

**BOARD OF TRUSTEES
UNIVERSITY OF THE DISTRICT OF COLUMBIA
UDC RESOLUTION NO. 2018 –**

SUBJECT: Approval of a PhD Degree Program in Urban Leadership & Entrepreneurship

WHEREAS, pursuant to D.C. Code §38-1202.06(3), the Board of Trustees (“Board”) is authorized to establish or approve policies and procedures governing admissions, curricula, programs, graduation, the awarding of degrees, and general policy making for the components of the University of the District of Columbia (“University”); and

WHEREAS, pursuant to 8B DCMR §308.1, new associate, baccalaureate, and graduate degree programs may be added to the University curricula upon recommendation by the Faculty Senate and the President and after approval by the Board; and

WHEREAS, the University of the District of Columbia’s College of Agriculture, Urban Sustainability, and Environmental Sciences (CAUSES) exemplifies the unique status of the University as the only exclusively urban land-grant university in the United States; and

WHEREAS, CAUSES has assumed a national leadership role in urban sustainability and urban agriculture and embraces the urban context of the University in its course work, community outreach work, and research activities that engage the sciences, the social sciences, and the professions; and

WHEREAS, the extensive thesis research that is a part of every PhD level degree program lends itself for support through the research fund appropriation (Agricultural Experiment Station Research – AES) CAUSES receives on behalf of the University through the USDA NIFA; and

WHEREAS, a PhD level program does not only apply existing knowledge, but creates new knowledge and therefore increases the academic reputation and credibility of the University; and

WHEREAS, the proposed Ph.D. Program in Urban Leadership & Entrepreneurship (“Proposed Program”) will develop the next generation of leaders to address urban problems through an innovation-based solution-driven mindset; and

WHEREAS, the qualities the University seeks to develop in its Proposed Program are in high demand in our urbanizing nation and world; and

WHEREAS, the Proposed Program will be offered in collaboration with Fielding Graduate University and will draw on the academic requirements for graduation offered by Fielding in accordance with the standards of the Middle States Commission of Schools and Colleges; and

WHEREAS, to date the Proposed Program has been submitted for review and recommendation to all required levels of the faculty and administration, and the Faculty Senate and the President have submitted their written positions on the Proposed Program.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees of the University of the District of Columbia hereby approve the implementation of the Ph.D. Degree Program in Urban Leadership & Entrepreneurship in accordance with the proposal attached hereto as Appendix A; and

BE IT FURTHER RESOLVED that the Ph.D. Degree Program in Urban Leadership & Entrepreneurship will be implemented based on the availability of funds and the University shall not be obligated until funds have been identified within existing University resources.

Submitted by the Academic and Student Affairs Committee

May 31, 2018

Approved by the Board of Trustees

Christopher D. Bell, Esq.
Chairperson of the Board

June ___, 2018



Ronald F. Mason, Jr.
President

June 20, 2018

MEMORANDUM

TO: The Board of Trustees of University of the District of Columbia

FROM: Ronald Mason, Jr., President *(Signature)*

SUBJECT: Ph.D. in Urban Leadership and Entrepreneurship

I have reviewed the subject program proposal, including all questions, comments and concerns. Based on said review I recommend this program for approval for the following reasons:

1. It aligns well with the urban and land-grant components of the University's mission.
2. It is in line with the Equity Imperative strategic objectives and milestone actions to develop nationally recognized urban research and scholarship, align academic programs to the university's mission, and create innovative new programs.
3. It was developed by faculty in conjunction with the Office of Academic Affairs.
4. It has been vetted and strongly supported by the CAUSES Curriculum Committee, the CAUSES Dean and other Deans, the Graduate Council, and a National Advisory Committee of Emeriti University Presidents, CEOs and Higher Education Leaders.
5. It offers a reasonably priced terminal degree to citizens who could not otherwise afford such a program.
6. 25 potential students have inquired about entry into the program (with no marketing at this point).
7. The world is becoming overwhelmingly urban and a PhD program adds new knowledge to the field of study.
8. This program is not just an innovative program for UDC, but it is also the only one of its kind and positions UDC as a pioneer in developing transformative urban leaders.

UNIVERSITY OF THE DISTRICT OF COLUMBIA

SPECIAL MEETING: JUNE 18, 2018

TIME: 4:00PM

FACULTY SENATE SPECIAL MEETING **MINUTES**

- I. Welcome/Call to Order** - The June meeting of the Faculty Senate for the Academic Year 2017-2018 was held on Tuesday, Monday 18, 2018 in the University Center Ballroom. Arlene King-Berry, Chairperson, called the meeting to order at 4:27 pm.
- II. Roll Call/Confirmation of Quorum**

After initial roll call, it was determined there were fourteen (16) senators present. A quorum was established at the start of the meeting.

Faculty Senators in Attendance: Genell Anderson, Christopher Anglin, Danielle Apugo, Pier Broadnax, Sylvia Benatti, Brenda Brown, Vice Chair, Myesha Carter, Carolene Charles, Larry Covington, Michelle Harris, Wilmer Johnson, Arlene King-Berry, Chair, Kate Klein, Isadora Posey, Rosie A. Sneed, and Cherie Ann Turpin.

- III. Discussion Points**

The meeting begin with the Faculty Senators reviewing the proposals. There were several concerns raised in the discussion held by the Faculty. The following were some of the expressed concerns:

- The lack of concentrations in coursework that would address urban populations that are diverse. Multicultural considerations were not apparent.
- Absence of a Memorandum of Agreement between Fielding University and UDC detailing the roles, responsibilities, commitment of human and fiscal resources
- Lack of syllabi for the courses offered in the core component of the degree lattice as well as in the three (3) concentration offerings. None of the course syllabi were provided for Fielding and there were incomplete syllabi for UDC courses;
- There was not a clearly articulated plan to ensure the vetting of the adjunct faculty or to be hired from (Fielding), or the Director for the program.
- Need for an Organizational Chart showing lines of delineation between administration and faculty from the Universities;
- Concerns regarding the needed technological infrastructure for the two (2) platforms used by the universities;

- Budgetary concerns regarding the initial loss and lack of transparency regarding administrative costs.
- Lack of buy-in from the Deans of the various Colleges.

IV. The Vote

A vote was taken to reflect the following results

Vote Results: In Favor 3 Not in Favor 11 Abstain 1

The PhD. Program in Urban Leadership & Entrepreneurship was not approved.

DRAFT

FISCAL IMPACT STATEMENT

TO: The Board of Trustees

FROM: Managing Director of Finance *David L. Franklin*

DATE: May 30, 2018

SUBJECT: PhD in Leadership and Entrepreneurship

Conclusion

It is concluded that the projected financial impact resulting from the implementation of the Doctoral Program in Leadership and Entrepreneurship in the College of Agriculture, Urban Sustainability, and Environmental Sciences (CAUSES) is positive.

Background

Pursuant to D.C. Code § 38-1202.06 (3), the Board of Trustees has the authority to approve, establish, or approve policies and procedures governing admissions, curricula, programs, graduation, the awarding of degrees, and general policy for the components of the University.

Program costs will begin at \$138,380 in Year 1, and average \$219,000 per annum from Year 2 to Year 4. Tuition revenue is expected to start at \$58,904 in Year 1 and average \$202,965 from Year 2 through Year 4. The program expects to generate grant revenue at approximately \$50,000 per year, which will be used to offset annual expenses. There are no existing University faculty or staff to absorb any of the costs of the program, so the University will allocate \$79,476 annually to support the doctoral program beginning in FY 2019, and gradually reduce this subsidy as grant and tuition revenues increase.

The University has partnered with an established graduate school, the Fielding Graduate University, to create a doctoral degree program that (1) addresses the need for developing the next generation of urban leaders and (2) develops innovative strategies for assessing and solving complex urban problems. UDC, as the only land-grant university that is located exclusively in an urban environment, is uniquely positioned to address critical urban issues. Graduates of the program can be employed in a variety of industries, including leadership and management consulting; academia; start-ups and innovation programs; market research analysis; nonprofits; and sustainability and social innovation. UDC will be the only university in the nation with a doctoral program in leadership and entrepreneurship, and is expected to attract significant graduate student enrollment.

Financial Impact

The proposed doctoral program will require University support of approximately \$79,476 in Year 1, which will be reduced annually as revenues increase. Enrollment is projected to grow from two part-time students in Year 1 to 26 students in Year 5, graduating up to 11 students per year by 2022-23. The initial annual investment will be absorbed by the University and recouped in the out-years.

The attached pro forma for the Ph.D. in Leadership and Entrepreneurship projects an initial net loss in Years 1 & 2 of approximately \$104,226, which is directly attributed to start-up costs. However, it is anticipated that the bulk of the net lost will be recouped by Year 4, and the remaining balance by Year 5. Based on the successful track record of CAUSES' previous grant activity and the assumptions communicated to the Managing Director of Finance, this presents a calculated financial risk which the University can absorb within its annual operating budget.

Annually, CAUSES will provide key program data and information in a financial viability report to the board. This report will be used by the Office of the Chief Operating Officer to assess the fiscal integrity of the program.

Based on the information provided, the request to implement the Doctoral Program in Leadership and Entrepreneurship has been approved.

Pro Forma - Doctoral Program in Leadership & Entrepreneurship

Table 1: Expense and Revenue Distribution of PhD. Degree Program

Projected Enrollment by Year		(Spring 2019)	(Fall 2019/Spring 2020)	(Fall 2020/Spring 2021)	(Fall 2021/Spring 2022)	(Fall 2022/Spring 2023)
Full-Time		2	3	4	5	6
Part-Time		2	12	18	23	26
Total						
Projected Number of Degrees Awarded						
Year		2019	2020	2021	2022	2023
# of Degrees Awarded		\$ -	\$ -	\$ -	\$ 10	\$ 11
Financial Projections for Proposed Program for Years 1 Through 5						
A. One-time Expenses		2019	2019	2020)	2021	2022
<i>Nav/Renovated Space</i>		\$ -	\$ -	\$ -	\$ -	\$ -
<i>Equipment</i>		\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
<i>Library</i>		\$ -	\$ -	\$ -	\$ -	\$ -
<i>Consultants</i>		\$ 50,000	\$ -	\$ -	\$ -	\$ -
<i>Other</i>		\$ -	\$ -	\$ -	\$ -	\$ -
Marketing		\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Total one-time expenses		\$ 65,000	\$ -	\$ -	\$ -	\$ 50,000
B. Recurring Expenses						
<i>Faculty stipends</i>		\$ 20,000	\$ 40,000	\$ 50,000	\$ 65,000	\$ 84,000
<i>Funding Graduate U Fees</i>		\$ 2,880	\$ 6,480	\$ 6,480	\$ 6,480	\$ 6,480
<i>Administrative Staff</i>		\$ 42,000	\$ 96,000	\$ 98,880	\$ 101,846	\$ 104,902
<i>Benefits</i>		\$ -	\$ -	\$ -	\$ -	\$ -
<i>Equipment</i>		\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<i>Library</i>		\$ -	\$ -	\$ -	\$ -	\$ -
<i>Student Fellowships & Research Stipends</i>		\$ 8,500	\$ 40,000	\$ 45,000	\$ 50,000	\$ 50,000
Ongoing Marketing		\$ -	\$ -	\$ -	\$ -	\$ -
Total recurring		\$ 73,380	\$ 187,480	\$ 205,360	\$ 228,326	\$ 250,382
Total expenses A+B		\$ 138,380	\$ 187,480	\$ 205,360	\$ 228,326	\$ 255,382
2. Revenue per year						
<i>Tuition Fees (base UDC metro tuition rate for FT/PT)</i>		2019	2019	2020)	2021	2022
<i>AFS Endowment or Appropriation</i>		\$ 18,904	\$ 122,730	\$ 185,172	\$ 236,738	\$ 267,232
<i>Financial Aid</i>		\$ 40,000	\$ 40,000	\$ 50,000	\$ 55,000	\$ 60,000
Total revenue		\$ 58,904	\$ 162,730	\$ 235,172	\$ 291,728	\$ 327,232
3. Net revenue (loss)		(\$79,476)	(\$24,750)	\$20,812	\$63,402	\$11,850
Enrollment after 5 Years		Full-Time	Part-Time	Total		
Number of Students		20	6	26		

CURRICULUM PROPOSAL GUIDELINES: PROGRAM OFFERINGS
UNIVERSITY OF THE DISTRICT OF COLUMBIA
FACULTY SENATE
ACADEMIC PROGRAMS
TRANSMITTAL FORM

TYPE OF REVIEW REQUESTED

NEW PROGRAM.

~~Ben A...~~
Chair, Department Curriculum Committee

1 Feb 2018.
Date

~~Susan Schatzk~~
Transmittal by Department Chair on behalf of the Program Unit Faculty¹

1 February 2018
Date

~~Ben A...~~
Chair, College/School Curriculum Committee

1 FEB. 2018
Date

~~Sabie O'Hara~~
College/School Dean/Director

2 Feb. 2018
Date

Chair, ASPPC, Faculty Senate

Date

Chair, Faculty Senate

Date

~~N/A~~
Provost
~~Donald R. Day~~
University President (if required)

Date

5.30.18
Date

Chair, Board of Trustees

Date

February 15, 2012 Academic Standards, Programs, and Policies Committee (ASPPC), Faculty Senate.

¹ By majority vote of the faculty

MEMORANDUM

To: Ronald Mason Jr., JD, Office of the CAO

From: Dr. Sabine O'Hara, Dean of CAUSES and Land-grant Programs *Sabine O'Hara*

Re: Proposal for PhD Program in Urban Leadership & Entrepreneurship

Date: May 17, 2018

This memorandum summarizes our request to advance the program proposal for an interdisciplinary PhD program in Urban Leadership & Entrepreneurship, to be housed in CAUSES, to the Academic Affairs Committee of the UDC Board of Trustees for review and approval. The program is a joint effort by the University of the District of Columbia and Fielding Graduate University. A PhD program does not simply apply existing knowledge. It creates new knowledge. The proposed program will therefore increase the academic reputation and credibility of the University of the District of Columbia as we develop the next generation of leaders to address urban problems through an innovation-based solution-driven mindset. These qualities are in high demand in our urbanizing nation and world.

The program was approved by the CAUSES College Curriculum Committee on February 12, 2018, approved with modifications by the UDC Graduate Council on March 6, 2018, and reaffirmed by the CAUSES College Curriculum Committee on April 3, 2018 (refer to attached timeline). Although the program was reviewed by the Faculty Senate, it was not voted on by the Senate because the Senate advertised a meeting date of May 9, 2018 on its public-facing website, but conducted the meeting on May 8, 2018, instead. Since the Senate does not meet again until the Fall Term of 2018, and a further delay would be detrimental to a Spring 2019 launch of the proposed PhD program, we respectfully request to advance the program. We believe there is adequate support to move the program forward based on the following facts:

- The proposed program was developed by a committee comprised of UDC faculty and staff;
- The program was developed in accordance with standards set forth by the Middle States Commission, and best practices in current and trending PhD level education;
- The program was reviewed, approved, and affirmed by the CAUSES Curriculum Committee, which is comprised of faculty members only;
- The program was reviewed, approved, and affirmed by the UDC Graduate Council, which is comprised of a membership of 71% faculty;
- The program was reviewed and endorsed by an Advisory Council comprised of emeriti University Presidents, CEOs, and Higher Education leaders (bios attached).
- The program currently has a waiting list of over twenty persons interested in being considered for admission to the program without any formal marketing efforts of date;

- The Bureau of Labor Statistics shows a stronger than average employment outlook for careers associated with the proposed content of graduate level education;
- The University needs a strong PhD level program to further its identity and distinction as the District's public system of higher learning prepared to create new knowledge.

Given the unique status of the University of the District of Columbia as the only exclusively urban land-grant university in the United States, CAUSES has assumed a national leadership role in urban sustainability and urban agriculture. In the process, we have refocused the academic programs in CAUSES to align with the urban context within which the University is located. We have added an undergraduate degree in Urban Sustainability, a Professional Science Master's program in Urban Sustainability, and a Professional Science Master's in Urban Agriculture. We embrace the urban context of the University in our course work, in our community outreach work, and in our research activities that engage the sciences, the social sciences, and the professions in ameliorating disparities and improving the quality of life and economic opportunity for urban populations.

One of the challenging aspects of a PhD program is to find sustained support for the extensive thesis research that is a part of every PhD program. This requires research and mentoring support separate from the support needed for the course work of a PhD program. The topical area of Urban Leadership lends itself for support through our USDA research funds in several permissible areas including Urban Sustainability, Climate Change Mitigation, Alternative Energy, Green Infrastructure, Water Management, Food Security, and Urban Food Systems. While this does not address all of the funding needs of the proposed PhD program, it offers significant benefits. Additional benefits to the University stem from the fact that our land-grant research will expand as PhD students engage in applicable research, thus enabling the University to submit a more extensive body of research outcomes to the USDA NIFA.

Since the research funding that the University receives through the USDA NIFA Agricultural Experiment Station program (AES) is an appropriation received by virtue of the university being listed as an 1862 land-grant institution in the Farm Bill, this funding is available on an ongoing basis. CAUSES has a track-record of providing some of this funding as research support to faculty members from other UDC Colleges through its annual research seed grant program. This program uses USDA NIFA AES funding to solicit, select, and fund research proposals that are consistent with permissible USDA NIFA research initiatives, including the ones listed above. Over the years, faculty members from SEAS, SBPA, and CAS have received research seed grants through this funding stream.

It is for these reasons that we respectfully request that the proposed interdisciplinary PhD program in Urban Leadership & Entrepreneurship be advanced to the Academic Affairs Committee of the UDC Board of Trustees for review and approval.

cc: Arlene King-Berry, PhD, Faculty Senate President
 Wagdy Mahmoud, PhD, Graduate Council Chair
 Ralph Belton, CAUSES Curriculum Committee Chair

UNIVERSITY OF THE DISTRICT OF COLUMBIA
FACULTY SENATE

Curriculum Proposal Checklist for *NEW PROGRAMS*

II. SUBMISSION OF PROPOSALS AND COMMENTS TO ASPPC

Yes No: Once a program change or program deletion has been approved by the College Dean, one (1) hard copy of the proposal (along with comments from appropriate levels, and with Transmittal Form with appropriate signatures as the cover sheet) shall be submitted by the initiator to the Chair of the ASPPC.

Yes No: An electronic copy of the proposal, in the form of a locked document (e.g., PDF file) shall also be submitted to the Chair of the ASPPC, who will then ensure that this electronic copy is posted on the ASPPC's Blackboard site for review by the entire ASPPC.

Yes No: If timely action cannot be met at any level, the authority at that level must promptly inform all involved parties, including the ASPPC Chair. The ASPPC shall monitor such delays and make determinations on disposition of the proposal.

III. CHANNEL FOR REVIEWS SIGNATURE

<input type="checkbox"/> Yes	<input type="checkbox"/> No: Initiator (originator)
<input type="checkbox"/> Yes	<input type="checkbox"/> No: Department Curriculum Committee (DCC)
<input type="checkbox"/> Yes	<input type="checkbox"/> No: Department as a whole
<input type="checkbox"/> Yes	<input type="checkbox"/> No: Transmittal to the Dean by the Department Chair
<input type="checkbox"/> Yes	<input type="checkbox"/> No: School/College/Division Curriculum Committee through the Dean
<input type="checkbox"/> Yes	<input type="checkbox"/> No: School/College/Division Dean/Director

Appendix A

PROPOSAL FOR NEW ACADEMIC PROGRAM

January 31, 2018

**NEW DEGREE
PROGRAM PROPOSAL**

**Ph.D. Program in Urban Leadership and
Entrepreneurship**

Ph.D. Program in Urban Leadership and Entrepreneurship

University of the District of Columbia

Fielding Graduate University

NEW DEGREE PROGRAM PROPOSAL

Sponsoring Campus: UDC Flagship Campus

College or School: CAUSES

Department: Department of Architecture + Urban Sustainability

Program Title: Ph.D. in Urban Leadership and Entrepreneurship

Degree: Doctorate

Options (emphasis areas): **Proposed Launch (Spring 2019)**

Urban Government + Political Leadership

Urban Sustainability + Resilience Leadership

Urban Entrepreneurial Leadership

Proposed Launch (Fall 2019)

Data Analytics

Urban Health Leadership

Urban Non-Governmental (NGO)/Nonprofit Leadership

Urban Education Leadership

Delivery Site(s): UDC Flagship Campus

Distributed Delivery (in partnership with Fielding Graduate University)

CIP Classification:

Implementation Date: Spring 2019

Expected Date of
First Graduation: Spring 2022

Author of Proposal:

Program Contacts: Dr. Susan Schaefer Kliman, Associate Professor + Chair

Ralph Belton, Associate Professor,

Department of Architecture + Urban Sustainability (UDC CAUSES)
(202) 274-7128

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Executive Summary

In 2008, for the first time in recorded history, the world became predominantly urban. Here in the United States the population is now 80 percent urban, with many more people living in cities than elsewhere. This trend of urbanization is expected to continue for the foreseeable future with researchers predicting that most of the 9 billion people who are anticipated to inhabit the world by the year 2050 will live in cities.

Similarly, urban growth will increasingly require innovative leaders to confront issues such as food insecurity, select health threats, space limitations, social constraints, environmental complexities, and economic disparity. There is an urgent need for aspiring leaders and entrepreneurs to identify and define these challenges and develop strategies to address them. For these reasons, Washington, D.C. is an ideal setting for graduate programs that focus on urban challenges, leadership, and innovation. The University of the District of Columbia (UDC) is uniquely positioned to develop emerging leaders and entrepreneurs through graduate education to address these challenges.

As the only public university in the District of Columbia, an Historically Black College and University (HBCU), and as the only urban land-grant university in the nation that serves an exclusively urban population, UDC has developed a highly acclaimed, replicable model for urban education, research, and outreach. This model can be built upon to provide students with a distinctive and distinguished scholar-practitioner doctoral education that will include mentoring and opportunities for self-paced learning. Further, with the proper structure, a graduate degree program could build on strengths and experiences of these emerging credentialed leaders through proper assessment of their prior learning.

It is within this framework, and through a recently executed academic partnership agreement with Fielding Graduate University (FGU), UDC proposes to launch a **Doctoral Degree program in Urban Leadership and Entrepreneurship**. UDC will confer the degrees, with certain components of the academic requirements for graduation offered by Fielding through transfer credits, in accordance with the standards established by the Middle States Association of Schools and Colleges.

The proposed program is a unique and highly attractive distributed delivery model that will:

- Be the first and currently only PhD Program in the country focusing exclusively on Urban Leadership + Entrepreneurship.
- Be offered collaboratively by two academically strong, accredited institutions with complementary strengths.
- Offer individualized and mentor-based educational approaches.
- Provide students with the flexibility to engage in study while working full-time.
- Utilize a competency-based approach.
- Offer a scholar-practitioner orientation.
- Offer flexible “inclusive excellence” program admission requirements.
- Offer an affordable cost and reasonable timeline for completion.

1. Introduction

The University of the District of Columbia, in partnership with Fielding Graduate University proposes to launch Ph.D. Degree Programs in Urban Leadership & Entrepreneurship beginning Spring 2019 that offer students opportunities to create and apply new knowledge to address primarily urban problems. Its mission is to equip students to become scholar-practitioners through advanced, doctoral-level, empirical research + practical application that will enable them to develop original approaches to problems that are particularly urban.

The program targets current, aspiring, and emerging leaders and those who desire to employ critical thinking principles and practices associated with entrepreneurs. Existing leaders may desire a higher credential to enhance their credibility in the field.

A “leader,” in this context, is someone who actively and creatively engages people and garners resources in ways that are innovative. An “entrepreneur” launches and manages ventures that seize opportunity and generate plenty under conditions where essentials are scarce. In addition to developing entrepreneurial and leadership skills in its students, the program will cultivate a sense of commitment to social justice.

2. Need for the Program

The increasing complexity of urban problems needs distributed urban leadership that is entrepreneurial, cooperative, process-oriented, visionary and practical. Future urban leaders will need to embrace history, but also establish new, innovative ways of addressing urban issues. They will need credentials, education, influence, and a concrete understanding and application of economic, social, and environmental resilience as well as policies, partnerships, and stakeholder engagement (*PwC & Euricur, 2016*).

While there are many fellowship and certificate program opportunities in these fields, there currently exists no Doctoral level program that addresses both urban leadership and entrepreneurship. UDC, Fielding Graduate University, and a market analysis have identified the proposed program as filling a gap in competencies, skills, and credentials for developing the next generation of urban leaders and entrepreneurs. Additionally, the program can serve as an internal pipeline for undergraduate and graduate programs at

Although there currently exists Urban Leadership programs in education and some in ministerial studies, no Doctoral (PhD) level program in Urban Leadership and Entrepreneurship currently exists in the United States that offers this unique approach. The proposed program will be the first.

Graduates of the program will most likely be employed in industries with a higher than average expected growth rate. These industries include:

- Leadership and Management Consulting

- Academia
- Start-ups and Innovation Programs
- Market Research Analyst
- Public Sector: Government Leaders + Officials (e.g. Mayor, Governor)
- CEO
- Non-Profit Leadership
- Competitive Intelligence Analyst
- Research & Development (R&D)
- New Venture Creation
- Corporate Entrepreneurship and Innovation
- Chief Innovation Officer
- Sustainability + Social Innovation
- Energy and Utilities
- Architecture and Urban Planning Firms

Projected Student Enrollment

Student enrollment in the program is expected to begin at 12 students and culminate at 24 over a 5-year trajectory. Our goal is to gradually enhance the program annually and methodically.

Table 1a. Enrollment Projections (anticipated total number of students enrolled in program

Year	Year 1 (Spring 2019)	Year 2 (Fall 2019)	Year 3 (Fall 2020)	Year 4 (Fall 2021)	Year 5 (Fall 2022)
Full-Time	10	15	15	15	20
Part-Time	2	3	3	3	4
Total	12	18	18	18	24

Table 1b. Projected Number of Degrees Awarded

Year	1 Fall 2018	2 Fall 2019	3 Fall 2020	4 Spring 2021	5 Spring 2022
No. of Degrees Awarded				11	15

3. Institutional Capacity

University of the District of Columbia (UDC):

UDC is a multiracial, multinational land grant university that is also designated as a Historically Black College and University (HBCU). UDC holds the distinction of being the nation's ONLY land grant university that serves an exclusively urban constituency. UDC, the only public university in the nation's capital, is a pacesetter in urban education that offers affordable and effective undergraduate, graduate, professional, and workplace learning opportunities. The University seeks to build a diverse generation of competitive, civically engaged scholars and leaders.

UDC is organized into two colleges and three schools: College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES); College of Arts and Sciences (CAS); School of Business and Public Administration (SBPA); School of Engineering and Applied Sciences (SEAS), and the David A. Clarke School of Law. It also houses a community college within its administrative structure. UDC offers over 68 degree programs encompassing a wide range of education levels and interests, including several at the master's level that could serve as a pipeline for potential students in the proposed doctoral program. UDC has faculty in relevant academic disciplines with the appropriate credentials to support the proposed program, which would be the institution's second PhD program.

Fielding Graduate University (FGU):

Fielding Graduate University is a nationally recognized leader in doctoral education that focuses on providing an education and research experience, principally for adult learners, within a competency-based, distributed model. FGU only offers graduate study, largely at the doctoral level, and it has placed a high value throughout its history on producing scholar-practitioners who value social and ecological justice. It has a well-respected PhD program in leadership studies, housed within a School of Leadership Studies, which offers doctoral concentrations in 11 specialty areas, delivered by a highly regarded, multidisciplinary faculty. Its other school is the School of Psychology, which offers doctoral programs in Clinical Psychology and Media Psychology.

FGU's leadership studies doctoral program is organized so that a concentration in urban leadership can be easily accommodated and designed to prepare scholar-practitioners to address issues related to health, education, STEM, the environment, and public service.

Fielding has a track record of participating in a collaborative doctoral program of the type described within this proposal. In the Fall of 2016, Fielding joined the University of the Virgin Islands to offer that institution's first PhD program in Creative Leadership. This collaborative PhD program has received approval from the Middle States Association of Schools and Colleges, UDC's regional accreditor. This partnership gives us opportunity to expand Fielding's model at UDC.

4. Program Characteristics

The program is expected to attract students from diverse cultural and disciplinary backgrounds. The target audience is expected to be working professionals and aspiring academics/researchers who hold master's degrees in relevant subjects, are most likely to be between 28 and 45 years old and are racially and ethnically diverse.

Those from within commuting distance (i.e., Washington, DC and its surroundings within a 100-mile radius) would be well represented, although the program would also likely appeal to students outside of that area—in particular the northeast corridor and southern coastal states. The doctoral program also projects strong international student program interests, particularly because of the University’s position in the District, the uniqueness and affordability of the program, and the projected increase in career opportunities in these professions created by leaders who retire, technological and business innovation, and a faster than average occupational outlook. Similarly aligned programs consistently seek leaders with an advanced degree and strong leadership abilities. The following competencies and concentrations build upon each institution’s unique strengths.

Upon program completion, students will be able to:

- Demonstrate analytical thinking
- Employ empirical methods to create new knowledge and fill existing knowledge gaps
- Analyze, reach, and defend methods, literature review, and conclusions
- Demonstrate ethics and integrity
- Demonstrate the ability to form work groups and teams based on strengths of individuals
- Demonstrate the ability to critically analyze and clearly articulate and transmit information to various audience types
- Demonstrate the ability to adapt quickly to a situation, anticipate consequences of a course of action, and learn and grow from mistakes
- Demonstrate the ability to engage in self-directed learning
- Demonstrate the ability to use knowledge and tools to develop new products, ideas, and applications

Ph.D. in Urban Leadership + Entrepreneurship (Concentrations)

At this time, UDC intends to make full use of existing institutional capacities (i.e. faculty, staff, and infrastructure) within its own purview and within the purview of partnering institutions. As such, we intend to minimize financial inputs and scope by beginning with three concentrations then adding additional concentrations over the next two years after program launch.

a. *Urban Government + Political Leadership (Spring 2019)* – this concentration would focus on the competencies, skills and knowledge needed in urban governmental settings, such as city or county mayoral offices, city/county government agencies, and/or state/federal government agencies focused on urban issues. A focus will be the role of urban political and governmental leadership in addressing issues arising from multiethnic, multicultural urban populations. This concentration will primarily build on UDC’s graduate program in public administration and certification in public contracting, as well its David A. Clarke School of Law.

b. *Urban Sustainability and Resilience Leadership (Spring 2019)* – this concentration would focus on competencies, skills, and knowledge needed by leaders around urban ecological and sustainability issues. A focus will be the role of leadership in sustainable urban planning, mitigation of urban environmental issues, and environmental justice issues where multiethnic, multicultural urban populations feel disparate impacts. The concentration will build upon UDC’s

graduate program in urban sustainability as well as Fielding's strong emphasis upon environmental and sustainability concerns.

c. *Urban Entrepreneurial Leadership (Spring 2019)* – this concentration would focus on the competencies, skills, and knowledge needed by entrepreneurs in the for-profit sector in an urban setting. Such leaders might be entrepreneurs and/or members of local urban business associations, chambers of commerce, or other agencies or organizations in the urban business environment. This concentration may have overlapping courses, students, and faculty with the Urban NGO leadership concentration which would focus on entrepreneurial leaders in the nonprofit sector. UDC will bring to this concentration its resources from public and business administration graduate programs, joined with Fielding's focus on organizational leadership.

d. *Data Analytics (Fall 2019)* – this concentration will focus on the competencies, skills, and knowledge needed by entrepreneurial leaders in any aspect of the industry to leverage big data and algorithms to achieve greater outcomes. Such leaders will be able to Apply predictive modeling, decision theory, big data analytics, and data visualization to projects; learn to manipulate large data sets using software applications (i.e. Tableau); and manage data analytics projects from conception to delivery. This program will draw upon UDC's doctoral program in computer science and engineering as well as the school of Business and Public Administration's business analytics.

e. *Urban Non-Governmental Organization (NGO)/Nonprofit Leadership (Fall 2019)* – this concentration would focus on the competencies, skills, and knowledge needed by entrepreneurial leaders in the non-profit section in an urban setting. Such leaders might be emerging or established leaders of NGOs/non-profit organizations, leaders of organizations which support or fund NGOs/non-profits, including community and local foundations. This program will draw upon UDC's graduate concentration in nonprofit public administration as well as resources from Fielding's strong programming in nonprofit organizational development and leadership.

f. *Urban Health Leadership (Fall 2019)* – this concentration would focus on the competencies, skills, and knowledge needed by leaders in health and medicine-focused organizations in an urban environment. Such leaders might work in public health agencies, public and private medical centers, community health centers and other organizations. Leaders may come from both a managerial and a medical focus, but the concentration will focus on organizational leadership capacities for the urban health leader. This concentration will draw upon UDC's graduate programming in health and health sciences.

g. *Urban Education Leadership (Fall 2020)* – this concentration will focus on the competencies, skills, and knowledge needed by leaders in urban higher education institutions. This concentration will draw upon UDC's programs in Education along with Fielding's existing concentrations in higher education leadership and community college leadership, as well as its multiple National Science Foundation-funded projects to research effective academic leadership for broadening participation.

Admission Standards

To qualify for admission, applicants would have to hold a master's degree (any fields would be acceptable) with a minimum GPA of 3.0. These standards align with UDC's approach to "inclusive excellence," and also align with Fielding's holistic model. Admissions criteria include:

- Official Transcript(s)
- CV or Resume
- Critical Thinking Writing Sample
- Statement of Purpose/Personal Statement
- Personal Interview
- Review of competencies that align with the program
- Standardized test scores are NOT required for admissions in this program, however, potential students have the option to include such scores as part of their admissions submission.

Program Marketing + Student Recruitment

UDC will employ a marketing initiative through electronic and print communication as well as accept referrals from program partners. Fielding University will also support marketing efforts as part of their promotional material, however, on a limited basis.

Program Accreditation and Assessment

We are seeking program accreditation through the Middle States Commission on Higher Education, which also accredited a similar program between Fielding and a University in the Virgin Islands. Assessment measures will include, but will not be limited to:

Direct Measures

Course

- Course and homework assignments
- Papers and reports
- Observations of field work, internship performance, service learning, or clinical experiences
- Research projects
- Class discussion participation
- Case study analysis
- Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances
- Artistic performances and products
- Grades that are based on explicit criteria related to clear learning goals
- Course evaluations
- Test blueprints (outlines of the concepts and skills covered on tests)
- Percent of class time spent in active learning
- Number of student hours spent on service learning
- Number of student hours spent on homework
- Number of student hours spent at intellectual or cultural activities related to the course

- Grades that are not based on explicit criteria related to clear learning goals

Program

- Capstone projects, exhibits, or presentations
- Student publications or conference presentations
- Employer and internship supervisor ratings of students' performance
- Focus group interviews with students, faculty members, or employers
- Registration or course enrollment information
- Department or program review data
- Job placement
- Employer or alumni surveys
- Student perception surveys
- Proportion of upper-level courses compared to the same program at other institutions

Institutional

- Explicit self-reflections on what students have learned related to institutional programs such as service learning (e.g., asking students to name the three most important things they have learned in a program).
- Locally-developed, commercial, or national surveys of student perceptions or self-report of activities (e.g., National Survey of Student Engagement)
- Transcript studies that examine patterns and trends of course selection and grading
- Annual reports including institutional benchmarks, such as graduation and retention rates, grade point averages of graduates, etc.

Transfer credits from partnering institutions will be periodically reviewed by program faculty and administration in accordance with UDC's policies on transfer credits and standards, program alignment with learning outcomes and curricula, and in accordance with course standards set by Middle States. Students will be informed of course eligibility in a timely manner.

UDC will also collaborate with the Coalition of Metropolitan Universities and the Association of Public and Land-Grant Universities to ensure best practices and highest quality opportunities for students, faculty, and staff engaged with the program.

Student Experience

This doctoral program mirrors Fielding's exemplary model in that it is designed with a common doctoral framework that includes foundational courses, electives, leadership competencies, optional concentrations, and a dissertation. This framework creates a pathway to degree completion in 3+ years. Each year includes research + scholar practitioner experiences.

Students will have the opportunity to enroll in courses through UDC, after which time UDC will pay Fielding for the courses it offers in behalf of the program. These credits will transfer into the conferring institution (UDC).

First year students will share common courses by studying the theoretical structure of scholarship and its application in the urban environment. ("Research Methods" and "Foundations of Urban

Leadership and Entrepreneurship" are examples of courses specifically designed to introduce doctoral students to the philosophy and standard practices of scholarship in urban research). Learning these fundamentals, along with other first-year coursework and experiences, will help them in working with their dissertation mentor to uniquely identify topics to pursue for dissertations.

The second year will be spent gaining expertise that is more specific, and preparing for qualifying exams. Depending on a student's concentration, some may spend time working closely with industry (i.e. consulting groups, government) while others may investigate urban communities. Drawing from these experiences and/or accompanying research students will also make Interest Area Presentations. They will also organize their doctoral committees and submit a Graduate Plan of Work outlining remaining coursework and other requirements.

At the close of the second year students will take qualifying exams, which will serve as a review of course material and a means of preparing for dissertation proposal. At the beginning of the third year, students pursuing the PhD will continue collaboration with their dissertation mentor to submit a finalized dissertation proposal. The balance of the year is spent conducting original research (and/or engaging in action research) and writing the dissertation. Once the dissertation has been successfully defended and approved by a student's committee, the Ph.D. degree is conferred. Though the program is structured for completion in 3 years, students will have a total of 7 years to finish before their enrollment in the program expires.

Residency + Approaches to Learning Requirements

The proposed program offers a low-residency blended/hybrid delivery model combining technologically enabled activities with face-to-face interaction and remotely supervised independent study based on Fielding's blended model, but adjusted to UDC's requirements. Through this model students will form a broad and deep connection with the program material, fellow students, and faculty.

Technologically enabled activities would include synchronous (at the same time) online work and asynchronous (not at the same time) meetings held via teleconferencing. Face-to-face interactions would take place via residencies two times/year. The model would be rounded out by students' independent study work conducted under the supervision of a faculty member.

The four components are described as follows:

- **Synchronous Online Courses:** Most of the program's courses would be synchronous. They would include two to three live meetings per week, held at designated times via an electronic tool such as Blackboard Collaborate or Zoom and taught by a faculty member. Students would complete assignments between meetings. Other types of live, electronically delivered extracurricular training sessions and webinars might also be offered, particularly during the initial portions of the program.
- **Asynchronous Online Courses:** These courses would have no live delivery component, and would therefore offer students considerably more flexibility. They would, however, be facilitated by a faculty member, with assignments that would consist of readings, task assignments, and

posted responses/threaded discussion, and milestones for completing them. They might also include collaborative group work organized and managed by the students.

- **Face-to-Face/Residencies:** Students will attend a minimum of two weekend residencies each academic year in Washington, DC or Santa Barbara, CA or other location (i.e., at least six weekends during a three-year program). Where practical, dissertation defenses would be scheduled during residencies.
- **Supervised Independent Study:** In some cases, students would pursue specialized interests independently, but with regular communication with an assigned faculty member.

The typical full-time course load might include two three-credit synchronous courses, one three-credit asynchronous course and a one-credit asynchronous mentored seminar.

All content and delivery would be designed to promote high levels of interaction between students and faculty members and, where applicable, among students.

To date, seven out of the first cohort of ten full-time students have written letters of interest to strongly consider and to apply for the program once launched.

5. Program Design, Structure, and Curriculum

Instructor-Led: Instruction would be based on a mentoring model, according to which students would work very closely with a faculty mentor; it would also provide opportunities for self-paced and self-directed learning.

Pedagogical Model: Following Fielding's approach, the program would be competency-based (i.e., would require students to demonstrate mastery of defined competencies in courses as opposed to only achieving learning outcomes).

Program Length: The program is designed to be completed in three years. This assumes full-time attendance and consistently maximum course loads (i.e., three courses per semester). Many students who work full time while enrolled would likely opt for lighter loads. They would be required to complete the program within seven years of enrolling.

Structure: PhD Urban Leadership and Entrepreneurship

The program curriculum and suggested course sequence for the PhD is outlined in **Table 2.**

Table 2: PhD Program Curriculum

Course Name	Credits	Notes
<i>Core Requirements</i>		
Foundations of Urban Leadership & Entrepreneurship	3	UDC Course
Leadership Theories and Methods	4	Fielding Course
Systems Approaches to Leadership, Organizations, and Society	3	UDC Course
Disruptive Innovation Theory for World Problems	3	UDC Course
Foundations of Social & Ecological Justice	4	Fielding Course
Total Credits, Core Requirements	17	
<i>Research/Research Methods Requirements</i>		
Research Methods	3	UDC Course
Statistics Course	3	UDC Course
Participatory/Action Research + Applied Research	4	Fielding Course
Dissertation Research/Writing	27	Cross-Listed
Total Credits, Research/Research Methods Requirements	37	
<i>Concentration and Electives</i>		
Concentration Courses	12	Cross-Listed
Elective Courses	6	Cross-Listed
Total Credits, Concentration and Electives	18	
<i>Qualifying Exam</i>		
<i>Portfolio</i>		
<i>Dissertation</i>		
Total Credits, PhD Program	72	

Suggested Sequence (*for students who wish to complete program in 3 years*)

YEAR	Fall	Spring
1st year	Foundations of Urban Leadership & Entrepreneurship Action Research (3) Leadership Theories & Methods (4) Research Methods (3) (ASYNCH) Concentration Course (3)	Foundations of Social & Ecological Justice (4) Participatory/Action Research + Applied Research (4) (ASYNCH) Statistics (3) Concentration Course (3)
2nd year	Systems Approaches to Leadership, Organizations, and Society (3) Concentration Course (3) Elective (3)	Disruptive Innovation Theory for World Problems (3) Concentration Course (3) Elective (3)
3rd Year	Dissertation Research & Writing (14)	Dissertation Research & Writing (13)

- Students will all take the same courses in Year One.
- Students who have earned a master's degree related to the proposed PhD program might apply, at the time of entry into the program, up to 12 credits toward their requirements from a partnering institution or up to 9 credit hours from non-partnering institution. Each application for transfer credits will be reviewed by the Program Director and approved by the Dean, CAO or his/her designee.
- A Student's Portfolio will include, but will not be limited to: evidence and artifacts of assignments from coursework completed, research and internship experience. Their dissertation committee prior to approval to graduate will review portfolios with students.

Courses: Concentration Options

(existing courses – full descriptions available in catalogs from respective institutions)

Concentration in Urban Government + Political Leadership			
PMGT-503	Intro to Public & Nonprofit Management	3	UDC Course
PGMT-519	Public Policy Development and Implementation	3	UDC Course
PMGT-512	Political Economy of Public Administration	3	UDC Course
PGMT-514	Management of Government Organizations	3	UDC Course
	Contracts I	3	UDC Course
	Environmental Law	3	UDC Course
HOD-831	Structural Inequality and Diversity	4	Fielding Course
ELC-743	Public Policy and Practice	4	Fielding Course
Concentration in Urban Sustainability and Resilience Leadership			
ENSC-507	Food Hubs in Urban Sustainability	3	UDC Course
ENSC-508	Ecological Economics	3	UDC Course
ENSC-510	Urban Land Use Planning	3	UDC Course
ENSC-509	Advanced Climate Science	3	UDC Course
ARCP-505	Sustainable Design I	3	UDC Course
BGMT-510	Sustainable Entrepreneurship	3	UDC Course
ENSC-595 30	Project Management in Water Resources	3	UDC Course
HOD-807	Social & Ecological Justice	4	Fielding Course
HOD-833	Global Systems	4	Fielding Course
HOD-844	Leadership for Social and Ecological Sustainability	4	Fielding Course
HOD-845	Social and Ecological Sustainability: Theory and Practice	4	Fielding Course
Concentration in Urban Entrepreneurial Leadership			
BGMT-510	Sustainable Entrepreneurship	3	UDC Course
ENSC-595 01	Entrepreneurship – Business Incubator	3	UDC Course
HOD-805	Foundations of Organizational Studies	4	Fielding Course
HOD-806	Systems Approaches to Leadership, Organizations and Society	4	Fielding Course
HOD-830	Creativity and Innovation in Organization Design	4	Fielding Course
HOD-834	Group Dynamics and Team Learning	4	Fielding Course
HOD-831	Structural Inequality and Diversity	4	Fielding Course
HOD-840	Inclusive Leadership: Transforming Self and Systems	4	Fielding Course

Sourcing of Courses and their Teaching

UDC is expected to supply most of the program's courses, with Fielding providing the remainder. Courses specific to certain concentrations would be provided by Fielding and taught by its faculty members who would remain in its employ. Students would register directly with Fielding, and the resulting credits would transfer to UDC via an articulation agreement. In some cases, Fielding faculty might also teach on an adjunct basis.

Fielding faculty members who would serve as dissertation mentors/committee members may serve as adjunct faculty in UDC's employ. A subcommittee of the program's faculty would serve on an Inter-institutional Academic Executive Committee responsible for student selection, advising, curriculum, and serving as dissertation mentors/committee members.

Biographies of UDC and Fielding Faculty & those with teaching responsibilities are below. Additional team members will be added at a later date.

Program Faculty, Researchers, and Teaching Specialists

The following highly qualified faculty members, land-grant specialists with teaching and research responsibilities, and Doctoral Faculty from Fielding Graduate University will teach, serve as advisors, and committee members at program launch. Other qualified members will be added at a later date. Bios are alphabetized by last name.

Richard Appelbaum, Ph.D., Doctoral Faculty - School of Leadership Studies | Fielding Graduate University

Richard P. Appelbaum, Ph.D., has been associated with Fielding Graduate University since shortly after it was founded, more than forty years ago, and currently serves as doctoral faculty in the School of Leadership Studies.

He is also Research Professor Emeritus, and former MacArthur Foundation Chair in Global and International Studies and Sociology, at UC Santa Barbara, where he served as co-principal Investigator for the National Science Foundation-funded Center for Nanotechnology in Society (<http://www.cns.ucsb.edu/>).

He received his B.A. from Columbia University, M.P.A. from Princeton University's Woodrow Wilson School of Public and International Affairs, and Ph.D. from the University of Chicago. He has been a Simon Visiting Professor at the Department of Sociology, University of Manchester, England, and an Honorary Visiting Professor in the Sociology Department at the University of Hong Kong.

Dr. Appelbaum has received numerous awards and commendations for excellence in teaching, including the UCSB Academic Senate Distinguished Teaching Award in the Social Sciences. He is an elected Fellow in the American Association for the Advancement of Science. He has served as President of the Political Economy of the World-System Section of the American Sociological Association. He is on the Board of Consulting Editors of the Encyclopedia of Housing and the

Dr. Appelbaum has published extensively in the areas of social theory, urban sociology, public policy, the globalization of business, and the sociology of work and labor. In addition to numerous scholarly papers, he has published policy-related and opinion pieces in the Los Angeles Times and The American Prospect. His books include States and Economic Development in the Asian Pacific Rim (with Jeffrey Henderson; Sage, 1992); Behind the Label: Inequality in the Los Angeles Garment Industry (with Edna Bonacich; University of California Press, 2000); Rules and Networks: The Legal Culture of Global Business Transactions (co-edited with William Felstiner and Volkmar Gessner; Oxford, England: Hart, 2001). For more publications, see Media, Links and Articles in the faculty profile.

Dr. Appelbaum is currently engaged in two principal research projects: a multi-disciplinary study of labor conditions in supply chain networks in the Asian-Pacific Rim, and a study of high technology development (focusing on nanotechnology) in China.

Pradeep Behera, Ph.D., PE, DWRE, is Professor and Chair of the Division of Water Resources Engineering in the School of Engineering and Applied Sciences at the University of the District of Columbia. His research interests include: Water Resources Engineering, Urban Storm water Management, Sustainable Urban Water Systems, Hydrology and Hydraulic Systems, Climate Change, and Engineering Education. Dr. Behera received his degree from the University of the Toronto, Canada.

Sylvia Benatti, Ph.D., is an Associate Professor in the School of Business and Public Administration (SBPA) at the University of the District of Columbia. She specializes in non-profit management and Public Administration.

Anika Spratley Burtin, Ph.D., is an Associate Professor in the Graduate Education Program at the University of the District of Columbia and she serves as the Chair for the Division of Education, Health, and Social Work. Dr. Burtin received her Bachelor's degree from Spelman College. She obtained her Master's degree in English Education from Teachers College, Columbia University and earned her doctorate in Learning Sciences from Northwestern University. She is a former high school English teacher and administrator. Her professional experience has always been situated in urban schools. She has worked as an educational consultant, curriculum writer, and professional development facilitator for schools in Washington, DC, Baltimore, and Chicago. As well, she has served as a national trainer for The College Board. Dr. Burtin's research primarily focuses on issues of novice and expert practice in teaching.

Wayne Curtis, Ph.D., is Executive in Residence and Adjunct Professor in the School of Business and Public Administration at the University of the District of Columbia. He specializes in and teaching courses in social entrepreneurship, sustainability entrepreneurship, management, and leadership. He is also acting Director of UDC's Center for Urban Entrepreneurship.

Tolessa Deksissa, Ph.D., is the Director of the Water Resources Research and the founder and current Director of the Professional Science Master's Program in Water Resources Management and the new UDC's Environmental Quality Testing Laboratory. His research expertise includes: water quality assessment and modeling, emerging contaminants, GIS based modeling of green

infrastructure, trace metal analysis in urban soils, fate and transport of organic contaminants in water, modeling integrated urban wastewater system, adaptive water resources management and fostering significant learning in sciences. Dr. Dekissa serves as a member of the Chesapeake Bay Watershed Research and Outreach Collaborative Steering Committee and the emerging contaminant and agriculture working group of Potomac Drinking Water Source Protection Partnership. He is currently spearheads the National Environmental Laboratory Accreditation Conference Certification of the EQTL. Dr. Dekissa is also the co-founder of CAUSES. He earned his Ph.D. in Environmental Technology from Ghent University, Belgium.

Kitty Epstein, Ph.D., is Faculty Trustee & Doctoral Faculty in the School of Leadership Studies at Fielding Graduate University. Dr. Epstein served as Education Director for Mayor Ronald Dellums and led an innovation in democracy called the Task Force Process, which consisted of 41 groups comprised of 800 people whose recommendations helped to shape the administration of Mayor Ron Dellums. In that role, she also worked on diversifying the teaching force, creating innovative youth engagement programs, and altering city policies so that more flatlands residents would be hired on city funded projects. In May 2012, she was named one of the “2012 Powerful Women of the Bay Area” and received community leadership awards from the John George Democratic Club and PUEBLO. Her book, Organizing to Change A City, derives from her experiences as an organizer and provides steps and guidance for change.

While teaching English at the Emiliano Zapata Street Academy, a unique public alternative school which was an outgrowth of the civil rights movement, Dr. Epstein received the Marcus Foster Educator of the Year Award. Later, Dr. Epstein published an article on the school called “Miracle School, Child of the Civil Rights Movement” in the widely-read Phi Delta Kappa journal.

Epstein earned a doctorate at the University of California, Berkeley, where she received the Outstanding Dissertation Award and served as a visiting professor. She has prepared hundreds of urban teachers and has supervised the dissertation studies of several dozen doctoral candidates. Her second book, A Different View of Urban Schools: Civil Rights, Critical Race Theory, and Unexplored Realities challenges myths and assumptions about urban school districts.

Dr. Epstein has spoken in Nicaragua, China, Jordan, Ethiopia, and South Africa about the creation of effective education programs, particularly for disenfranchised high school students. Kitty is also the host of a bi-weekly radio program, Education Today, on which she covers international, national, and local policy issues.

Elgloria Harrison, Ph.D. is the Associate Dean of CAUSES, University of the District of Columbia. Dr. Harrison is responsible for promoting climate change research initiatives within CAUSES. Currently, Dr. Harrison supports the coordination of the CAUSES academic programs. Dr. Harrison is the former chair of the District of Columbia Board of Respiratory Care, which oversees the practice of Respiratory Therapists in the District of Columbia. She was a Research Infrastructure in Minority Institution Scholar under Dr. Connie M. Webster in 2006 where she was the subject matter expert on two asthma research grants. Dr. Harrison teaches the Frontier Capstone Courses in the Interdisciplinary General Education curriculum with a focus on urban sustainability. She received a Doctor of Management degree from the University of Maryland, University College. Dr. Harrison is a Registered Respiratory Therapist.

Linneal Henderson, Ph.D., is Doctoral Faculty in the School of Leadership Studies at Fielding Graduate University. Dr. Henderson has been Distinguished Professor of Government and Public Policy, Senior Fellow in the William Donald Schaefer Center for Public Policy and as a Henry C. Welcome Fellow at the University of Baltimore since 1989. Prior to 1989, Dr. Henderson served as a Senior Faculty member at the Federal Executive Institute in Charlottesville, Virginia, Head of the Department of Political Science at the University of Tennessee at Knoxville from 1987 to 1989, a Professor in the School of Business at Howard University from 1975 to 1987 and a Professor at the University of San Francisco from 1971 to 1975. Dr. Henderson serves as a Director of LifeNet Health, Inc. Dr. Henderson has lectured, taught and consulted in numerous countries and has published numerous books and articles.

Dr. Henderson received his A.B., M.A., and Ph.D. degrees from the University of California, Berkeley and his post-doctoral work at the Paul Nitze School of Advanced International Studies at Johns Hopkins University.

Dr. Henderson has served as Chair of the Board of the Maryland Humanities Council, and as a member of the Board of the Virginia Foundation for the Humanities and Public Policy and of the Board of Directors of the Reginald Lewis Maryland Museum of African American History and Culture.

Brian Higgs, Ph.D., is an Assistant Professor in the Department of Civil Engineering at the University of the District of Columbia. His research interests include: multi-level, multi-objective game theory, network vulnerability, transportation network design and optimization, and psychophysiological driving behavior. He received in Ph.D. from Virginia Tech.

Xiaochu Hu, Ph.D. is a Project Specialist in Applied Economic Evaluation (Sustainability Economics) for the Center for Sustainable Development + Resilience at the University of the District of Columbia. Prior to joining CAUSES, Dr. Hu worked as a graduate research assistant for the Center for Regional Analysis at George Mason University for five years. Her research fields include economic development and immigration policy. She received the 2013 AEA-CSWEP Summer Economics Fellowship and the 2012-13 Philip Dearborn Doctoral Research Fellowship from the Economic Club of Washington, D.C. She received her Ph.D. in Public Policy from George Mason University.

Amanda Huron, Ph.D., is an Assistant Professor of Interdisciplinary Social Sciences at the University of the District of Columbia, specializing in urban geography, geographical systems information and D.C. politics and history. Her research interests are urban geography, affordable housing, social theory, Washington, D.C., and mapping for social change. She has numerous publications focusing on D.C.'s limited-equity housing cooperatives; tenant organizing and anti-displacement struggles in Washington, D.C. and Johannesburg, South Africa; and the theory of the urban commons.

Tia Jeffery, Ph.D., is a Project Specialist and Community Educator in the Center for Nutrition, Diet and Health at the University of the District of Columbia, where she plans, implements and evaluates community nutrition education programs that address urban health disparities, positive youth development via nutrition education and fitness, and senior wellness in the District. Prior to joining CAUSES, she provided nutrition management for kidney dialysis at

Fresenius Medical Care in California, medical nutrition therapy at Holy Cross Hospital in Maryland, and administered weight management and diabetes programs for Healing Our Village, Inc. She earned a Bachelor of Science in Dietetics and Dietetic Internship Certificate from Oakwood University in Huntsville, Alabama, a Master of Science in Human Nutrition (with a cognate concentration in Exercise Science) from The Ohio State University and a Ph.D. in Public Health (with a specialization in Community Health Promotion and Education) from Walden University. Dr. Jeffery is a Registered Dietitian/Nutritionist and Certified Health Education Specialist and an Adjunct Professor at Towson University.

Dwane Jones, Ph.D., is the Director of the Center for Sustainable Development+ Resilience, Co-Director of the Center for Architectural Innovation & Building Science, Program Coordinator for Master's Degree in Urban Sustainability, and Program Support for B.A. in Urban Sustainability. He is also a researcher and teaches courses in Urban Sustainability, Urban Design, Urban Planning Public Policy and Health, Research and Ethics and Low Impact Development. Dr. Jones is nationally recognized as an expert in Low Impact Development. His research interests include complete streets, active transportation, public health, and social interaction in public spaces. He has taught and conducted research in the areas of water quality management, urban planning and design, low impact development, conservation design, and urban sustainability. Dr. Jones received his Ph.D. in Urban Design from North Carolina State University.

Susan Schaefer Kliman, Ph.D., AIA, is the Chair of the Department of Architecture and Urban Sustainability and Director of the University's Architecture and Community Planning Program. Dr. Kliman is leading the department's NAAB accreditation efforts and oversees the academic programs associated with the graduate and undergraduate programs in Architecture and Community Planning. Dr. Kliman and collaborates closely with the Architectural Research Institute to ensure the successful implementation of UDC's strategic objectives in experiential and active learning. She is an experienced architect, educator and firm principal, with over 25 years industry experience, including more than 20 years as firm principal, overseeing firm financial operations, strategic planning, marketing, personnel, and managing complex architectural projects. She has taught a variety of courses, including design studio, professional ethics and practice, construction systems and internship, at both UDC and the University of Arizona. Her expertise includes sustainability and high performance architecture, urban heat island effect, quantitative methods/analysis and research methodologies. She received her Ph.D. from the University of Arizona. **Dr. Kliman is Program Chair is the Ph.D. Program in Urban Leadership + Entrepreneurship.**

Wagdy H. Mahmoud, Ph.D., is a Professor in the Department of Electrical Engineering at the University of the District of Columbia. He is an electrical engineer and computer scientist with degrees from Ain Shams University and The University of Alabama. His research interests includes reconfigurable computing systems and applications, hardware/software co-design, digital signal processing systems, digital VLSI, Verilog and VHDL hardware description languages, digital Image Processing, medical image processing and analysis.

His professional objectives are: a) conduct industrial and government agency funded research of national significance in the areas of computer engineering and adaptive computer architecture, and digital and image signal processing; b) to publish said research in nationally recognized journals and conference proceedings; c) to introduce, teach, and strengthen undergraduate and

graduate courses and laboratories in the computer engineering/architecture fields; d) to help the creation of nationally recognized electrical and computer engineering graduate programs; e) to support, mentor and direct the work of advanced undergraduate and graduate students whose interests are in the computer engineering field.

Shiela Harmon Martin, Ph.D., is Division Chair and Professor of Political Science, specializes in American government, African-American politics, and public policy analysis. She has held positions in the federal and District of Columbia governments in the areas of public policy analysis, civil rights, and international affairs and protocol. Dr. Martin serves as archivist for the National Conference of Black Political Scientists.

Keith Melville, Ph.D. is Doctoral Faculty in the School of Leadership Studies at Fielding Graduate University is sociologist who graduated from Columbia University. Keith Melville has been a faculty member at the Fielding Graduate University since 1983. He has also worked in the nonprofit and public policy world in senior editorial and administrative roles and as a consultant to several foundations and government agencies. Throughout his career, his main interests have been in the areas of public policy, higher education, and the uses of social science research. In recent years, he has written about the progressive tradition in higher education, education for civic literacy and democratic life, and competency development in higher education. In the 1970s, he worked in the White House, where he was a writer and staff member for the President's Commission for a National Agenda for the 1980s. Subsequently, he worked at the Public Agenda Foundation in New York, founded by former Secretary of State Cyrus Vance and pollster Daniel Yankelovich, where he was senior vice president. Since leaving Public Agenda, he has worked with the Kettering Foundation, where he is a senior associate. As a writer and general editor, Keith Melville has a long list of publications, including trade books, college-level text books, journal articles, and book chapters. He was a contributing writer for the New York Academy of Science's magazine, *The Sciences*. His first trade book, *Communes in the Counter Culture*, was a featured selection of the Book of the Month Club. He is the author of a college-level textbook, *Marriage and Family Today*, which in the course of four editions was a leading text in that field. For fourteen years, he was executive editor of the National Issues Forums. In that position, he was senior writer of a series of magazine-length publications on major public issues. He has also written several dozen reports for foundations, including a report on the high school dropout problem for the Pew Charitable Trusts, *The School Dropout Crisis*; a chapter in *The Deliberative Democracy Handbook* (Jossey-Bass, 2006), and several dozen other articles and book chapters.

Ashley Milton, Ph.D., is the Project Specialist for Environmental and Public Health in the Center for Sustainable Development. An environmental science and policy expert who conducts bi-continental collaborative research in forest ecosystems, Dr. Milton's research interests include valuation, benefit transfer, the ecology of deforestation and the links to human health, and conservation of biodiversity. Dr. Milton's international experience brings applied solutions to ecological health issues accomplished through trans-disciplinary teams, innovative research, scientific excellence, and long- term monitoring solutions. Her research has been instrumental in revealing the impact of food insecurity as a major driver of deforestation; and has identified economic mechanisms for valuating ecosystem services for the benefit of local communities under the UNREDD program. She holds a Ph.D. in Environmental Science & Policy from George Mason University, Master's in Public

Administration from American University and a Bachelor's of Science in Political Science from Florida A & M University.

Allison Miner, Ph.D., is returning to the DC metro area from the University of Miami where she taught Integrative and Functional Medicine and Food Science and served as Supervisor of Practice Experiences for graduate students in Nutrition, Health and Human Performance. Before moving to Florida, Allison was a tenured professor and course coordinator for Nutrition and Food Science at Prince George's Community College in Largo, MD. Dr. Miner developed and taught a wide range of nutrition and food science courses incl. food policy, utilization of nutrients, diet and disease nutrition through the lifecycle, food chemistry, local food production and distribution, food marketing and development, and food regulation and safety including courses for non-science majors. Allison also utilized informatics to assess student nutrition knowledge; managed teams of nutrition faculty in the development and dissemination of assessment tools and analyzed assessment data to revise the curriculum to improve student learning outcomes. In addition, Allison developed "Nutrition Minute", a series of educational videos on nutrition topics for Prince George's County cable TV. Allison is a Registered Dietician and received an EdD from Morgan State University in Baltimore, MD, a Master's of Science in International Nutrition, and a Bachelor of Science in Dietetics from the University of Maryland, College Park.

Sabine O'Hara, Ph.D. is Dean of CAUSES and Land-grant Programs. As Dean of CAUSES, she is responsible for academic, research and community outreach programs in the tradition of the land-grant university, and is leading UDC's efforts to building a cutting edge model for Urban Agriculture that improves the quality of life and economic opportunity for urban populations. O'Hara is a respected author, researcher and higher education executive and is well known for her expertise in global education, executive leadership, sustainable economic development, community based approaches to economic development, ecological and agricultural economics, stakeholder based assessment, discourse based valuation, economic development and its social/cultural and environmental context. Experienced in sustainable economic development, global education and executive leadership, she has experience in virtually every aspect of higher education administration including curriculum development, strategic planning, program accreditation, international partnerships and research collaborations. A strong advocate of higher education, O'Hara believes that education cannot merely provide answers to our questions, but must also question our answers.

Dr. O'Hara was the founder of Global Ecology LLC, the 10th President of Roanoke College in Salem, Virginia, and held faculty and administrative positions at Concordia College in Moorhead, Minnesota, at Green Mountain College in Poultney, Vermont, at Rensselaer Polytechnic Institute in Troy, New York, and as Executive Director of the Council for International Exchange of Scholars (CIES) a preeminent international exchange organization that administers the Fulbright Scholar Program. A native of Germany, O'Hara earned a doctorate in environmental economics and a Master's degree in agricultural economics from the University of Göttingen, Germany. She is the president of the International Society for Ecological Economics, serves on the board of directors of several national and international organizations and is an International Advisory Board member of King Abdul-Aziz University in Jeddah, and serves as reviewer and editorial board member of several academic journals.

Malva Reid, Ph.D., is Associate Dean in the School of Business and Public Administration at the University of the District of Columbia. She also teaches in the Department of Public Administration and Graduate Studies. This program emphasizes the interrelationship between the public and business sectors and the development of leadership, analytic, and conceptual skills that are needed for 21st century success in governmental, quasi-governmental, and nonprofit organizations.

Matthew Richardson, Ph.D., is the Assistant Director for Urban Agriculture Research and Coordinator of the Professional Science Master's Program in Urban Agriculture. He earned degrees in Biology and Entomology at the University of Delaware before completing his MS in Natural Resources and Environmental Sciences and PhD in Ecology, Evolution, and Conservation Biology at the University of Illinois at Urbana- Champaign (UIUC). Prior to joining CAUSES, Dr. Richardson was a Postdoctoral Fellow in Crop Sciences at UIUC, a Research Entomologist with the USDA-ARS, and a Research Scientist with the Smithsonian Conservation Biology Institute. He is a prolific author and his publications usually focus on his main research interests, which are to find practical solutions to conserve or restore species, natural communities, and ecosystem services. Dr. Richardson is also an active science educator who supports student learning through research internships, academic courses about natural resources and climate science, and community outreach. His commitment to outreach was recognized with a President's Volunteer Service Award and a USDA Martin Luther King Jr. Drum Major for Service Award.

Morris Thomas, Ph.D., is a faculty member and Director of the Center for the Advancement of Learning at the University of the District of Columbia. Dr. Thomas serves as Director for the Learning Resources Division with specific oversight for the Center for the Advancement of Learning (C.A.L.). He has a background in Instructional Technology Management, Higher Education Administration & Student Affairs, Accessibility & Disability Services, as well as Teaching & Learning. He is also an adjunct professor for the College of Arts & Sciences as well as the College of Agriculture, Urban Sustainability, and Environmental Sciences at the University of the District of Columbia. He has previously held positions in administration at several public, private, for-profit and non-profit institutions and organizations. He also served as a research associate, instructor and presenter. He has taught at all educational levels, including elementary, secondary and higher education. In addition to teaching he has an active research agenda and has been published in several refereed journals and other scholarly publications. He is the author of the book ***Focus: The Missing Factor; A Practical Guide to Accomplishing Your Goals***. In addition to publishing scholarship, Dr. Thomas has presented his research at academic conferences both nationally & internationally. Dr. Thomas is an accomplished speaker; his list of speaking venues include universities and colleges, corporations, seminars, churches, youth events, retreats and workshops involving a number of topics in the United States and abroad. He received his Doctorate in Higher Education Administration, Master's Degrees in Educational Policy and Leadership, Instructional Technology Management, and Classical Voice Performance, and a Bachelor's in Music (Vocal Performance). Dr. Thomas' interests include real estate, hiking, dining, the arts and travel.

Lara Thompson, Ph.D., is a graduate of MIT and Harvard Universities and is Associate Professor of Mechanical Engineering and Director of the Biomedical Engineering Program at the University of the District of Columbia. She is also Chair of the University's Institutional Review Board (IRB).

Dr. Thompson is a graduate of the Harvard-MIT Program in Health Sciences and Technology (HST). This unique program exposes its students to teachings from MIT, Harvard Medical School (HMS), Harvard University, as well as several Boston area teaching hospitals. This one of a kind collaboration nurtures the integration of science, medicine and engineering to solve problems in human health. HST's diverse culture drives its students to progress towards vibrant careers as medical pioneers. Her thesis, entitled "*A Study of the Effects of Sensory State on Rhesus Monkey Postural Control*", helped to characterize the effects of an invasive vestibular implant on posture. Dr. Thompson also holds a M.S. in Aero/Astro Engineering from Stanford University and a B.S. in Mechanical Engineering from the University of Massachusetts Lowell.

In September 2013, Dr. Thompson joined the School of Engineering and Applied Sciences (SEAS) Mechanical Engineering faculty at UDC. She enjoys working with, teaching and mentoring students. She is currently active in starting up a Biomedical Engineering (BME) Program within the UDC SEAS, constructing a BME lab, teaching courses, as well as many other synergistic activities.

Kamran Zendehdel, Ph.D., is the Assistant Director of the Center for Sustainable Development + Resilience at the University of the District of Columbia. His research interests emphasize the application of community-based decision making in environmental sustainability. Prior to joining to UDC, he served as an Environmental Scientist at Tetra Tech Inc. in Fairfax, Virginia, where he managed the Chesapeake Bay non-point source pollution control project. As a Post-Doc Researcher at Social Science Research Unit in Institute for Agricultural and Fisheries Research in Merelbeke, Belgium, he focused on developing participatory decision-making models for land use planners. He obtained his Ph.D. in Environmental Policy Making from Ghent University, Belgium. Prior to his Ph.D. study, he served as an expert in natural resources conservation for seven years in Iran. He received the Excellence award for Ph.D. in program evaluation and the Best Expert of the year 2000 from the Ministry of Agriculture, Iran.

Course Descriptions, Requirements, and Learning Outcomes

Course Descriptions for Core Courses PhD Program in Urban Leadership + Entrepreneurship

The purpose of the academic doctoral program is to prepare students to be professional in, and contribute to, the discipline. There are two key benchmarks en route to the doctoral degree. The first is to pass the Qualifying Examination. The second is to successfully complete the Dissertation.

The objective of the Qualifying Exam is twofold; first is to determine that the student is able to undertake the work of the dissertation, and the second is to assess the student's mastery of the factual information, the theoretical concepts, and the methodological approaches in his/her field.

The Qualifying Exam provides evidence the student is able to:

- Critically read, understand, and evaluate current literature in the discipline

- Integrate and synthesize ideas within the field
- Demonstrate comprehensive knowledge of the literature in the field
- Critically evaluate empirical evidence
- Demonstrate a comprehensive understanding of techniques critical to scholarship in the field
- Communicate clearly and effectively to specialist and non-specialist audiences

The purpose of the dissertation is both process and product. Through this preparation the student both learns and demonstrates the ability to conduct independent, original, and significant research.

The dissertation provides evidence the student is able to:

- Identify/define problems
- Generate questions and/or hypotheses
- Review and summarize the literature
- Apply appropriate research methods
- Collect data systematically
- Conduct research responsibly and ethically
- Evaluate, interpret, and analyze a body of empirical data and evidence
- Discuss findings in the broader context of the field
- Develop and sustain an evidence-based argument
- Write and speak critically and coherently
- Produce publishable results

Course Name: **Foundations of Urban Leadership + Entrepreneurship**

Course Code: ULAE-6xx

Term: Fall

Credit Hour: 3

Modality: Online/hybrid

Schedule: TBD

Location: TBD

Instructor Information:

Name: Dr. Who

Email: Instructorwho@udc.edu

Phone: (202) 274-0000 office (202) 555-1212 cell

Office 4200 Connecticut Ave. NW, Washington DC 20008

Location:

Office Hours: By Appointment

Course Syllabus

Course Description:

The goal of this course is to help you develop your leadership potential. Students will learn that what separates leaders from average managers is a set of individual skills, such as the ability to make sound decisions under ambiguous circumstances, and a set of social skills, such as the ability to build productive working relationships among team members. This course identifies these critical individual and social skills and illustrates how they may use them to gain an extra edge in your career.

The emphasis of this course is on organizing, directing, motivating, and influencing other people within, and outside of an organization.

Course Objectives/Learning Outcomes: Upon successfully completing the course, learners will be able to:

- Apply effective written and oral communication skills to leadership situations.
- Analyze the global leadership environment.
- Analyze the local leadership environment.
- Use critical thinking skills in leadership situations.
- Apply an ethical understanding and perspective to leadership situations.

Prerequisite(s): Good academic standing in program.

Required Course Materials:

Textbooks, online lectures, journal articles, and additional resources to be distributed by the instructor.

Optional/Supplemental Materials:

TBD

Grading and Evaluation: Your grade in the course will be determined as follows:

- Assignments – 50%
- Participation – 20%

- Final Project – 30%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

Letter Grade Scale	
90 – 100	A
80 – 89	B
70 – 79	C
64 – 69	D
< 63	F

To receive credit for the course, you must earn a letter grade of B or higher on the weighted average of all assigned course work (e.g., assignments, discussion postings, projects, etc.). Graduate students must maintain a B average overall to remain in good academic standing.

Course Schedule / Outline				
Week:	Dates:	Lesson Objectives:	Readings <i>If applicable</i>	Assignment / Activities <i>If applicable</i>
1	August	Introductions and discussing course schedule		
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University Compliance

[Anti-Discrimination and Harassment Policy](#)

The University of the District of Columbia strives to provide an educational and working environment for all faculty, staff and students that is free from all forms of discrimination and harassment, including sexual harassment. It is committed to providing an environment that treasures diversity and emphasizes the dignity and worth of every individual, an environment in which every individual is treated with respect. Discrimination and harassment in any form are contrary to these goals and fundamentally at odds with the values of the University. Discrimination and harassment are violations of University policy and will not be tolerated.

Individuals who engage in such conduct may be subject to disciplinary action.

Equal Employment Opportunity and Affirmative action

The University of the District of Columbia is an Equal Opportunity Affirmative Action institution. The University prohibits discrimination or harassment against any person on the basis of the actual or perceived race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity or expression, family responsibilities, matriculation, political affiliation, marital status, personal appearance, genetic information, familial status, source of income, place of residence or business, or status as a covered veteran, as provided for and to the extent required by District and Federal statutes and regulations. This policy covers all programs, services, policies, and procedures of the University, including admission to educational programs and employment. The University emphasizes the recruitment of minorities, women, disabled individuals, disabled veterans, Vietnam era veterans, and other eligible veterans.

Filing a Complaint

Persons who believe they have been discriminated against (including sexual harassment) may file a complaint by contacting the EEO/AA Compliance Officer in the Office of Talent Management in Building 39, 2nd floor, telephone: (202) 274-5442.

The Americans with Disabilities Act (ADA)

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, no otherwise qualified student with a disability shall, solely because of her/his disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity of the University, including facilities and employment.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), is a federal law that protects the privacy of student education records. Education records are directly related to the student and are maintained by the University. Student educational records are confidential and will only be shared by University officials with other University faculty or staff or with lending agencies that have a legitimate interest to know certain information. FERPA prevents the release of information about a student, other than Directory Information, without the student's consent.

Under FERPA, students are given certain rights regarding education records:

- The right to inspect and review education records pertaining to the student kept by the University.
- The right to request the amendment of education records the student believes to be inaccurate, misleading or otherwise in violation of his or her privacy rights.
- The right to limit disclosure of education records.
- The right to file with the U.S. Department of Education a complaint concerning alleged failures by the institution to comply with the requirements of FERPA and the regulations. The complaint should be in writing and contain specific allegations of fact. The complaint should be sent to: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-5920

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Cheating includes but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisitions, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Plagiarism includes but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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accepted. The prescribed policies and procedures that pertain to violation of the academic integrity policy are contained in the *Student Handbook*:

http://docs.udc.edu/student_life/Student_Handbook_2015_2017.pdf

Instructor Information:

Name: Dr. Who

Email: Instructorwho@fielding.edu

Phone: (202) 274-0000 office (202) 555-1212 cell

Office Location: 4200 Connecticut Ave. NW, Washington DC 20008

Office Hours: By Appointment

Course Syllabus

Course Description:

Students explore various theories and models of leadership. Students will also explore their own leadership skills and styles. In describing leadership models and theories one must consider the contexts, values, and cultures within which organizations have evolved, and the practices and theories that would be appropriate for successfully leading. This knowledge area course is designed to reflect upon and compare traditional leadership theories and models with more contemporary models that have evolved to address leadership in networked organizations, virtual organizations, and global organizations.

There will be a balance in this knowledge area course of the theoretical with the practice-oriented aspects of leadership so that one can enhance knowledge and skills as a competent reflective scholar-practitioner. Since many students are employed or will be employed by various profit or nonprofit organizations, this knowledge area will be designed to better understand key issues, problems, and challenges affecting 21st Century organizations and strategies for effectively leading and positively influencing these organizations.

Course Objectives/Learning Outcomes: Upon successfully completing the course, learners will be able to:

- Demonstrated ability to critically analyze and construct scholarly arguments relevant to various theories and models of leadership
- Demonstrated understanding of the theoretical and practice-oriented aspects of leadership
- Write a scholar-practitioner paper, based on leadership theories and models that propose strategies for effectively leading and positively influencing today's organizations.

Prerequisite(s): Good academic standing in program.

Required Course Materials:

Textbooks, online lectures, journal articles, and additional resources to be distributed by the instructor

Optional/Supplemental Materials:

TBD

Grading and Evaluation: Your grade in the course will be determined as follows:

- Assignments – 50%
- Participation – 20%
- Final Project – 30%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

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Course Schedule / Outline				
Week:	Dates:	Lesson Objectives:	Readings If applicable	Assignment / Activities If applicable
1	August	Introductions and discussing course schedule		
2				
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Course Code: ULAE-6xx

Term: Spring

Credit Hour: 4

Modality: Online Hybrid

Schedule: TBD

Location: Fielding.edu/udc.edu

Instructor Information:

Name: Dr. Who

Email: Instructorwho@fielding.edu

Phone: (202) 274-0000 office (202) 555-1212 cell

Office Location: 4200 Connecticut Ave. NW, Washington DC 20008

Office Hours: By Appointment

Course Syllabus**Course Description:**

Student will develop an understanding of how social, economic, and ecological justice is defined and manifested in various societies. Students will analyze these concepts and consider actions that promote more just societies.

Course Objectives/Learning Outcomes: Upon successfully completing the course, learners will be able to:

- Demonstrated ability to work with others of diverse backgrounds and understand the importance of building an inclusive community characterized by interdependence, dignity and equality, compassion and respect for self and others.
- Demonstrated ability to critically analyze and develop and utilize decision-making tools to solve urban problems.

Prerequisite(s): Good academic standing in program.**Required Course Materials:**

Textbooks, online lectures, journal articles, and additional resources to be distributed by the instructor

Optional/Supplemental Materials:

TBD

Grading and Evaluation: Your grade in the course will be determined as follows:

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Course Name: **Systems Approaches to Leadership, Organizations, and Society**

Course Code: ULAE-6xx

Term: Spring

Credit Hour: 3

Modality: Online/Hybrid

Schedule: TBD

Location: Fielding.edu/udc.edu

Instructor Information:

Name: Dr. Who

Email: Instructorwho@udc.edu

Phone: (202) 274-0000 office (202) 555-1212 cell

Office Location: 4200 Connecticut Ave. NW, Washington DC 20008

Office Hours: By Appointment

Course Syllabus

Course Description:

This class will challenge students to embrace a systems perspective on leadership and organizational change at the organizational level. Students will compare, contrast and critique historical and modern theories and models of organizational learning, knowledge creation, and organizational capacity building and apply them to their own organizational settings. The course will enhance student ability to think systematically and develop comprehensive understanding of core competencies required to initiate and sustain change in organizations.

Course Objectives/Learning Outcomes: Upon successfully completing the course, learners will be able to:

- Demonstrated Core Leadership Competencies
- Demonstrated Personal Transformation and Mastery
- Demonstrated Organizational Leadership Capacity
- Demonstrated Community Leadership Capacity

Prerequisite(s): Good academic standing in program.

Required Course Materials:

Textbooks, online lectures, journal articles, and additional resources to be distributed by the instructor

Optional/Supplemental Materials:

TBD

Grading and Evaluation: Your grade in the course will be determined as follows:

- Assignments – 50%
- Participation – 20%
- Final Project – 30%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

Letter Grade Scale	
90 – 100	A
80 – 89	B
70 – 79	C
64 – 69	D
< 63	F

To receive credit for the course, you must earn a letter grade of B or higher on the weighted average of all assigned course work (e.g., assignments, discussion postings, projects, etc.). Graduate students must maintain a B average overall to remain in good academic standing.

Course Schedule / Outline				
Week:	Dates:	Lesson Objectives:	Readings <i>If applicable</i>	Assignment / Activities <i>If applicable</i>
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University Compliance

Anti-Discrimination and Harassment Policy

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[The Family Educational Rights and Privacy Act \(FERPA\)](#)

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Course Code: ULAE-6xx
Term: Spring
Credit Hour: 3
Modality: Online/Hybrid
Schedule: TBD
Location: UDC

Instructor Information:

Name: Dr. Who
Email: Instructorwho@udc.edu
Phone: (202) 274-0000 office (202) 555-1212 cell
Office Location: 4200 Connecticut Ave. NW, Washington DC 20008
Office Hours: By Appointment

Course Syllabus

Course Description:

Students will develop research questions, intensively review selected readings and critical research to provide a foundation for answering these questions, and then provide implications addressing the material reviewed. The instructor and students will agree upon the research questions and develop a plan creating a basis for answering the question and providing recommendations for further review. Students will also engage with real-world mentors to pursue practical responses to these questions.

Course Objectives/Learning Outcomes: Upon successfully completing the course, learners will be able to:

- Understand the process of problem solving.
- Identify and utilize decision-making a problem including assumptions and definitions.
- Identify criteria by which to evaluate possible solutions.
- Decide & defend the choice of a solution against alternatives.

Prerequisite(s): Good academic standing in program.

Required Course Materials:

Textbooks, online lectures, journal articles, and additional resources to be distributed by the instructor

Optional/Supplemental Materials:

TBD

Grading and Evaluation:

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Course Name: Research Methods

Course Code: ULAE-6xx

Term: Spring

Credit Hour: 3

Modality: Online/Hybrid

Schedule: TBD

Location: Udc.edu/Fielding.edu

Instructor Information:

Name: Dr. Who

Email: Instructorwho@udc.edu

Phone: (202) 274-0000 office (202) 555-1212 cell

Office Location: 4200 Connecticut Ave. NW, Washington DC 20008

Office Hours: By Appointment

Course Syllabus

Course Description:

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and approaches. The course introduces the language of research, ethical principles, and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Participants will use these theoretical underpinnings to critically review literature relevant to their field or interests and determine how research findings are useful in forming their methods + understanding of their work, social, local, and global environment.

Course Objectives/Learning Outcomes: Upon successfully completing the course, learners will be able to:

- Demonstrated ability to prepare a preliminary research design for projects in their subject matter areas
- Demonstrated ability to accurately collect, analyze and report data
- Demonstrated ability to present complex data or situations clearly
- Review and analyze research findings that affect their agency

Prerequisite(s): Good academic standing in program.

Required Course Materials:

Textbooks, online lectures, journal articles, and additional resources to be distributed by the instructor

Optional/Supplemental Materials:

TBD

Grading and Evaluation: Your grade in the course will be determined as follows:

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Phone: (202) 274-0000 office (202) 555-1212 cell

Office Location: 4200 Connecticut Ave. NW, Washington DC 20008

Office Hours: By Appointment

Course Syllabus

Course Description:

Methods of data description and analysis using SAS: descriptive statistics, graphical presentation, estimation, hypothesis testing, sample size, power; emphasis on learning statistical methods and concepts through hands-on experience using real data.

Course Objectives/Learning Outcomes: Upon successfully completing the course, learners will be able to:

- Demonstrated understanding of basic concepts of probability and statistics embedded in their courses.
- Demonstrated proficiency in basic statistical skills embedded in their courses.
- Demonstrated proficiency in analyzing data using methods.
- Demonstrated ability to write reports of the results of statistical analyses giving summaries and conclusions using technical + nontechnical language.

Prerequisite(s): Good academic standing in program.

Required Course Materials:

Textbooks, online lectures, journal articles, and additional resources to be distributed by the instructor

Optional/Supplemental Materials:

TBD

Grading and Evaluation: Your grade in the course will be determined as follows:

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Course Syllabus

Course Description:

This course introduces student to the concepts and principles of critical participatory action research (CPAR); sometimes called simply PAR and Community-Based Participatory Research-CBPR), and to learn how to apply its philosophy, values, approaches, and methods to an empowering collaboration between “community members” and “researchers.” Through a variety of experiential and didactic methods, participants will explore CPAR as a potentially powerful methodology for individual and community empowerment and social change.

Although the focus will be on the methods used to engage groups in collective inquiry, analysis, and action, our exploration will be grounded in a foundational understanding of critical theories in social sciences, education, and research and of the social, political, and institutional contexts that shape CPAR projects.

Course Objectives/Learning Outcomes: Upon successfully completing the course, learners will be able to:

- Demonstrated knowledge of the principles of Critical Participatory Action Research and how it can be used for social change
- Understanding of key ethical and political issues, problem, and contradictions of involvement in CPAR projects.
- Demonstrated ability to plan and begin to carry out a CPAR project.
- Demonstrated ability to recognize the significance to of one's social location and role as CPAR researcher, particularly when not community member.

Prerequisite(s): Good academic standing in program.

Required Course Materials:

Textbooks, online lectures, journal articles, and additional resources to be distributed by the instructor

Optional/Supplemental Materials:

TBD

Grading and Evaluation: Your grade in the course will be determined as follows:

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Cheating includes but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisitions, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Plagiarism includes but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

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http://docs.udc.edu/student_life/Student_Handbook_2015_2017.pdf

Course Code: ULAE-6xx

Term: Fall and Spring

Credit Hour: 3

Modality: Online/Hybrid

Schedule: TBD

Location: Udc.edu/Fielding.edu

Instructor Information:

Name: Dr. Who

Email: Instructorwho@udc.edu

Phone: (202) 274-0000 office (202) 555-1212 cell

Office Location: 4200 Connecticut Ave. NW, Washington DC 20008

Office Hours: By Appointment

Course Syllabus

Course Description:

Students will be guided through the research process as they complete their dissertation proposals, develop a literature review for their investigations, and describe the methodologies necessary for their projects and seek IRB approval. Students will work with their dissertation advisor and committee.

Students will defend their proposals and make the necessary arrangements to continue their investigations by completing the review of the literature, obtaining consent from subjects, and collecting data. Students will work with their dissertation advisor and committee.

Students will complete their research and writing. They will also prepare to defend their investigations. Students will work with their dissertation advisors and committee. Candidates will also prepare future presentations and publications.

Course Objectives/Learning Outcomes: The Qualifying Exam provides evidence the student is able to:

- Critically read, understand, and evaluate current literature in the discipline
- Integrate and synthesize ideas within the field
- Demonstrate comprehensive knowledge of the literature in the field
- Critically evaluate empirical evidence
- Demonstrate a comprehensive understanding of techniques critical to scholarship in the field
- Communicate clearly and effectively to specialist and non-specialist audiences
- The purpose of the dissertation is both process and product. Through this preparation the student both learns and demonstrates the ability to conduct independent, original, and significant research.

The dissertation provides evidence the student is able to:

- Identify/define problems

- Generate questions and/or hypotheses
- Review and summarize the literature
- Apply appropriate research methods
- Collect data systematically
- Conduct research responsibly and ethically
- Evaluate, interpret, and analyze a body of empirical data and evidence
- Discuss findings in the broader context of the field
- Develop and sustain an evidence-based argument
- Write and speak critically and coherently
- Produce publishable results

Prerequisite(s): Completion of all relevant course work.

Required Course Materials:

Textbooks, online lectures, journal articles, and additional resources to be distributed by the instructor

Optional/Supplemental Materials:

TBD

Grading and Evaluation: Your grade in the course will be determined as follows:

- Final Project – 100%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

Letter Grade Scale	
90 – 100	A
80 – 89	B
70 – 79	C
64 – 69	D
< 63	F

To receive credit for the course, you must earn a letter grade of B or higher on the weighted average of all assigned course work (e.g., assignments, discussion postings, projects, etc.). Graduate students must maintain a B average overall to remain in good academic standing.

University Compliance

Anti-Discrimination and Harassment Policy

The University of the District of Columbia strives to provide an educational and working environment for all faculty, staff and students that is free from all forms of discrimination and harassment, including sexual harassment. It is committed to providing an environment that treasures diversity and emphasizes the dignity and worth of every individual, an environment in which every individual is treated with respect. Discrimination and harassment in any form are contrary to these goals and fundamentally at odds with the values of the University. Discrimination and harassment are violations of University policy and will not be tolerated. Individuals who engage in such conduct may be subject to disciplinary action.

Equal Employment Opportunity and Affirmative action

The University of the District of Columbia is an Equal Opportunity Affirmative Action institution. The University prohibits discrimination or harassment against any person on the basis of the actual or perceived race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity or expression, family responsibilities, matriculation, political affiliation, marital status, personal appearance, genetic information, familial status, source of income, place of residence or business, or status as a covered veteran, as provided for and to the extent required by District and Federal statutes and regulations. This policy covers all programs, services, policies, and procedures of the University, including admission to educational programs and employment. The University emphasizes the recruitment of minorities, women, disabled individuals, disabled veterans, Vietnam era veterans, and other eligible veterans.

Filing a Complaint

Persons who believe they have been discriminated against (including sexual harassment) may file a complaint by contacting the EEO/AA Compliance Officer in the Office of Talent Management in Building 39, 2nd floor, telephone: (202) 274-5442.

The Americans with Disabilities Act (ADA)

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The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA), is a federal law that protects the privacy of student education records. Education records are directly related to the student and are

maintained by the University. Student educational records are confidential and will only be shared by University officials with other University faculty or staff or with lending agencies that have a legitimate interest to know certain information. FERPA prevents the release of information about a student, other than Directory Information, without the student's consent.

Under FERPA, students are given certain rights regarding education records:

- The right to inspect and review education records pertaining to the student kept by the University.
- The right to request the amendment of education records the student believes to be inaccurate, misleading or otherwise in violation of his or her privacy rights.
- The right to limit disclosure of education records.
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http://docs.udc.edu/student_life/Student_Handbook_2015_2017.pdf

Course Name: Thesis

Course Code: ULAE-6xx

Term: Fall and Spring

Credit Hour: 3

Modality: Online/Hybrid

Schedule: TBD

Location: Udc.edu/Fielding.edu

Instructor Information:

Name: Dr. Who

Email: Instructorwho@udc.edu

Phone: (202) 274-0000 office (202) 555-1212 cell

Office Location: 4200 Connecticut Ave. NW, Washington DC 20008

Office Hours: By Appointment

Course Syllabus

Course Description:

Students will be guided through the research process as they complete their thesis proposals, develop a literature review for their investigations, and describe the methodologies necessary for their projects. Students will work with their thesis advisor and committee.

Students will present their proposals and make the necessary arrangements to continue their investigations by completing the review of the literature, and collecting data. Students will work with their thesis advisor and committee.

Students will complete their research and writing. They will also prepare to present their investigations. Students will work with their thesis advisors and committee. Candidates will also prepare future presentations and publications.

Course Objectives/Learning Outcomes:

The thesis provides evidence the student is able to:

- Identify/define problems
- Generate research questions and/or hypotheses
- Critically read, understand, and evaluate current literature in the discipline
- Review and summarize key relevant literature
- Demonstrate an understanding and comprehension of techniques critical to scholarship in the field
- Apply appropriate research methods
- Collect data systematically
- Conduct research responsibly and ethically
- Evaluate empirical data and evidence
- Write and speak critically and coherently, in discussion of findings

Prerequisite(s): Completion of all relevant course work.

Required Course Materials:

Textbooks, online lectures, journal articles, and additional resources to be distributed by the instructor

Optional/Supplemental Materials:

TBD

Grading and Evaluation: Your grade in the course will be determined as follows:

- Final Project – 100%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

Letter Grade Scale	
90 – 100	A
80 – 89	B
70 – 79	C
64 – 69	D
< 63	F

To receive credit for the course, you must earn a letter grade of B or higher on the weighted average of all assigned course work (e.g., assignments, discussion postings, projects, etc.). Graduate students must maintain a B average overall to remain in good academic standing.

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http://docs.udc.edu/student_life/Student_Handbook_2015_2017.pdf

Course Name: **Independent Study**

Course Code: ULAE-6xx

Term: Fall and Spring

Credit Hour: 3

Modality: Online/Hybrid

Schedule: TBD

Location: Udc.edu/Fielding.edu

Instructor Information:

Name: Dr. Who

Email: Instructorwho@udc.edu

Phone: (202) 274-0000 office (202) 555-1212 cell

Office Location: 4200 Connecticut Ave. NW, Washington DC 20008

Office Hours: By Appointment

Course Syllabus

Course Description:

Students will be work with the instructor to conduct a process of research and inquiry in a subject area of their interest, and related to their cumulative coursework.

Students will conduct research and literature reviews during the course of the semester, culminating in a research paper. Students will complete their research and writing. They will also present their research and reports.

Course Objectives/Learning Outcomes:

The thesis provides evidence the student is able to:

- Review and summarize key relevant literature
- Demonstrate an understanding and comprehension of techniques critical to scholarship in the field
- Write and speak critically and coherently

Prerequisite(s): Completion of all relevant course work.

Required Course Materials:

Textbooks, online lectures, journal articles, and additional resources to be distributed by the instructor

Optional/Supplemental Materials:

TBD

Grading and Evaluation: Your grade in the course will be determined as follows:

- Assignments – 50%
- Final Project – 50%

All activities will receive a numerical grade of 0–100. You will receive a score of 0 for any work not submitted. Your final grade in the course will be a letter grade. Letter grade equivalents for numerical grades are as follows:

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64 – 69	D
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To receive credit for the course, you must earn a letter grade of B or higher on the weighted average of all assigned course work (e.g., assignments, discussion postings, projects, etc.). Graduate students must maintain a B average overall to remain in good academic standing.

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6. Fit with University Mission and Other Academic Programs

The University of the District of Columbia is a pacesetter in urban education. We are an HBCU and urban land-grant institution uniquely positioned to offer higher education opportunities to an international audience. By offering a qualification (PhD Program) recognized by employers around the world UDC positions itself as a more attractive institution for prospective students and employers as well as raises its academic recognition. The proposed program aligns with the following sections of university's vision:

Mission and Goals

Section 2.A. The proposed program directly aligns with the following goals and objectives outlined in UDC's *Vision 2020* strategic plan:

Goal 1. Offer effective, flexible and accessible educational programs that merge classroom and experiential learning to prepare graduates for the 21st century (pg. 6).

Objective #1: Become one of the nation's premier public universities in experiential and online learning (pg. 10).

Objective #2: Align educational offerings across the University to respond to student interests and the District of Columbia's economic priorities (pg. 14).

Objective #3: Build a student-centered learning environment that develops career-ready, civically engaged individuals, and enlightened leaders (pg. 26).

Goal 2. (not directly relevant to the proposed program-- not included in this proposal)

Goal 3. Position the University as a trusted partner with District officials, business leaders, nonprofit organizations, residents, and the University's faculty, staff, and alumni (pg. 6, 41)

Objective #1: Increase the University's focus on equity, social justice, and equality for District of Columbia residents in today's changing society (pg. 41).

Objective #2: Establish strong bilateral relationships with government, business, nonprofit, and private employers (pg. 44).

Goal 4. Increase nationally recognized research, scholarship, community outreach and creative goals (pg. 9, 53).

Objective #1: Grow opportunities for increased student participation in disciplines related to Science, Technology, Engineering, and Mathematics (STEM) (pg. 53).

Objective #2: Expand research and scholarship in targeted disciplines to answer pressing urban issues of the 21st century (pg. 54).

Objective #3: Build on research of faculty and seek to commercialize existing patents, with a sharpened focus on technology transfer (pg. 55).

The proposed program also aligns with *Vision 2022* to offer programs and opportunities for Advanced Teaching and Learning. These initiatives include: innovation, creativity, engagement, and continuous renewal.

The proposed program aligns with the mission UDC and of each participating college or school at UDC and Fielding Graduate University.

Mission of UDC

The University of the District of Columbia is a pacesetter in urban education that offers affordable and effective undergraduate, graduate, professional, and workplace learning opportunities. The institution is the premier gateway to postsecondary education and research for all residents of the District of Columbia. As a public, historically black, and land-grant institution, the University's responsibility is to build a diverse generation of competitive, civically engaged scholars and leaders.

Mission of UDC's College of Agriculture, Urban Sustainability, and Environmental Sciences

The mission of the College of Agriculture, Urban Sustainability and Environmental Sciences of the University of the District of Columbia is to offer research-based academic and community outreach programs that improve quality of life and economic opportunity of people and communities in the District of Columbia, the nation and the world.

Mission of UDC's School of Business and Public Administration

We provide educational programs that prepare students to become strategic, innovative, and ethical leaders with a community and global perspective.

Mission of UDC's College of Arts and Sciences

The mission of the College of Arts and Sciences is to offer high quality, affordable education that prepares graduates for immediate entry into the workforce, the next level of education, specific professional roles, and living and lifelong learning in a complex, global environment. College faculty and staff work to produce well-educated, autonomous, competent, and resourceful graduates who are well prepared to live and work in the multiethnic, global, and technological society of the 21st century. The College is committed to: 1. offering a variety of programs in a cultural and academic environment in which students and faculty may thrive as scholars, teachers, leaders, and activists; 2. creating and maintaining welcoming and stimulating academic and social environments that foster curiosity, creativity, and adaptability in the diverse population it serves; 3. promoting an environment characterized by cooperation and communication among all constituencies in order to enhance instructional quality and learning outcomes for students; and 4. connecting its offerings, outcomes, and services to the needs of the residents of the region.

Mission of UDC's School of Engineering and Applied Sciences

SEAS graduates are prepared for high-demand careers in engineering and computer science. They achieve their potential through individualized learning that is achieved by small classes, mentoring, and close collaboration with faculty and other students. They are exposed to research, design, and discovery projects that address challenging real-world problems. The learning experience is enforced by the fact that the solutions developed are of importance to government and various industries.

Mission of UDC's David A. Clarke School of Law

A spirit of excellence, imagination, and public service pervades the University of the District of Columbia David A. Clarke School of Law (UDC-DCSL). It is a diverse community dedicated to legal education that produces graduates who are competent to practice law and who are committed to living up to the highest ethical traditions and ideals for which the legal profession stands.

The David A. Clarke School of Law is particularly committed to admitting students from groups, such as minorities and women, which have traditionally been, and remain, underrepresented in the Bar. The school also values the wealth of knowledge and experience possessed by older students for whom the law represents a second career.

Mission of Fielding Graduate University

We provide exemplary interdisciplinary programs within a distributed and relational learning model grounded in student-driven inquiry and leading to enhanced knowledge. This community of scholar-practitioners addresses personal, organizational, societal, ecological, and global

concerns in pursuit of a more just and sustainable world.

Duplication and Collaboration Within Campus and Across System

The proposed program does not conflict with other UDC programs, departments, schools, or colleges. It presents many opportunities for interdisciplinary and trans-disciplinary collaboration. The proposed program also integrates with existing graduate and undergraduate programs that can serve as an educational pathway for aspiring leaders & entrepreneurs (refer to Appendix A: Program Mapping). As aforementioned, the proposed program includes opportunities from all colleges and schools at UDC. Moreover, the programs align with the mission and course curricula at Fielding Graduate University.

Acknowledgments

Program Leads

Dr. Susan Schaefer Kliman, Assistant Professor and Chair, Department of Architecture + Urban Sustainability (UDC CAUSES)

Professor Ralph Belton, Associate Professor, Department of Architecture + Urban Sustainability (UDC CAUSES)

Professor Kathy Dixon, Assistant Professor, Department of Architecture + Urban Sustainability (UDC CAUSES)

Program Committee

Dr. Sheila Harmon-Martin (CAS), Dr. Lara Thompson (SEAS), Dr. Brian Higgs (SEAS), Dr. Wayne Curtis (SBPA), Dr. Rachel Petty (CAS), Dr. Susan Kliman (CAUSES), Dr. Tolessa Dekkissa (CAUSES), Ms. Mary Ann French (University Editor), Dr. Morris Thomas (Center for Advancement of Learning), Dr. Tony Johnson (UDC-CC), Dr. Sylvia Benatti (SBPA), Dr. Malva Reid (SBPA), Dr. Dwane Jones (CAUSES)

Chair, Graduate Council

Dr. Wagdy Mahmoud

Chair, Faculty Senate

Dr. Arlene King-Berry

Special Administrative Support

Ms. Ashley Grant and Ms. Denise Slaughter

Administration, Faculty, and Staff of CAS, CAUSES, SBPA, SEAS, & the UDC David A. Clarke School of Law

Faculty, Staff, and Administration of Fielding Graduate University

Appendices:

- A. Proposed Budget,
- B. Program Mapping Documents
- C. Letters of Interest

Appendix A Program Mapping Documents

PhD in Urban Leadership + Entrepreneurship
(Internal Degree Program Mapping)

UDC Flagship Programs	UDC Flagship Degree Programs	Urban Entrepreneurship	Urban Sustainability + Resilience	Urban Government + Political	SEAS Engineering Doctorate	Urban Non-Governmental (NGO)/Non-Profit	Urban Health	Urban Education
UNDERGRAD PROGRAMS	DEGREES							
Business Management (SBPA)	BBA	X				X		
Accounting (SBPA)	BBA	X		X		X	X	
Architecture (CAUSES)	B.Arch		X		X			
Criminal Justice (CAS)	BA			X				
Art (CAS)	BA	X	X			X		X
Biology (CAS)	BS		X				X	
Biomedical Engineering (SEAS)	BS	X			X		X	
Chemistry (CAS)	BS		X					
Civil Engineering (SEAS)	BS	X	X	X	X			
Computer Science (SEAS)	BS	X			X			
Digital Media (CAS)	BA							X
Early Childhood Education (CAS)	BA			X		X	X	X
Electrical Engineering (SEAS)	BS	X			X			
Elementary Education (CAS)	BA			X			X	X
English (CAS)	BA							X
Entrepreneurship (SBPA)	*Certificate	X				X		
Health Education (CAUSES)	BS		X				X	X
Human Development (CAS)	BA						X	X
Information Technology (SEAS)	BS	X	X	X	X	X	X	X

*Certificate Programs Apply if Candidate has a Bachelor's Degree or Higher

PhD in Urban Leadership + Entrepreneurship
(Internal Degree Program Mapping)

UDC Flagship Programs	UDC Flagship Degree Programs	Urban Entrepreneurship	Urban Sustainability + Resilience	Urban Government + Political	SEAS Engineering Doctorate	Urban Non-Governmental (NGO)/Non-Profit	Urban Health	Urban Education
Mathematics (CAS)	BS							X
Mechanical Engineering (SEAS)	BS	X	X		X			
Music (CAS)	BM							X
Non-Profit Management & Leadership (SBPA)	*Certificate	X	X			X	X	X
Nursing RN to BSN (CAUSES)	BS						X	
Political Science (CAS)	BA		X	X		X	X	X
Procurement + Public Contracting (SBPA)	*Certificate	X		X		X		
Psychology (CAS)	BS	X	X	X		X	X	X
Social Work (CAS)	BSW		X	X		X	X	X
Special Education (CAS)	BS							X
Urban Sustainability (CAUSES)	BA	X	X	X		X	X	X
GRADUATE PROGRAMS	DEGREES							
Adult Education (CAS)	MA		X	X		X	X	X
Architecture (CAUSES)	M.Arch	X	X		X		X	
Business Administration (SBPA)	MBA	X		X		X		
Cancer Biology (CAS)	MS				X		X	
Computer Science (SEAS)	MS	X	X		X	X		X
Counseling (CAS)	MS			X		X	X	X

*Certificate Programs Apply if Candidate has a Bachelor's Degree or Higher

PhD in Urban Leadership + Entrepreneurship
(Internal Degree Program Mapping)

UDC Flagship Programs	UDC Flagship Degree Programs	Urban Entrepreneurship	Urban Sustainability + Resilience	Urban Government + Political	SEAS Engineering Doctorate	Urban Non-Governmental (NGO)/Non-Profit	Urban Health	Urban Education
Early Childhood Education (CAS)	MA		X	X		X	X	X
Electrical Engineering (SEAS)	MS	X			X			
Homeland Security (CAS)	MS	X	X	X	X			X
Public Administration	MPA	X		X		X	X	X
Master of Laws (LAW)	LLM	X	X	X		X	X	X
Nutrition + Dietetics (CAUSES)	MS		X	X		X	X	X
PSM in Urban Agriculture (CAUSES)	PSM	X	X			X	X	
PSM in Urban Sustainability (CAUSES)	PSM	X	X	X	X	X	X	
PSM in Water Resources Management (CAUSES)	PSM	X	X	X	X			X
<p>The purpose of this document is to show the potential relationship between existing programs at UDC and the proposed PhD Program in Urban Leadership + Entrepreneurship. The document also includes the proposed SEAS Doctorate in Engineering to show the relationship between that program and this one. This matrix is NOT intended to limit a program to the concentrations denoted with an X.</p>								

Appendix B Proposed Budget

Program Budget

Program enrollment will begin with 10 students in year one and progress to 24 in year five. Program initial investment is projected to be \$65,000. This includes course development (particularly for any online courses offered by UDC), equipment, and marketing.

Ongoing annual investment is projected to be \$85,476. This amount includes faculty + staff salaries/pay, and \$20,476 in student fellowships.

Program costs will be offset by student tuition + UDC is actively pursuing grant funds (e.g. National Science Foundation & United States Department of Agriculture), sponsorships, and partnerships that will be used to increase projected revenue. We are projected approximately \$100,000 annually.

Requested Items	60500 - Regular Pay Other	61700 - Fringe Benefits	70100 - Supplies & Other Operating	70700 - Rentals	71100 - Other Charges & Services	71300 - Purchase Services & Contracts	71500 - Security	71700 - Capital Expenditures & Equipment	72500 - Subsidies & transfers	Total Requested Amount	Justification of Needs, Consequences if not funded, Alternative solutions
Program Director	\$25.00	\$7.00			\$25,000.00					\$25,032.00	
Course Building (Build of 5 asynchronous courses and student	\$0.00	\$0.00			\$50,000.00					\$50,000.00	
*Fellowships for 4 Students	\$0.00	\$0.00			\$20,476.00					\$20,476.00	
*Adjunct Pay (\$5,000 x 8 adjuncts)	\$0.00	\$0.00			\$40,000.00					\$40,000.00	
Marketing	\$0.00	\$0.00			\$10,000.00					\$10,000.00	
Equipment			\$5,000.00							\$5,000.00	
										\$0.00	
										\$0.00	
	\$25.00	\$7.00	\$5,000.00	\$0.00	\$145,476.00	\$0.00	\$0.00	\$0.00	\$0.00	\$150,508.00	

60500 - REGULAR PAY OTHER PERSONNEL SERVICES (PS) MONEY FOR ADJUNCT FACULTY, FACULTY SUMMER CONTRACTS, ADDITIONAL PAY FOR SPECIAL FACULTY PROJECTS, ETC

61700 - FRINGE BENEFITS (28% FOR FULL BENEFITS FOR F/T EMPLOYEES, 7.65% FOR FICA FOR ADJUNCT FACULTY OR SUMMER FACULTY WORK) [SPREADSHEET DEFAULTS TO 28%]

70100 - SUPPLIES & OTHER OPERATING INCLUDES BOOKS, GENERAL/OFFICE/EDUCATIONAL SUPPLIES, LAB SUPPLIES, INSTRUCTIONAL MATERIALS AND PRINTING

70700 - RENTALS INCLUDES SITE RENTALS, COPIER LEASE/RENTALS, EQUIPMENT AND MACHINE LEASE/RENTALS, FURNITURE AND FIXTURES LEASE/RENTALS, ETC

71100 - OTHER CHARGES & SERVICE INCLUDES TRAVEL, EMPLOYEE TRAINING, WORKSHOP & CONF REGISTRATION, MEMBERSHIP DUES, LICENSES AND FEES, ACCREDITATION FEES, ADVERTISING, FREIGHT AND MAILING, ETC

71300 - PURCHASED SERVICES & CONTRACTS INCLUDES CATERING, HONORARIUMS, CONTRACTUAL SERVICES

71500 - SECURITY INCLUDES PAYING FOR UDC SECURITY SERVICES AT UDC-CC SITES

71700 - CAPITAL EXPENDITURES & EQUIPMENT INCLUDES CAPITAL EXPENDITURES & EQUIPMENT , TELEPHONE EQUIPMENT, OFFICE FURNITURE, COMPUTER EQUIPMENT AND SOFTWARE, and EQUIPMENT - LESS THAN \$5,000.

72500 - SUBSIDIES AND TRANSFERS INCLUDES STUDENT TRAVEL

Projected Enrollment by Year	1 (Fall 2018)	2 (Fall 2019)	3 (Fall 2020)	4 (Fall 2021)	5 (Fall 2022)	6 (Fall 2022)
Full-Time	10	15	15	15	20	
Part-Time	2	3	3	3	4	
Total	12	18	18	18	24	
Projected Number of Degrees Awarded						
Year	1	2	3	4	5	6
# of Degrees Awarded	0	0	0	8	11	11
Financial Projections for Proposed Program for Years 1 Through 5.						
	2018	2019	2020	2021	2022	
A. One-time Expenses						
New/Renovated Space	0	0	0	0	0	
Equipment	5,000	0	0	0	5,000	
Library	0	0	0	0	0	
Faculty and/or Consultants (course development)	50,000	0	0	0	0	
Other						
Marketing	10,000					
Total one-time	65,000	0	0	0	5,000	
B. Recurring Expenses						
Faculty	40,000	40,000	40,000	40,000	40,000	
Staff	25,000	25,000	25,000	25,000	25,000	
Benefits	0	0	0	0	0	
Equipment	0	5,000	5,000	5,000	5,000	
Library	0	0	0	0	0	
Student Fellowships	20,476	20476	20476	20476	20476	
Marketing??	0					
Total recurring	85,476					
Total expenses A+B						
	150,476					
2. Revenue per year						
	2018	2019	2020	2021	2022	
Tuition/Fees (uses UDC metro tuition rate) FT/PT	\$51,190	\$76,785	\$76,785	\$76,785	\$102,380	full-time
	\$7,112	\$10,668	\$10,668	\$10,668	\$14,224	part-time
	\$58,302	\$87,453	\$87,453	\$87,453	\$116,604	
Institutional Resources						
Financial Aid						
Aid -- Other						
Total revenue	\$58,302	\$87,453	\$87,453	\$87,453	\$116,604	
3. Net revenue (loss) per year	-92,174	\$1,977	\$1,977	\$1,977	\$31,128	
4. Cumulative revenue (loss)	0	-90,197	-88,220	-86,243	-55,115	
Enrollment Status	Full-Time	Part-Time	Total			
Number of Students	20	4	24			

*note: UDC is currently pursuing corporate and government sponsorships and funding as well as grant funding. Expected funding should reach or exceed \$100,000 per year.

Appendix C Letters of Interest

November 28, 2017

Professor Kathy Dixon
Assistant Professor Architecture
University of the District of Columbia
4200 Connecticut Ave NW
Washington, DC 20008

Dear Professor Dixon:

As President of Fielding Graduate University, I am extremely pleased to write this letter supporting approval of the UDC Ph.D. program in Urban Leadership and Entrepreneurship. My Fielding colleagues and I are deeply committed to our partnership with UDC and Tulane University to offer this innovative program. We at Fielding feel strongly that this program is in the collective interest of our institutions and offers a novel opportunity for doctoral education focused on leadership to bring solutions to uniquely urban situations and problems.

The UDC program has been well-designed and market analysis demonstrates a potential demand among a specific segment of students. I am confident that UDC faculty and administrators are well prepared to develop the academic and administrative infrastructure needed to offer this program, and Fielding stands ready to teach a number of courses in specific areas in which our faculty have particular expertise. Our partnership with UDC also envisions engagement in a number of other joint activities that can ultimately support this program, including student recruitment, joint research, and fundraising and grant-seeking activities.

In short, I want to assure you of Fielding's strong commitment to the success of this program and our partnership with the University of the District of Columbia. I urge your serious consideration of approval of this excellent program, and my colleagues and I would be happy to address any questions you might have about this partnership.

Sincerely,



Katrina Rogers, Ph.D.
President

cc:

Carl Moore, Assistant Chief Academic Officer, UDC
Dwane Jones, Director of the Center for Sustainable Development + Resilience, UDC
Gerald Porter, Provost and Chief Academic Officer, Fielding Graduate University
Orlando L. Taylor, Vice President, Strategic Initiatives and Research, Fielding Graduate University

Meghan Hazer



218 B West Madison St • Baltimore, MD 21201 • Phone: 315-373-6390
E-Mail: Meghan.hazer@gmail.com Web: <https://www.linkedin.com/in/meghan-hazer-98ab3b26>

Date: December 13, 2017

Professor Kathy Dixon
Professor Ralph Belton
c/o Dr. Dwane Jones
University of the District of Columbia
4200 Connecticut Ave. NW
Washington, DC 20008

Dear Professors Dixon and Belton:

My name is Meghan Hazer and I am writing in support of the University of the District of Columbia's proposed Doctoral program in Urban Leadership & Entrepreneurship. This program as described would provide a unique opportunity for students interested in improving the lives of people within cities and also the impacts of urban systems externally on regional and global environments.

I have a Masters of Science from the State University of New York (SUNY) College of Environmental Science and Forestry and a Masters of Public Health from SUNY Upstate Medical University, with a Bachelors of Landscape Architecture and several years of experience in public and private land planning and development. The inclusion of an applied leadership oriented curriculum within a Doctoral level academic program would be very valuable, especially for working professionals like myself looking to advance their careers in a way that bridges robust academics with the applied skills necessary to move the world forward.

I support this program and have expressed strong interest in becoming a student in the program if it is passed.

Please add me to the list for program updates and notify me when the application period for acceptance has opened.

Sincerely,

Meghan Hazer, MSLA, MPH
Research Associate, University of Virginia - Green Health Partnership

December 12, 2017

Professor Kathy Dixon
Professor Ralph Belton
c/o Dr. Dwane Jones
University of the District of Columbia
4200 Connecticut Ave. NW
Washington, DC 20008

Dear Professors Dixon and Belton:

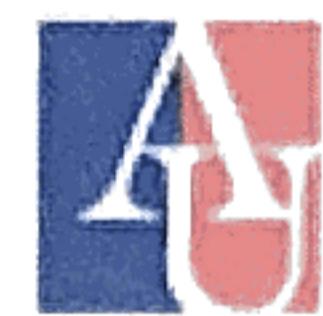
My name is NNEKA VERONICA UGWU. I am writing in support of the University of the District of Columbia's proposed Doctoral program in Urban Leadership & Entrepreneurship. I have a degree in Master's degree in International Law and Diplomacy from the University of Lagos, Nigeria. I support this program and have expressed strong interest in becoming a student in the program if it is passed.

Please add me to the list for program updates and notify me when the application period for acceptance has opened.

Sincerely,

NNEKA VERONICA UGWU

Nneka Ugwu



AMERICAN UNIVERSITY
W A S H I N G T O N , D C

December 12, 2017

Professor Kathy Dixon
Professor Ralph Belton
c/o Dr. Dwane Jones
University of the District of Columbia
4200 Connecticut Ave. NW
Washington, DC 20008

Dear Professors Dixon and Belton:

My name is Natalie Jamison and I am writing in support of the University of the District of Columbia's proposed Doctoral program in Urban Leadership & Entrepreneurship. I have a Bachelors of Arts degree in Environmental Studies (expected 2018) from American University. I support this program and have expressed strong interest in becoming a student in the program if it is passed.

Please add me to the list for program updates and notify me when the application period for acceptance has opened.

Sincerely,
Natalie Jamison

A handwritten signature in black ink, appearing to read "Natalie Jamison".

DIANA DAKIK

December 7, 2017

Professor Kathy Dixon
Professor Ralph Belton
c/o Dr. Dwane Jones
University of the District of Columbia
4200 Connecticut Ave. NW
Washington, DC 20008

Dear Professors Dixon and Belton:

My name is Diana Dakik and I am writing in support of the University of the District of Columbia's proposed Doctoral program in Urban Sustainability + Resilience and Government Leadership.

I am a graduate of Vermont Law School where I have obtained a Masters of Environmental Law and Policy focusing in Energy Regulation and Climate Change Law. I hold an interdisciplinary Bachelors of Arts in Environmental Studies and Economics from the University of California, Santa Cruz. I have lectured, as an Adjunct Professor, at the University of District of Columbia, CAUSES related to environmental sustainability and ethics. Previously, I have consulted for the World Bank Group and have worked with government agencies to establish progressive energy efficiency and environmental programs. Currently, I work for a TransitScreen as a policy advisor advocating transportation demand management, Smart City technology and sustainable development. Enclosed is my resume and short bio.

I support this program and have expressed strong interest in becoming a student in the program if it is passed.

Please add me to the list for program updates and notify me when the application period for acceptance has opened.

Sincerely,

Diana S. Dakik

Diana Dakik

DIANA DAKIK

Background and Qualifications

Diana Dakik has a strong background in managing energy efficiency and environmental programs for government, utility and private agencies. She is very passionate about addressing climate change through influencing healthy and sustainable communities for a more resilient future.

- She was involved with encouraging green building market transformation and energy efficiency throughout California. Her work has resulted in developing educational curriculum regarding sustainable buildings, energy efficiency and informing realtors and home buyers about purchasing and selling green homes.
- She managed energy efficiency workforce development and retrofit programs for the Southern California Regional Energy Network and Energy Upgrade California; resulting in training and supporting 4,500 building industry professionals.
- Diana assisted over 250 businesses to meet and exceed environmental performance. She has worked with 18 different business sectors (including hospitals, manufacturing companies, wineries, machineries and auto industry) to prevent pollution and operate more sustainably. She also provided technical assistance and training programs regarding recycling, waste management and resource conservation.

Diana is a graduate of Vermont Law School where she obtained a Masters of Environmental Law and Policy focusing in Energy Regulation and Climate Change Law. She holds an interdisciplinary Bachelors of Arts in Environmental Studies and Economics. Additionally, she applies design thinking and entrepreneurial approaches to address challenging environmental issues. She is a dynamic thinker with a diplomatic personality and legal training to negotiate through complex environmental agreements. With her educational background and work experience, Diana is an engaging lecturer and facilitator; she can convey environmental concepts and curriculum to diverse audiences.

Contact her for collaborative opportunities as well as technical writing related to energy efficiency, water conservation, green building, net zero building, environmental law and policy, renewable energy, green businesses, sustainable communities and climate adaptation.

DIANA DAKIK

Education and Certification

Masters of Environmental Law and Policy, 2015

Focus: Climate Change Law and Energy Regulation

Vermont Law School

Bachelors of Arts in Environmental Studies and Economics, 2008

Focus: Urban Planning and Development

University of California, Santa Cruz

Professional Experience

December 2017 – Policy Advisor, TransitScreen, Washington, DC

Policy Advisor engaging with federal, state, regional and government agencies to support cities and transportation demand agencies nation wide to adopt policies related to public transportation, smart city technology and city planning.

August – December 2017 Lecturer and Consultant, University of the District of Columbia, Washington, DC

Center of Architectural Innovation & Building Science

I provide strategic development, planning, technical support and educational trainings for the Center of Architectural Innovation and Building Science and the Center of Sustainable Development and Resilience at the University of the District of Columbia's College of Agriculture, Urban Sustainability, and Environmental Sciences.

I am also an adjunct professor teaching a Bachelors course in Environmental Sustainability. Additionally, I teach workforce extension programs in Lead Abatement.

2016- June 2017 Consultant, World Bank Group, Washington, DC

Efficient Sustainable Buildings Program: ESMAP

I am a technical writer providing research and integration of gender and behavior change considerations within energy efficient buildings and residential homes. I have drafted global knowledge-documentation and case studies related to energy efficiency, behavior change and gender inclusion.

2011-2015 Senior Project Manager, Build It Green, Los Angeles, CA

Southern California Regional Energy Network

Supervised workforce development programs for Los Angeles County's Energy Upgrade California, a \$60 million funded energy efficiency retrofit-rebate program designed for green building market transformation; Work resulted in training 4,500 green building professionals, realtors, and contractors to retrofit and sell 60,000 energy efficient homes and multifamily units.

Managed \$15 million multifamily energy efficiency program contracts for the Southern California Regional Energy Network. Drafted climate adaptation plans for cities throughout California; Advised severe drought and wildfire preparation.

DIANA DAKIK

2008- 2010 Environmental Programs Manager, Environmental Innovations, Santa Cruz, CA

Monterey Bay Area Green Business Program

Managed over 250 companies to exceed environmental regulatory requirements and achieve green certification by the Monterey Bay Area Green Business Program. Diverse experience consulting a wide range of sectors; including machine shops, manufacturing companies, food industries, hospitals, vehicle service facilities, wineries and dentistries. Involved with development of the Green Business Program to become a California statewide program in 2010.

2009 - 2010 Source Control Inspector, City of Scotts Valley, CA

Waste Water and Environmental Programs

Presented pollution prevention opportunities and advocated sustainable behavioral changes for businesses, residents, and the general-public. Designed educational materials to promote public health.

2008-2009 Recycling Coordinator, City of Monterey, CA

Plans and Public Works

Promoted recycling programs, outreach and education for Monterey Solid Waste and Recycling Division. Aided Monterey Solid Waste Manager to draft polystyrene ordinance ban for City of Monterey restaurants.

2007 - 2008 Land use Planning Assistant, City of Santa Cruz, CA

Department of Planning and Community Development

Organized marketing and public adoption for the first California Green Building Program. Wrote the first Informational Green Building Catalog for the City of Santa Cruz.

Volunteer Work

2017 United States Green Building Council – National Capital Region: Chaired on event planning committee for a gala recognizing awards of excellence in the DC LEED and Sustainability community. Mentor to DC International School to operate more sustainably.

2016 (June –Oct) Potomac Riverkeeper Network, Washington D.C.: Provided research, reporting and environmental legal assistance to protect water quality. Working to ensure that facilities are in compliance with permitted pollution limits and that regulatory agencies enforce responsible discharge limits.

2014-2015 Wildlife Waystation: Established connection with Whole Foods to source food donations to feed 600 wildlife animals.

2008-2010 Kuumbwa Jazz Center: Apprentice to the Chef at a non-profit jazz concert and education center.

Christine Eidman
3714 Madison Ln
Falls Church, VA 22041
(571) 334-5932
caeidman@gmail.com

12/14/2017

Professor Kathy Dixon
Professor Ralph Belton
c/o Dr. Dwane Jones
University of the District of Columbia
4200 Connecticut Ave. NW
Washington, DC 20008

Dear Professors Dixon and Belton:

My name is Christine Eidman and I am writing in support of the University of the District of Columbia's proposed Doctoral program in Urban Leadership & Entrepreneurship. I have a bachelor's degree in Engineering Science from the University of Virginia. I support this program and have expressed strong interest in becoming a student in the program if it is passed.

Please add me to the list for program updates and notify me when the application period for acceptance has opened.

Sincerely,



Christine A. Eidman

Department of Architecture & Urban Sustainability

CAUSES Curriculum Committee

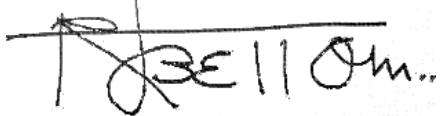
Minutes

The CAUSES College Curriculum Committee met on Tuesday, November 21, 2017, to discuss the proposal for a PhD Program in Urban Leadership and Entrepreneurship. All committee members were present except for Kathy Dixon. Dr. Dwane Jones was in attendance to respond to any questions the committee might have about the proposed program and its relationship with partnering institutions. After the formal presentation, Dr. Jones left the room to allow the committee to deliberate and to vote. After several minutes of discussion, the committee decided to request additional information including syllabi, teaching faculty profiles, and details about who would administer the program. The committee also had discussions about the role of the committee in reviewing graduate programs. The Chair decided to postpone the vote until requested information about the proposal was addressed and documentation had been provided regarding the committee's roles and responsibilities.

In early January, Professor Belton sent out a doodle poll to determine faculty availability to discuss the proposal and committee responsibilities. A call was scheduled for January 11, 2018, and a ballot was sent to all committee members to ensure the committee to ensure proper documentation of the vote was obtained. On January 11, 2018, via conference call, the Chair clarified for the committee its roles and responsibilities with respect to the review of new programs in the college. He confirmed that this committee is responsible for the review of all undergraduate and graduate academic program proposals.

The meeting agenda then turned to the program proposal (which had been distributed by the Chair prior to the meeting, including requested additional program documentation). The Chair requested a verbal vote. Professor Ralph Belton, Professor Kathy Dixon, and Professor Bessie Stockard voted in the affirmative to support the proposal and to move it forward. Dr. Anne Marie Jean Baptiste and Dr. B. Michelle Harris abstained. Based on three in favor of and two abstaining, the motion carried to move the proposal forward. Documentation was obtained to confirm the vote.

Signed,

A handwritten signature in black ink, appearing to read "Ralph Belton".

Professor Ralph Belton

CAUSES College Curriculum Committee Chair

Members:

Ralph Belton, Associate Professor, Committee Chair

Kathy Dixon, Assistant Professor

Ann-Marie Jean Baptiste, PhD, Assistant Professor

B. Michelle Harris, PhD, Associate Professor

Bessie Stockard, Associate Professor

College Curriculum Committee

1/8/2018

Indicate your support for the proposed PhD Urban Leadership + Entrepreneurship program

1. Are you in favor of supporting the proposed PhD in Urban Leadership + Entrepreneurship Program as written?



Yes, I support the proposed program.



No, I do not support the proposed program.



Maybe, with revisions.

BastokRan

1-9-18

College Curriculum Committee

1/8/2018

Indicate your support for the proposed PhD Urban Leadership + Entrepreneurship program

1. Are you in favor of supporting the proposed PhD in Urban Leadership + Entrepreneurship Program as written?

Yes, I support the proposed program.

No, I do not support the proposed program.

Maybe, with revisions.



Handwritten signature in blue ink, appearing to read "Kelley Donisthorpe". To the right of the signature is the date "1/8/18".

College Curriculum Committee

1/8/2018

Indicate your support for the proposed PhD Urban Leadership + Entrepreneurship program

1. Are you in favor of supporting the proposed PhD in Urban Leadership + Entrepreneurship Program as written?



Yes, I support the proposed program.



No, I do not support the proposed program.



Maybe, with revisions.

~~PBEI Am
8 Jan 2019~~

6 March 2018

MEETING MINUTES

Meeting: Graduate Council Meeting
Location: 42-212M
Date: 6 March 2018
Attendees: Reference sign-in sheet
Guests: Reference sign-in sheet

ITEMS DISCUSSED:

1. The meeting was called to order at 2:10 pm
 - a. It was noted that there were 14 people present (two of whom are not eligible to vote), and a majority of those present were faculty. It was confirmed that there was a quorum.
2. New Proposals –
 - a. PhD Program in Urban Leadership and Entrepreneurship-
 - i. Dr. Kliman presented the proposal for the program, and the clarifications made to the proposal based on feedback from the last meeting.
 - ii. Dr. Behera expressed concern about the total number of credits, and explained how the PhD program in engineering is configured. He recommended that we increase the credits for the dissertation/research component.
 - iii. Dr. Behera requested that the cover page is clear that there are two degrees.
 - iv. Dr. Lyons expressed concern about the entrepreneurship/leadership aspect – particularly at the master level – and the fact that this program is not in the business school. The issue is that there are accredited degrees in business and public administration. This degree would not be accredited. Several others noted that as long as it is clear that this degree is not accredited in marketing materials, etc., there should not be a problem. The details of the program make it clear that this program does not lead to an accredited degree, and that there are many career options.
 - v. A few members present were concerned that the Dean's Council has not approved this proposal and there is an impact on University resources. A lengthy discussion about the process ensued.
 - vi. There was discussion about the duplication of the master's level degree. After a lengthy discussion, a suggestion was made that we remove the master's degree from the proposal.
 - vii. Dr. Behera moved to approve the proposal for the new degree program for the PhD in Urban Leadership and Entrepreneurship with 72 hours (dissertation increased) and the minimum requirement for entry being a master's degree. Second by Prof. Belton. It was noted that these corrections will be made prior to forwarding of the proposal to the Faculty Senate. Motion Carried.
 1. Approved – 10
 2. Against - 1
 3. Abstain - 1

3. Announcements –

- a. Akua announced the Graduate School Fair. Every program needs to be represented. Application fee will be waived as long as all documents have been submitted. She requested that program directors help publicize this fair to interested students.

4. Next Meeting –

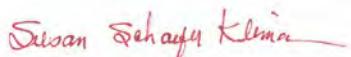
- a. The next meeting is scheduled for the 17th of April 2018

5. Meeting Adjournment –

- a. A motion was made to adjourn the meeting at 3:39 pm.

This report represents my understanding of the issues discussed during this meeting. If any corrections or additions are required, please notify me immediately.

Submitted by:



Susan Schaefer Kliman, PhD

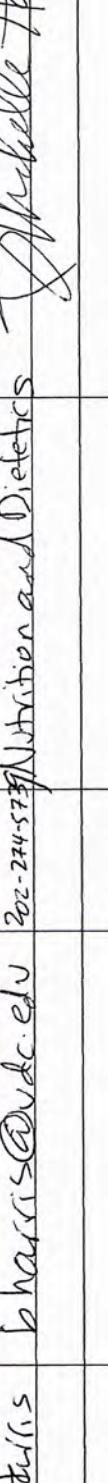
Name	Email	Program	Signature
Wagdy Mahmoud (chair)*	wmahmoud@udc.edu	274-5239 Electrical Engineering	<i>Wagdy Mahmoud</i>
Heather Bruce*	heather.bruce@udc.edu	274-6984 Adult Education	<i>Heather Bruce</i>
Susan Schaefer Kliman*	Susan.kliman@udc.edu	274-5774 Architecture	<i>Susan Schaefer Kliman</i>
Cherie Ann Turpin*	ctrurpin@udc.edu	274-5625 ASPPC Business Administration	<i>Cherie Ann Turpin</i>
Malva Reid*	mreid@udc.edu	274-7037 Business Administration	<i>Malva Reid</i>
Carolyn Cousin*	ccousin@udc.edu	274-5874 Cancer Biology/Biology	<i>Carolyn Cousin</i>
Pawan Tyagi*	ptyagi@udc.edu	274-6601 Civil/Mechanical Engineering	<i>Pawan Tyagi</i>
Pradeep Behera*	pbehera@udc.edu	274-6186 Computer Science Civil Eng	<i>Pradeep Behera</i>
Philicia Jefferson*	Philicia.jefferson@udc.edu	274-5439 Counseling and Rehab	
Anika Burtin*	anika.burtin@udc.edu	274-6172 Early Childhood Education	
Akua Jordan	asewer@udc.edu	274-7075 Enrollment Management	<i>Akua Jordan</i>
Cotina Lane*	cplane@udc.edu	274-7462 Homeland Security	<i>Cotina Lane</i>
Allison Miner	Allison.miner@udc.edu	274-5721 Nutrition and Dietetics	<i>Allison Miner</i>
Matthew Richardson	Matthew.richardson@udc.edu	274-5974 PSM – Urban Agriculture	<i>Matthew Richardson</i>
Dwane Jones	Dwane.jones@udc.edu	274-7182 PSM – Urban Sustainability	<i>Dwane Jones</i>
Tolessa Dekissa	tdeksissa@udc.edu	274-5273 PSM – Water Resources	
Deborah Lyons*	dlyons@udc.edu	274-7043 Public Administration	<i>Deborah Lyons</i>
Rapheal Gasaway	Rapheal.gasaway@udc.edu	274-6069 Registrar	<i>Rapheal Gasaway</i>
Wanda Colston*	wcolston@udc.edu	274-6161 Speech-Language Pathology	<i>Wanda Colston</i>
Jillian Wendt*	jillian.wendt@udc.edu	274-5333 Center for Urban Education	<i>Jillian Wendt</i>
Ralph Belton*	rbelton@udc.edu	274-5243 Urban Leadership/Entrepr.**	<i>Ralph Belton</i>
		CSIT	

* Faculty appointment
** proposed new program

DR. Kalunga or Ms. Myiesha Carter

B. Michelle Harris
2/27/2018
B. Michelle Harris
2/27/2018
R. Gasaway
2/27/2018
R. Gasaway
2/27/2018
Registrar

GUEST SIGN-IN SHEET

Name	Email	Program	Signature
B. Michelle Harris	b.harris@udc.edu	202-224-5733 Nutrition and Dietetics	



University of the District of Columbia
Learning Resources Division
4200 Connecticut Avenue, N.W.
Building 41, Rm.106
Washington, DC 20008

3/7/18

To: Dr. Kliman & Dr. Jones

Re: Letter of Support for PhD Program in
Urban Leadership and Entrepreneurship

As Director of the Center for the Advancement of Learning (CAL), and member of the committee for the PhD Program in Urban Leadership and Entrepreneurship, I am providing this Letter of Support. The mission of the Center for the Advancement of Learning is to promote effective and innovative instruction and course design across all colleges and campuses. CAL supports the advancement of evidence-based teaching practices that promote learning and the professional development of all members of UDC's teaching community. As such, inclusion and technology integration serve as the basis of CAL's operations. CAL partners with faculty, staff, graduate students, postdoctoral scholars, and administrators to develop and sustain a university culture that values and rewards teaching, respects and supports individual differences among learners, and creates learning environments in which diverse learners and instructors can excel. Thus, we support this program and will ensure that the courses offered meet the quality assurance metrics to be offered online. A vast majority of the courses and faculty have already been certified through our Online Teaching Certification and the Quality Matters course peer-review process. As it is our function, we will work with the leadership of this program to ensure it meets the prescribed quality metrics for this institution.

Sincerely,

Dr. Morris Thomas

From: Shetty, Devdas <devdas.shetty@udc.edu>
Sent: Tuesday, April 17, 2018 1:57 PM
Subject: RE: Claiming the Urban Space
To: Moore, Carl <carl.moore@udc.edu>

Dear Carl,

We have no problems in supporting the PhD program in Urban Leadership and Entrepreneurship proposed by CAUSES.
We wish its success.

Regards,
D. Shetty
Dean, SEAS

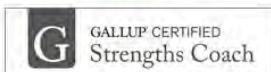
From: ; Sepehri, Mohamad <mohamad.sepehri@udc.edu>
Cc: O'Hara, Sabine U. <sabine.ohara@udc.edu>
Subject: Re: Claiming the Urban Space

Hi All,

Following up on this email. Might you be able to send your support of the program in writing as a response to this email? CAUSES needs it for the Senate approval process.

In peace,

Carl S. Moore, Ph.D.
Assistant Chief Academic Officer
University of the District of Columbia
4200 CT Avenue, NW
Washington, DC 20008
202-274-5072
Fax: 202-274-5305
Carl.Moore@udc.edu



Achiever + Strategic + Positivity + Futuristic + Relator

From: Mason, Ronald
Sent: Friday, April 6, 2018 3:53:05 PM
To: Shetty, Devdas; Shetty, Devdas; Sepehri, Mohamad; Massey, April
Cc: Moore, Carl; O'Hara, Sabine U.
Subject: Claiming the Urban Space

Hi. It would be good to hear from you about the PhD in Urban Leadership and Entrepreneurship by Monday. If you agree that it should move forward please let me know. If you have questions please ask. Thank you.
Mason

**UNIVERSITY OF THE
DISTRICT OF COLUMBIA**
DAVID A. CLARKE SCHOOL OF LAW

Katherine S. Broderick, Dean and Joseph L. Rauh, Jr. Chair of Social Justice

April 28, 2018

Dear Dr. Mahmoud,

This letter is to indicate my strong support for the proposed PhD program in Urban Sustainability Leadership and its placement in the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES). I am writing to you as the Chair of the Graduate Studies Council of the University of the District of Columbia and at the request of Dr. Arlene King-Berry, Chair of the UDC Faculty Senate.

The proposed PhD program is a valuable addition to the academic programs of the University. It communicates added academic credibility as the second PhD program following the recent approval of a new PhD program in the School of Engineering and Applied Sciences. The UDC School of Law is especially interested in the addition of the new PhD in Urban Sustainability Leadership since it offers significant synergies and opportunities for collaboration. The School of Law has long had a focus on addressing disparities in the urban context of Washington DC. The new PhD program provides a complementary focus in addressing disparities through applied research.

CAUSES is an especially fitting College to house the new PhD program because of the applied research focus of the land-grant programs in CAUSES. A PhD program requires research support and mentoring. CAUSES can offer this support through the research funding it receives from the USDA NIFA appropriation and by drawing on the extensive expertise of its land-grant specialists.

The topical area of Urban Sustainability Leadership is consistent with the work of CAUSES and its focus on urban sustainability and resilience. CAUSES has already provided research funding to UDC faculty members from across the University. It will be able to expand this kind of support even further as PhD students and their faculty mentors contribute to applied research in Urban Sustainability Leadership.

The University's unique status as the only exclusively urban land-grant university in the United States makes the addition of a new PhD program in Urban Sustainability a mission consistent opportunity, and its placement in the University's land-grant college a logical and mission consistent administrative representation of the unique urban land-grant mission of the University. I therefore wholeheartedly support the adoption of the proposed PhD program in Urban Sustainability Leadership and its placement in CAUSES.

Practice Law. Promote Justice. Change Lives.

Dr. Wagdy Mahmoud
April 28, 2018
Page 2

Please feel free to contact me should you have any questions.

Sincerely,



Shelley Broderick

Cc: Dwane Jones
Susan Kilman

The Ph.D. program in Urban Leadership & Entrepreneurship will enhance the academic profile of the UDC. It will enrich the intellectual milieu and will strengthen the University's status among peer institutions. The current academic world and accreditation bodies encourage and support the interdisciplinary collaborations and programs. It will foster interaction and teamwork among various academic disciplines and will cultivate the relationship and cooperation among the faculty and students, among various schools and colleges within the University.

The Ph.D. program would have a positive impact on the other programs and courses offered across the university. Yet, there must be safeguards against duplications and redundancies that could hamper the spirit of the teamwork and cooperation. A Ph.D. program requires highly qualified and dedicated full-time faculty to engage in credible and meaningful scholarly research and publications. As such, the program must ensure to secure adequate full-time faculty with terminal academic degrees from accredited and reputable universities. The accreditation bodies such as the Middle States, will expect more academic rigor and higher faculty qualifications from a Ph.D. granting institution.

The Ph.D. proposal has continued to evolve and develop through reviews, feedbacks, revisions, and direct talks among various schools and groups. I believe the Ph.D. program in Urban Leadership & Entrepreneurship will help UDC to become a true institution of higher learning in Washington, DC.

Respectfully,

Mo Sepehri, Dean
SBPA

April 27, 2018

Dear Dr. Mahmoud,

I am writing to you as the Chair of the Graduate Studies Council of the University of the District of Columbia and at the request of our honorable Senate Chair, Dr. Arlene King-Berry, to express my strong support for the proposed PhD program in Urban Sustainability Leadership and its placement in the College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES).

While CAUSES is the Land-grant College of the University of the District of Columbia, the land-grant designation of UDC as an 1862 Land-grant institution is a university wide designation. CAUSES, therefore, represents not only the academic program in its college, but the University as a whole in its land-grant related research and community outreach activities. Similarly, the proposed PhD program draws on academic programs from across the university and represents a commitment to urban sustainability and PhD level research of the entire university. CAUSES is closely familiar with this dual role of representing a particular academic program and the university as a whole. The program is therefore well-placed in CAUSES.

One of the challenging aspects of a PhD program is to find sustained support for the extensive thesis work that is a part of every PhD program. This requires research and mentoring supported separately from the support needed for the course work of a PhD program. The topical area of Urban Sustainability Leadership lends itself for support through our USDA research funds in several permissible areas including Urban Sustainability, Climate Change Mitigation, Alternative Energy, Green Infrastructure, Water Management, Urban Food Security, and Urban Food Systems. The University would benefit from having PhD students support our land-grant research in these areas thus being able to submit a more extensive body of research outcomes to the USDA NIFA.

Since the research funding that the University receives through the USDA NIFA Agricultural Experiment Station program (AES) is an appropriation received by virtue of the university being listed as an 1862 land-grant institution in the Farm Bill, this funding is available on an ongoing basis. CAUSES has a track-record of providing some of this funding as research support to faculty members from other UDC Colleges through its annual research seed grant program. This program uses USDA NIFA AES funding to solicit, select, and fund research proposals that are consistent with permissible USDA NIFA research initiatives, including the ones listed above. Over the years, faculty members from SEAS, SBPA, and CAS have received research seed grants through this funding stream.

Given our unique status as the only exclusively urban land-grant university in the United States, CAUSES has assumed a national leadership role in urban sustainability and urban agriculture. In the process, we have been refocusing the academic program in CAUSES to align with the urban context within which the University of the District of Columbia is located. We have added an undergraduate degree in Urban Sustainability, a PSM program in Urban Sustainability, and a PSM program in Urban Agriculture. We embrace the urban context of the university in our course work, in our community outreach work, and in our research activities that seek to engage the sciences, the social sciences, and the professions in ameliorating disparities and improving quality of life and economic opportunities for urban populations.

On a more practical level, I had the privilege of serving as the Director of Graduate Studies in Economic at Rensselaer Polytechnic Institute in Troy, NY from 1996 to 1999. In this capacity I was part of a three-

member faculty team that designed, implemented and received accreditation for the first PhD program in Ecological Economics in the United States. Like UDC, RPI too is accredited by the Middle States Commission on Higher Education. I have been Chair and Thesis advisor for three PhD Committees and have served as advisor and reviewer on more than ten. Currently I serve on a PhD committee at Erasmus University in Rotterdam, Holland, and at Humboldt University in Berlin, Germany in addition to mentoring UDC students in their undergraduate and graduate research projects.

It is for reasons of these synergies that we have invested time, effort and expertise in developing the proposed PhD program in Urban Sustainability Leadership. I trust that you will appreciate the benefits that stem from these synergies to benefit the University of the District of Columbia and its academic reputation.

Should you have any questions, please feel free to contact me by email at sabine.ohara@udc.edu or by phone at 202-274-7011 or 202-368-9504.

Best wishes for you and your work.

Sincerely,



Sabine O'Hara
Dean of CAUSES and Land-grant Programs.

BEGIN Massey's Comments

Hey President Mason,

We had time to participate and some faculty did for a period. But feelings of "dis-invitation" were perceived early in the degree's development process when the identified content leads and academic homes for program concentrations were identified. CAS faculty (Martin, Burtin, Petty, Huron) expressed those very concerns, as did I to Dwane in August 2017 as noted below.

CAS was strongly encouraged to participate in the processes. Emails were sent to the Dean of CAS requesting appointments or recommendations for proposal development. Unfortunately, requests for participation from CAS was limited because those who were recommended and reached out stated that they had a full schedule and were unable to assume additional responses. One member recommended by the Dean of CAS was Dr. Rachel Petty, who was instrumental in developing the concentrations and proposal, but later retired when approximately 80% of the proposal had been developed.

Also, I wasn't invited to support the proposal's development beyond recommending faculty participants. I've only received access to program proposals because I've asked; other deans were approached about their interests and inclusion. When the faculty above expressed their concerns and growing disinterest, the other faculty members that I recommended were never approached, and I wasn't re-engaged to recommend others.

The proposal was developed by faculty and staff as recommended from the Dean of each College or School represented at UDC. We apologize if it was perceived that someone was dis-invited or not invited to be a part of the process. In reality, this was not the case. The time of the Deans is valuable. To respect this time, the intricate details of new program proposals are usually developed by faculty and staff and reviewed by Deans and other administrators. It was intended that the Deans made recommendations of members they trusted to engage and inform them of program processes and content.

My other concerns aren't CAS specific. And I did express early concern about the lack of depth and detail in the program's description and design, curriculum, syllabi, enrollment targets, purpose, and success metrics.

As far as the committee can tell, the proposal meets and/or exceeds the standards of other proposals developed and it meets the standards set forth by Middle States. We used the newly developed UDC template that was shared during the faculty development workshops in January. Some details (like exact dates and times of courses) are TBD. Learning outcomes, course descriptions, credit hours, and all academic requirements for accreditation as set by Middle States have been expressly addressed in the proposal. We commend you on your desire to ensure all of our academic programs meet these standards and this level of quality.

-This is a social science degree yet the College of Arts and Sciences has no major role in the development or delivery of this program. Every concentration (a -- g) should be rooted in CAS. I'm puzzled that the concentrations in Urban Government, Data Analytics, Urban Leadership, Urban NGOs, and Urban Health/Behavioral Sciences aren't connected to CAS at all. We have clearly defined expertise in those areas. CAS has a newly developed higher Ed leadership curriculum, wouldn't that be worth considering?

While there are social science aspects of the degree, there is also a hard science component. The program relies on a deep understanding of the interdisciplinary nature of our current and future urban problems. Both the physical and social perspectives are critical. CAUSES has extensive experience in delivering interdisciplinary graduate programs successfully. CAUSES faculty and leadership further have the expertise in the physical infrastructure, and the political/entrepreneurial arena in which many urban planning decisions are made. As the concentrations of this PhD program are implemented, it would be great to have the participation of the CAS faculty who have the expertise necessary for the courses that are part of the program – as well as any electives. As stated, this program is interdisciplinary. The program is only strengthened by a wealth of perspectives among

the faculty. The proposal was not written to be exclusive, drawing only from those faculty listed initially. We would welcome the participation and expertise of the faculty from CAS if they are available.

-There are flaws in the under developed assessment section.

This program, along with every other program at UDC, will adhere to the requirements of "The Firebirds Guide to Assessment at UDC". The proposal further identifies specific direct and indirect measures at the Course, Program, and Institutional levels. The program leadership and Advisory Board strongly agree that employer/industry surveys will be critical to assessing this program – and informing any necessary modifications. Although the proposal does specifically identify a timeframe for assessment measures, that information is contained in the Firebirds Guide.

-The Student Experience and Program Design components are also underdeveloped.

This program is intended to be flexible so that it meets the individual needs of the student. Concentration options and elective courses will likely result in a different experience for each student. With that in mind, the proposal section of pertaining to the student experience is fairly detailed. There is an explanation of the overall program structure and typical configuration if a student proceeds straight through the program. The general program content/focus for each year is identified. The proposal also includes explanations of the low-residency blended/hybrid model, and identifies each of the four components for course delivery.

-27 dissertation credits?

The number of dissertation credit hours was increased at the last Graduate Council meeting when the program was approved. There was concern about the total program credits, and in lieu of adding coursework it was agreed to increase the research component. The intent of this degree is that it is very much research/problem based, rooted in real-world problems. With this in mind, having the addition credits in the dissertation component makes sense. This number is not much more than the typical science and/or engineering PhD.

-Some courses have underdeveloped descriptions and fail to show fit course to course to program completion. What separates these courses from our graduate and undergraduate courses in the same or similar areas?

The program draws from many existing courses. The courses themselves are not separated. Rather, it is the combination of courses which, in total, provides the necessary preparation for the awarded degree.

-Identified teaching faculty aren't tied to courses? No representation from math, organizational psychology, health/allied health, NGOs?

Until each of the program concentrations is implemented it is not possible to tie specific faculty to courses. As with every program on campus, instructors for each course are subject to change. The courses in the core curriculum and initial concentrations do not require a faculty member from math. CAUSES currently teaches the research methods and statistics courses that are included in the proposed degree. The organization psychology and health/allied health courses may well be taught by Fielding faculty, as this is their strength. Using Fielding faculty would eliminate any undue burden on the over-taxed CAS faculty.

-The competencies outlined are equivalent to undergraduate SLOs and many read like our IGED SLOs. Fit of SLOs and competencies needs better definition.

As an interdisciplinary degree, it is expected that many of the SLO's are similar to the IGED program. The qualities that the IGED courses are trying to foster are those that are required for the next generation of leaders. At the PhD level, however, there is an expectation that these outcomes would occur at a much more advanced level.

-What's the design of the residency? What is the intended to achieve?

The residency requirement is described in the Student Experience section of the proposal. This program is configured as those offered by Fielding Graduate University. For over 40 years, Fielding has operated successfully with this model. By having all students come together a couple of times a year, there is a defined cohort who can move through the program together. These two-week residencies provide opportunities to make connections with faculty, and also to defend dissertations in a personal setting. The defined cohorts and personal interaction help with student success and retention.

-Recruitment targets? What will the degree allow graduates to do?

Recruitment targets are identified in the proposal on page 6

-With an emphasis on working professionals, why a full-time program? And a push for a greater numbers of full-time admits?

CAUSES has multiple programs – undergraduate and graduate – that are full time and designed for working professionals. The goal is to provide a mechanism where students can complete the program quickly if they choose. For those who want to stretch the program to accommodate their schedules, we will work with them to achieve their goals.

-Why no emphasis on K12 prospects?

??? Not sure what this question is about. The program is intended to be a doctoral level program aimed at early-mid career level individuals who want to be leaders in the effort to solve the urban problems of today and the future. The program would not be recruiting k12 graduates or placing the doctoral graduates in k12 jobs.

-The program description is really scant.

Not sure what additional detail is desired. We've been told this is one of the most detailed program proposals that has ever been submitted.

-I can't endorse this as it stands. It's terribly underdeveloped and I can't agree with its placement in CAUSES.

If you have questions of me, please let me know.

April

END Dean Massey's Comments

PhD Urban Leadership and Entrepreneurship – Proposal Timeline

17 May '18	<ul style="list-style-type: none"> Program leadership meets with President Mason to discuss options and next steps <ul style="list-style-type: none"> There are no Faculty Senate meetings between May and September There is a strong desire to launch the program in the Spring 2019 semester At the present time there are over 20 individuals who wish to enroll in the program
11 May '18	<ul style="list-style-type: none"> Dr. King-Berry re-sends her email from previous evening
10 May '18	<ul style="list-style-type: none"> Belton sends Dr. King-Berry a memo requesting special meeting, as he had received no response to email King-Berry responds with an email that program leadership needs to confer with Chair of Graduate Council for next steps and that next Senate meeting will be in the fall.
8 May '18	<ul style="list-style-type: none"> Proposal update presented at Faculty Senate by Chair of Graduate Council Dr. Kliman sees Dr. Mahmoud shortly after meeting ended, and learned that program leadership had missed the meeting. Prof. Belton immediately follows up with an email to Dr. King-Berry requesting a special meeting of the Senate, citing the incorrect notice on the Website.
7 May '18	<ul style="list-style-type: none"> Request by Dr. Mahmoud to Dr. King-Berry to put item on agenda – request is accompanied by letters/emails from Deans expressing support and/or comments about proposed program. Dr. King-Berry replies with a query about CAS and the position of the Graduate Council. Kliman replies with a copy of the program leadership response to the concerns by Dean Massey. Receives no acknowledgement or confirmation that whether this info is adequate to allow proposal to be presented to Senate.
1 May '18	<ul style="list-style-type: none"> Kliman sends all Dean letters and messages to Dr. Mahmoud and asks that he forward to Dr. King-Berry with a request to be put on the agenda for the 9 May Faculty Senate Meeting.
11-25 April '18	<ul style="list-style-type: none"> Program leadership prepares response to Dean Massey concerns. Assembles letters of support from other Deans.
10 April '18	<ul style="list-style-type: none"> Prof. Belton advised by Dr. King-Berry - as he is attempting to set up his presentation - that he would not be allowed to present proposed program to the Senate because she did not have comments from all Deans in writing. King-Berry advises Belton that all comments need to be sent to her directly from Dr. Mahmoud
10 April '18	<ul style="list-style-type: none"> President forwards program leadership a message from Dean Massey. Group prepares a response to her concerns so that these issues may be addressed at the Faculty Senate meeting.
3 April '18	<ul style="list-style-type: none"> CAUSES Curriculum Committee meets and re-affirms support of the PhD Program Proposal as modified by the Graduate Council – (vote - 4 yes, 1 no)
27 March '18	<ul style="list-style-type: none"> Program Leadership presents to Dean's Council, with input from President Mason. Several Deans express verbal support. Dean Massey requests additional time to review and notes a few concerns President Mason notes support and agrees to circle back with Dean Massey
26 March '18	<ul style="list-style-type: none"> Prof. Belton requests that Dr. Mahmoud present proposed program as part of his report at the Faculty Senate. During the Graduate Council meeting. <ul style="list-style-type: none"> Concerns were expressed that the Deans had not discussed this proposal, and since it is interdisciplinary there was concern about ensuring Deans' approval prior to presentation & vote at Faculty Senate. Program leadership will secure support from Deans. Prof. Belton will present at April Senate meeting
6 March '18	<ul style="list-style-type: none"> Revised proposal is discussed at Graduate Council. Vote to approve and move forward to Faculty Senate, with Master's option completely removed. Motion passes (vote – 10 yes, 1 no, 1 abstain)
4-5 March '18	<ul style="list-style-type: none"> Initial Advisory Council meeting <ul style="list-style-type: none"> Program receives overwhelming support, with some recommendations for implementation strategies
23 Feb '18	<ul style="list-style-type: none"> Proposed program presented to Graduate Council. Concerns raised and revisions/additional information requested: <ul style="list-style-type: none"> Confusion about PhD and Masters options – it was clarified that program is intended as a PhD program with an option to receive an M.A. if the student is unable to complete dissertation. It was

	<p>noted that UDC cannot grant M.A. if the degree program doesn't exist.</p> <ul style="list-style-type: none"> ○ Concern about total credits. The PhD in engineering requires 72 credits ○ Questions about format and detail of syllabi <ul style="list-style-type: none"> • There was a question regarding whether a quorum was present. Program leaders agreed to provide additional information and present at a meeting in 2 weeks.
12 Feb '18	<ul style="list-style-type: none"> • Fielding representatives meet with Dean O'Hara and program leadership to finalize planning for institution-wide faculty presentations
11 Jan '18	<ul style="list-style-type: none"> • CAUSES Curriculum Committee meets via telecom. A vote is taken verbally and via Doodle Poll to support the proposal and advance to the Graduate Council. Passes (vote 3 yes, 2 no)
Jan '18	<ul style="list-style-type: none"> • Dr. Jones meets with full Fielding faculty in Santa Barbara at Winter Session
21 Nov '17	<ul style="list-style-type: none"> • CAUSES Curriculum Committee meets to discuss proposal. Has questions and requests additional information.
19 Sept '17	<ul style="list-style-type: none"> • Proposed program presented to Graduate Council. During the discussion, the committee made a few recommendations for minor modifications: <ul style="list-style-type: none"> ○ Increase dissertation research credits to 18 (total program credits = 60); place document into proper format prior to submittal to Faculty Senate; Recommend removing financial portions of the proposal but be prepared to discuss at Senate; ensure that each syllabus has competencies expressly stated; also noted that consideration should be given to offering an M.A. if a student is unable to complete dissertation • Vote to approve proposed program with above listed changes. Motion passes unanimously
Sept '17	<ul style="list-style-type: none"> • Presidential progress meeting in Washington
July-Sep '17	<ul style="list-style-type: none"> • Internal faculty committees formed at UDC and Fielding to refine curriculum and conduct reviews and governance/accreditation processes
June '17	<ul style="list-style-type: none"> • Planning Committee meets in New Orleans to solidify planning • President Eamon Kelly passes away – Tulane role reduced
Spring '17	<ul style="list-style-type: none"> • Advisory Council formed for proposed PhD program in Urban Leadership and Entrepreneurship
March '17	<ul style="list-style-type: none"> • First formal meeting of representatives from UDC, Fielding & Tulane; MOU signed between UDC and Fielding
November '16	<ul style="list-style-type: none"> • Production initial concept paper to create Urban Leadership and Entrepreneurship program involving UDC, FGU and Tulane (Payson Graduate Program in Global Development)
October '16	<ul style="list-style-type: none"> • President Mason, Leonard Haynes, Former President Eamon Kelly (Tulane), Bill Bertrand (Tulane) and Orlando Taylor meet to discuss feasibility of an urban leadership collaboration involving three institutions
September '16	<ul style="list-style-type: none"> • Presidents Mason and Rogers meet at UDC
August '16	<ul style="list-style-type: none"> • Exploratory meeting with President Mason, Trustee Leonard Haynes, and Orlando Taylor

Center for Sustainable Development + Resilience

Ph.D. in Urban Leadership + Entrepreneurship
Advisory Council
Biographies

Dr. John Cavanaugh—President and CEO, Consortium of Universities of the Washington Metropolitan Area

Dr. John C. Cavanaugh is President and CEO of the Consortium of Universities of the Washington Metropolitan Area. The Consortium consists of 17 colleges and universities: American University, The Catholic University of America, Gallaudet University, The George Washington University, George Mason University, Georgetown University, Howard University, Marymount University, Montgomery College, National Defense University, National Intelligence University, Northern Virginia Community College, Prince George's Community College, Trinity Washington University, Uniformed Services University of the Health Sciences, University of the District of Columbia, and University of Maryland College Park. Previously, he served as Chancellor of the Pennsylvania State System of Higher Education and as president of the University of West Florida. John is a leader in higher education policy and innovation, as well as for innovative uses of technology. He has led statutory and regulatory reform of higher education, and is a national leader on quality assurance and accreditation. His disciplinary expertise is in gerontology and neuroscience. John earned his B.A. in psychology with high honors from the University of Delaware, and his M.A. and Ph.D. in psychology from the University of Notre Dame. He was a postdoctoral fellow at the University of Minnesota and an American Council on Education Fellow.

Dr. Norman X. Francis—President Emeritus, Xavier University of New Orleans

Dr. Norman C. Francis and Xavier are virtually synonymous. As former president of the nation's only historically Black and Catholic University, Dr. Francis guided Xavier's growth both in size and dimension. Dr. Francis was the longest-sitting university president in the U.S. (since 1968), serving more than five decades as an administrator at Xavier.

Dr. Francis enjoys a prestigious national reputation, of which Xavier is a primary beneficiary. He has served in an advisory role to eight U.S. presidential administrations – not only on education issues, but civil rights as well – in addition to serving on 54 boards and commissions. In 2006 then-President George W. Bush presented him with the nation's highest civil award, the Presidential Medal of Freedom. In 2009 he was named one of "America's Best Leaders" by U.S. News Media Group and the Center for Public Leadership (CPL) at Harvard Kennedy's School of Government.

He has received 40 honorary degrees from other universities, and at least 20 major awards in recognition of his leadership in higher education as well as his unselfish service to New Orleans and to the nation.

Among Francis' civic endeavors, he serves (or has served) as chair of the Louisiana Recovery Authority, immediate past chair of the Louisiana Disaster Recovery Foundation, immediate past Chair of the Southern Education Foundation, chairman of the board of Liberty Bank and Trust and a member of the Times-Picayune Advisory Board. In the past he has been chairman of the New Orleans Aviation Board, the Metropolitan Area Committee Education Fund and the board of directors of PBS-affiliate WLAE-TV.

On the national level, Francis' activities include serving as past chairman of the boards of the Educational Testing Service, the Carnegie Foundation for the Advancement of Teaching, The College Board, the Southern Education Foundation and the American Association of Higher Education. In the past he was member president of the UNCF, a member of the Board of Trustees of Catholic University, and chairman of SACS, the southern regional accrediting agency for more than 11,000 institutions in 11 states.

Mr. Michael B. Goldstein, Esq.—Senior Counsel, Cooley Law Firm

Mr. Mike Goldstein has been a pioneer in the development of new and more effective and efficient approaches to education in general and eLearning in particular through the creation of innovative approaches to combining the resources and interests of the various sectors of the education, technology, financial and governmental communities. Mr. Goldstein leads a group of 20+ lawyers and professionals with decades of experience in serving a wide range of clients, including public, independent and for-profit institutions and the organizations, service providers, enablers and the financial entities that work with them to make education at all levels faster, better and cheaper.

Dr. Leonard Haynes—Former Trustee, Fielding Graduate University, Senior Advisor to the Undersecretary of Education, US Department of Education

Dr. Haynes most recently served as a distinguished adjunct professor for the John Glenn College of Public Affairs at The Ohio State University. He was the former acting president of Grambling State University and senior assistant to the president of American University. He previously served at the U.S. Department of Education in multiple roles including assistant secretary for postsecondary education, director of the White House Initiative on Historically Black Colleges and Universities and senior director of institutional service for the Office of Postsecondary Education.

Mr. Ralph Hines—Former Director, Fund for the Improvement of Postsecondary Education (FIPSE), US Department of Education

Mr. Hines served as Director of the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). FIPSE's primary legislative mandate is the encouragement of reform and improvement of, and innovation in, postsecondary education and the provision of educational opportunity for all students. Through its grant competitions, FIPSE supports the implementation of innovative reforms, evaluates how well they work, and shares lessons learned with the education community. As Director, he has overall responsibility for program planning, policy development, application review and grants initiation, and grants management. He also led ad hoc groups of staff in the development and execution of special projects and initiatives for the Department's senior officers. Mr. Hines served as the Designated Federal Official in matters concerning FIPSE's National Board and, with the Board Chair, was responsible for convening Board meetings and setting agendas for these meetings with a view to securing the best counsel of the Board regarding FIPSE's objectives and procedures. Prior to coming to FIPSE, Mr. Hines served as Director of the Department's International Education Programs Service, which is now called the International and Foreign Language Education (IFLE) service. The IFLE administers the international education programs authorized under Title VI of the Higher Education Act (HEA) and Section 102(b)(6) of the Fulbright-Hays Act. As such, he managed the major federal programs dedicated to the maintenance and development of a national capacity in foreign language, area studies and international business. Mr. Hines has held a variety of administrative, programmatic and management positions in his more than 41 years of service with the Department. Mr. Hines has served the public in a great variety of professional activities, including work on governmental and non-governmental advisory groups and task forces in the United States and abroad that focused on the totality of the federal education effort, particularly in the areas of international education and exchanges, graduate education, and postsecondary education reform and innovation. His professional activities have included travel and consultations in the Americas, Africa, Asia, Europe, the Middle East, and the Caribbean. He holds BA and MA degrees from Norfolk State University and the George Washington University, respectively, and the Senior Executive Fellows certificate from the John F. Kennedy School of Government, Harvard University.

Dr. Ivory Toldson—President, Quality Education for Minorities

Dr. Ivory A. Toldson is the president and CEO of the QEM Network, professor of counseling psychology at Howard University and editor-in-chief of The Journal of Negro Education. Previously, Dr. Toldson was appointed by President Barack Obama to devise national strategies to sustain and expand federal support to HBCUs as the executive director of the White House Initiative on Historically Black Colleges and Universities (WHIHBCUs). He also served as senior research analyst for the Congressional Black Caucus Foundation and contributing education editor for The Root, where he debunked some of the most pervasive myths about African-Americans in his Show Me the Numbers column.

Dr. Steven Joel Trachtenburg—President Emeritus, George Washington University

Stephen Joel Trachtenberg is President Emeritus and University Professor of Public Service. Stephen Joel Trachtenberg served as the 15th president of The George Washington University for nearly two decades, from 1988 to August 1, 2007. He came to GW from the University of Hartford (CT), where he had been president for 11 years. Before assuming the presidency of Hartford, Trachtenberg served for eight years at Boston University as vice president for academic services and academic dean of the College of Liberal Arts. Earlier, in Washington, D.C., he was a special assistant for two years to the U.S. Education Commissioner, Department of Health, Education and Welfare. He has been an attorney with the U.S. Atomic Energy Commission and a legislative aide to former Indiana Congressman John Brademas.

A native of Brooklyn, N.Y., Trachtenberg graduated from P.S. 254 and James Madison High School. He earned a Bachelor of Arts degree from Columbia University in 1959, a Juris Doctor from Yale University in 1962, and a Master of Public Administration degree from Harvard University in 1966. In 1968, he was selected as a Winston Churchill Traveling Fellow for study in Oxford, England. He is a member of Phi Beta Kappa. Trachtenberg and his wife, Francine Zorn Trachtenberg, have two sons: Adam and Ben.