ED.D. IN ORGANIZATIONAL LEADERSHIP

Mission
The Ed.D. Program in Organizational Leadership develops visionary leaders who are creative agents of change in transforming their diverse organizations through collaboration, innovation, positive influence, strategic thinking and a profound commitment to lifelong learning.

Program Learning Outcomes

• **Transformational Leadership**: Create a vision of the future as an ethical agent of change, who mobilizes stakeholders to transform the organization.

• **Diversity**: Integrate the strengths that individual and cultural differences contribute to create an organization that is equitable, respectful, responsive and morally accountable in a global society.

• **Collaborative Relationships**: Build a culture of trusting relationships and purposeful involvement that supports critical and creative problem solving and decision making through effective communication and conflict resolution.

• **Political Intelligence**: Generate organizational influence to ethically advocate for causes and changes that will advance the organization’s vision and mission.

• **Strategic Thinking**: Construct a systems-oriented learning organization to develop, implement, and assess effective, future-based plans that facilitate innovation, problem solving and continuous improvement.

• **Creativity and Sustained Innovation**: Develop a culture of divergent thinking and responsible risk taking that harnesses the potential of available human capital to transform the organization.

Application Deadline
Applications are accepted annually. Applications close in May, the specific date will be established by the university. The deadline for receiving the nonrefundable enrollment deposit will be within 45 days after the close of applications. An extension may be granted for extenuating circumstances.

Admission Requirements
Admission to the Doctoral Program in Organizational Leadership may be achieved by fulfilling the graduate admission requirements as stated in the catalog.

1. Transcripts documenting successful attainment of a Masters Degree with a minimum GPA of 3.0.

2. Submission of a portfolio consisting of the following: two essays on topics provided in the application packet that show graduate level writing and analytical skills; a resume showing leadership experience, professional development, achievement awards or professional recognition; two letters of reference from persons who can attest to the applicant’s ability to do graduate level work; and a letter of intent explaining reasons for wanting to enter this program.

3. If the applicant is not in a leadership position, a letter must be submitted explaining his/her plans for addressing assignments in nearly every course that involve working with individuals and groups in an organization to bring about important change.

4. All applicants must successfully participate in an intake interview with a doctoral faculty member designated by the Associate Dean.

Transfer Credit Policy
Transfer credits from other degrees or programs will not be accepted.

Course Waivers
Course waivers will not be permitted.

New Student Orientation
To acquaint students with the unique technology and instructional practices of the doctoral program, students will be required to complete a Doctoral Boot Camp prior to the first Immersion. The Doctoral Bootcamp is a mandatory induction program designed for candidates to gain pertinent knowledge and skills needed to be successful in the EDOL program. The Boot Camp experience is both online and face to face. Students will complete portions of the orientation in Blackboard as well as attending a series of live trainings Friday before the first immersion. Attendance is mandatory.

Degree Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDOL 700</td>
<td>Transformational Leadership</td>
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<td>EDOL 705</td>
<td>Organizational Communication and Conflict Management</td>
<td>3</td>
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<td>EDOL 706</td>
<td>Team and Group Dynamics</td>
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<td>EDOL 707</td>
<td>Organizational Theory and Development</td>
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<td>EDOL 708</td>
<td>Strategic Thinking</td>
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<td>EDOL 709</td>
<td>Assessment, Evaluation, and Accountability</td>
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<td>EDOL 720</td>
<td>Creativity, Innovation, and Sustainable Change</td>
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<td>EDOL 721</td>
<td>The Ethics and Politics of Decision Making</td>
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<td>EDOL 722</td>
<td>Diversity and Intercultural Aspects of Leadership</td>
<td>3</td>
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<td>EDOL 723</td>
<td>Innovation in Resource Management</td>
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<td>EDOL 724</td>
<td>The Leader as Change Agent</td>
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<tr>
<td>EDOL 750</td>
<td>Writing for Research and Publication I</td>
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<td>EDOL 751</td>
<td>Writing for Research and Publication II</td>
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<td>EDOL 752</td>
<td>Quantitative Research Methods I</td>
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<td>EDOL 753</td>
<td>Quantitative Research Methods II</td>
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<td>EDOL 755</td>
<td>Qualitative Research Methods II</td>
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<td>EDOL 758</td>
<td>Transformational Change Field Experiences</td>
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<tr>
<td>EDOL 790</td>
<td>Developing the Dissertation Prospectus</td>
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<td>EDOL 791</td>
<td>Dissertation I</td>
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<td>EDOL 792</td>
<td>Dissertation II</td>
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<tr>
<td>EDOL 799</td>
<td>Dissertation Extension</td>
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Total Credits: 57
Transformational Change Project
To integrate change theory into real world settings and provide an opportunity for clinical practice, each student will design, implement, and assess a Transformational Change Project (TCP), which will be operationalized in a real organization. The Transformational Change Project will be introduced and explored in various courses throughout the program, beginning with the first course, EDOL 700 Transformational Leadership. Field-based assignments in which students begin to work on projects and deliverables that will be used in their second year TCP will spiral through every content course in their first year.

In Year 2, students will implement the TCP in selected organizations while enrolled in EDOL 780 Transformational Change Field Experiences, which will be a 16 week field experience. In EDOL 724 The Leader as Change Agent the students will deconstruct their experience implementing the Transformational Change Project. At their final Immersion in June of their second year, students will participate in a Transformational Change Symposium, in which they will present their findings, implications for practice, and recommendations for further research.

Advancement to Candidacy
In the second semester of their second year, students will participate in a faculty review of their work to date. Students will present their dissertation prospectus and their Transformational Change Leader Portfolio, which consists of their Transformational Leadership Development Plan, and their Transformational Change Project artifacts and analysis. Candidates who successfully meet all criteria required in the Dissertation Handbook will be advanced to candidacy, allowed to petition for a Dissertation Chair, and be permitted to register for Dissertation I.

Program Design
The Ed.D. Program is a rigorous program that is designed to serve the needs of working professionals. Courses are organized around an 8-week hybrid format of online instruction with face to face support. Individual online work and study will be augmented with extended activities through required participation in cohort meetings, immersion sessions, and synchronous online meetings or seminars. The learning environment is one of collaboration balanced with independent learning. Instructional strategies include experiential activities, large and small group activities, presentations, discussions, and opportunities for real world application. Additionally, online instructional strategies, including threaded discussions, journals, wikis, blogs, readings, videos, links to web research and resources, access to a digital library of books and journals, and the use of audio/video synchronous and asynchronous multimedia tools.

Writing Standard
Students in the Doctoral Program in Organizational Leadership must meet Graduate-level academic writing standards. A writing pretest will be administered as part of the New Student Orientation after admission is granted. This test will be used to determine support strategies that will be initiated in EDOL 750 Writing for Research and Publication I. Student work will be evaluated based on a writing rubric in that course. The writing rubric will also be used in other courses and the student will be reevaluated in EDOL 751 Writing for Research and Publication II, which takes place in Summer II of the first year. Students whose work does not meet standards will be expected to take advantage of the online tutorials available in the Online Writing and Math Center and follow through on other faculty recommendations to improve their writing.

Cohorts
Cohorts are a "laboratory for learning," in which students work together to develop their leadership competencies. Students will be assigned to a local cohort with others in their geographical area. Each cohort will have a cohort leader, who is an adjunct faculty member and leading practitioner in the field. These experienced leaders will mentor students in their career development and lead students in dialogue and practice around the application of theory and skills in the real world. Working in small groups, students will deepen their understanding, build collaboration skills, and practice team work. Cohort leaders will also coach and assess students as they create individual action plans to develop leadership competencies and serve as mentors in exploring and developing dissertation topics. Students will meet with their local cohorts for half a day (four hours) each month, scheduling to be determined by the cohort members and leader.

Cohort Locations for Out of State or Distance Students
The Doctor of Education program courses are delivered online. In addition to asynchronous coursework and synchronous webinars with instructors, the program also requires online attendance at monthly, half-day virtual cohort meetings for out-of-state students or those at a great distance from a campus cohort. Physical attendance at three immersions during each of the two years of coursework is also required. Immersions are held over long weekends—Labor Day Weekend, Martin Luther King weekend, and the last weekend in June—generally near the Irvine campus.

Interdisciplinary Degree
The Ed.D. in Organizational Leadership is an interdisciplinary degree, integrating the latest theory and best practices from both Education and Organizational Leadership. It will draw on both fields to produce transformational leaders who collaboratively design and implement innovative changes and creative solutions in their diverse organizations.

360 Degree Assessment
Each student will have the opportunity twice during the doctoral program for 360 degree feedback on their leadership performance skills. In addition to a self-analysis, students will request colleagues, supervisors, and subordinates to respond to a confidentially administered electronic survey assessing their strengths and growth areas. Students will review the compiled results and develop a Transformational Leadership Development Plan (TLDP) to address growth goals over the course of the program. The cohort leader will coach students on their plan and their progress in achieving personal goals. This leadership performance assessment will be offered at the beginning of the first year and again during the second year.

Immersions
The program includes six immersions, where all students from throughout the program will meet near the Irvine campus for extensive relationship-building with faculty and students program-wide, presentations by expert speakers, and in-depth engagement in learning. Immersions will introduce major themes for the coming term and culminate learning from previous terms. They will also offer an opportunity to receive guided practice in mastering leadership
competencies. Students will be able to dialogue with faculty and experts from the field about the content they are learning. Immersions also feature more exposure to research development in preparation for the dissertation and offer students the opportunity to get acquainted with faculty members who may serve as potential dissertation chairs.

 Attendance
The Ed.D. in Organizational Leadership program uses the best of online learning and face-to-face support through local and virtual cohort meetings, three immersion sessions a year, and synchronous online meetings or seminars. The Brandman commitment to learning requires that students be present and participate fully in all activities. For Immersion sessions, cohort meetings and online learning to be successful, everyone’s ideas, feedback and participation is imperative. It is required that students attend all sessions and be on time.

To maximize learning and in fairness to colleagues, students should not ask to be excused from all or part of an Immersion session, synchronous online meeting, seminar or cohort meeting. If an emergency (such as personal illness, death in the immediate family, job requirement, or child birth and adoption) requires absence for part or all of an Immersion it is the student’s responsibility to contact the Associate Dean to determine a contract for making up the time and work. If a student is required to be absent from a cohort meeting, the student will be responsible for discussing the absence and makeup contract with the Cohort Mentor in advance if possible. Faculty may require that the student attend outside sessions related to the content missed which may involve additional expense. Absence from an online meeting or webinar must be arranged with the instructor in advance if possible and will require the student to complete makeup work with the course instructor. Patterns of tardiness or absence may result in a cause for concern notice, followed by a disposition action plan, and can affect the course grade or continuation in the course or program.

Students may be dismissed from the program at the Dean’s discretion due to absence from required meetings.

 Interrupted Enrollment
Although the university has an interrupted enrollment policy that applies to other programs, the School of Education has a separate policy for the Ed.D. in Organizational Leadership program. If a student needs to interrupt enrollment from the program for personal or professional reasons, it will be necessary to complete the form entitled, Leave of Absence Application: Ed.D program, stating the reasons for the absence and the expected date of return. This form must be submitted to the Associate Dean for approval at least four weeks prior to the term in which the leave is requested.

When a student interrupts enrollment in the Ed.D. program, course sequence and program design makes it necessary to reenter the program at the same term a year or two years later, depending on the length of the leave. Students who interrupt enrollment for more than two years will need to reapply.

 Dissertation
Each student is required to complete a dissertation that reflect scholarly research and competent academic writing that is rated as proficient on all criteria identified on the dissertation rubric. The dissertation will be developed under the supervision of a Dissertation Chair and Committee of two additional members. Dissertation Chairs and members must meet the criteria established by the university and submit all required documentation, including Curriculum Vita, NIH Certificate, and Transcripts from the Institution of Terminal Degree. The student’s dissertation proposal must be approved in Quality Review prior to conducting the proposal defense. After the student is authorized by the committee to collect data, an application must be approved by IRB before data collection can begin.

The dissertation is completed in EDOL 791 Dissertation I and EDOL 792 Dissertation II with continuing candidacy in 0 credit EDOL 799 Dissertation Extension until completion.

 Program Completion Timeline
It is expected that most students will complete the dissertation within one to two years after coursework, but the deadline for completion of all program requirements, including the dissertation, is seven years from the student’s program start date.

 Continuing Candidacy Fees
Students who have been advanced to candidacy are eligible to request a Dissertation Chair and register in EDOL 791 Dissertation I. At the conclusion of this course, students who have made satisfactory progress will register for EDOL 792 Dissertation III. Students who are enrolled in EDOL 792 Dissertation II but have not completed the Dissertation at the end of the term, will be granted an “SP” grade and will be permitted to continue until the Dissertation is completed or until the student’s seven-year program completion timeline has expired, by registering for 0 credit EDOL 799 Dissertation Extension course and paying the Continuing Candidacy Fee. Your account must be in good standing in order for students to continue to have the services of their Chair and Committee, as well as access to Leatherby Library. This is also a pre-condition for moving on to Proposal Defense, Oral Defense, and Commencement Hooding Ceremony. Please see Tuition and Fees section for more detail on the Continuing Candidacy Fee.

 Commencement
Ed.D. Candidates will be permitted to participate in commencement ceremonies if they successfully complete the Oral Defense of their Dissertation not later than April 15 prior to Commencement. Students receiving their degrees in subsequent sessions are entitled to participate in commencement ceremonies the following Spring.

 Clear Administrative Services Credential Option
Brandman University offers the Administrative Services Credential Clear Induction Program (ASC CIP) through the Doctor of Education in Organizational Leadership Program. This option allows students in the Ed. D. Organization Leadership to pursue the Clear Administrative Services credential in conjunction with the Ed. D. Candidates who simultaneously complete the ASC CIP program requirements and the Ed. D. course of study may be recommended for the Clear Administrative Services Credential.

Brandman University’s ASC CIP is aligned to the Clear Induction Program Standards. It provides a two year induction program that supports the individual needs and leadership development of beginning educational administrators using the intersecting elements of individual coaching, professional learning and assessment of skills. The design of the program is based on sound rationale informed by theory and research and includes personalized learning and support through coaching. The beginning educational administrator enrolled in ASC CIP fulfills their
induction program professional learning requirements through ASC CIP Professional Learning and Induction Coaching courses and specifically identified Ed. D. Course Learning Outcomes that match the California Professional Standards for Education Leaders (CPSEL). To support the professional learning and leadership development of the beginning educational administrator, the induction program provides the clear credential candidate with a well-trained and experienced induction coach who may also serve as an Ed. D. cohort mentor. The induction coach supports the school administrator through individualized, on-going, job-embedded coaching that is directed by the identified needs and goals of the school administrator.

**Admission Requirements**

1. Candidate must be admitted and concurrently enrolled in Brandman University's, Education Doctorate in Organizational Leadership program.
2. Candidate must possess a valid Preliminary Administrative Services Credential. Questions regarding the eligibility of specific credentials should be directed to the Teacher Accreditation Department at 949-341-9899. Questions regarding schedules, program requirements, and registration should be directed to the School of Extended Education by visiting their web site at http://www.brandman.edu/exed or by calling 800-632-0094.
3. Candidate must be employed in a position requiring an Administrative Services Credential.
4. Candidate must provide Verification of Employment Form completed by employer.

**Credential and Program Requirements**

1. Completion of a minimum of 40 hours of induction coaching each year.
2. Completion of a minimum of 20-30 hours of professional learning each year.
3. Completion of all induction program E-Portfolio components and requirements indicating demonstration of CPSEL competencies.
4. Verification of two years of successful experience in a full-time administrative position at the time of filing for the clear administrative services credential

**Required Courses**

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<tr>
<td>EDAD 760</td>
<td>Professional Learning and Induction Coaching I *</td>
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<td>EDAD 762</td>
<td>Professional Learning and Induction Coaching II *</td>
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<td>EDAD 764</td>
<td>Professional Learning and Induction Coaching III *</td>
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<td>Professional Learning and Induction Coaching IV *</td>
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<td>EDAD 768</td>
<td>Professional Learning and Induction Coaching V *</td>
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<tr>
<td>EDAD 770</td>
<td>Professional Learning and Induction Coaching VI *</td>
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</table>

Total Credits 6

* Clear administrative services credential courses are not eligible for financial aid

**Transfer of Coursework**

No transfer credits or waivers will be accepted.

**Time Limitations**

All program components must be completed during enrollment in the Brandman University, Doctor of Education in Organizational Leadership program and prior to or concurrent to earning the Ed. D. degree.

**Demonstration of Competency**

Candidates recommended for the Clear Administrative Services Credential must successfully complete an Induction Portfolio demonstrating satisfactory completion of the coaching hours, professional learning hours and formative and summative assessments that include an evaluation of the candidate's Individual Induction Plan (IIP) goal attainment and CPSEL competencies. The Induction Portfolio will be reviewed by the induction coach who will evaluate the candidate's competence and performance.

**Recommendation for Credential**

Upon successfully completing and passing all the Administrative Services Clear credential program and coursework requirements, the candidate may apply to be recommended to the CTC for the credential. To apply for the credential, candidates complete the on-line Recommendation Form on the SOE Services MyBrandman site. Once the recommendation is made by the Teacher Accreditation Department candidates can submit the credential fee to the CTC for the credential.