer@wmich.edu>;

Dr. Bierlein Palmer:

Having participated in the lengthy conversations among the faculty, and after carefully reviewing the Curriculum Change Forms, I am writing to officially support these changes. All Units in ELRT affected by these changes have been consulted.

The only potential additional load will be for the 2nd required qualitative course. Already, most of our EDLD doctoral students take a second course. If we need an additional offering, that can be handled by our faculty or by hiring a part-time person with expertise.

Thank you for all your hard work on these changes.

Sincerely, Donna

Donna M. Talbot, Ph.D.
*Chair and Professor, Department of Educational
   Leadership, Research and Technology*
Acting Unit Head, EDLD Ph.D. Programs
Western Michigan University
3571 Sangren Hall
Kalamazoo, MI 49008-5283
Office: (269) 387-3891
Fax: (269) 387-3696

*Connectedness*Strategic*Learner*Intellection*Responsibility*

For current faculty, staff, and students, you can schedule an appointment with me by going to this website:
http://meetme.so/DonnaTalbot

If you are a prospective student or outside the university, please email me directly before scheduling so that I can direct you to the best person to meet with given your situation/request.

Appendix A
page 2

WFED concentration

Richard W Zinser

Fri 9/15/2017 4:00 PM

To:Louann A Bierlein Palmer <l.bierleinpalmer@wmich.edu>;

Dr. Bierlein Palmer,
This message serves as my official support for the proposed curriculum revisions to the PhD in Educational Leadership concentration in Workforce Education and Development. I have reviewed the changes and agree that it will improve the program significantly. Thank you for the opportunity to provide input.
Rick Zinser

Dr. Richard Zinser
Professor and Chair
Department of Family and Consumer Sciences
Western Michigan University
PHONE: (269) 387-3713 OFFICE: 3324 N. Kohrman Hall
EMAIL: richard.zinser@wmich.edu