

**Agendum
Oakland University
Board of Trustees Formal Session
June 26, 2026**

Ed.D. in Applied Early Childhood Practice and Policy

A Recommendation

1. Division and Department: Academic Affairs, School of Education and Human Services, and Human Development and Child Studies.

2. Introduction: Oakland University proposes a new Ed.D. in Applied Early Childhood Practice and Policy degree. The Doctor of Education in Applied Early Childhood Practice and Policy is a 56-credit program that prepares students for advanced knowledge and leadership in Early Childhood practice and policy. The solid foundation in early childhood education, including an in-depth understanding of developmentally appropriate practices is critical for leaders working in the field of early childhood to navigate the complexities of the current and continually changing issues in the field of early education and intervention.

3. Previous Board Action: None.

4. Budget Implications: The primary source of funding for the program will be student tuition. We estimate enrolling five new Ed.D. students every year. The program does not require facilities in addition to what is already present at Oakland University. Operating expenses are also minimal, with only one part-time faculty member needed starting in Year 3 of the program. Other expenses include marketing and advertising, which taper off in Year 5 (from \$10,000 in Year 1 to \$2,500 in Year 5), and the library budget, ranging from \$6,476 in Year 1 to \$9,483 in Year 5, to ensure the libraries' collection is relevant in subject areas that are most germane to the new program.

5. Educational Implications: The Ed.D program will provide prospective students with an alternative to the current research-based doctorate (Ph.D.) program in Early Childhood Education. The courses offered for the Ed.D. program will largely overlap with the current Ph.D. courses. Thus, the Ed.D program will allow us to maintain the scholarly rigor of the Ph.D. program while catering to students who aspire to become teacher educators, administrators, or policy makers with a specific focus on early care and education. Early Childhood Education is conceived as a diverse discipline that includes prenatal and infant-toddler care, preschool, home visiting, home-based providers, early intervention, early childhood special education, and other early care and education services for children, prenatal through third grade. It is anticipated that graduates with this degree will assume leadership positions in a variety of settings such as early childhood settings, public and private schools, higher education, hospitals, community agencies, and state, regional, and local educational agencies.

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6. Personnel Implications: Since the required coursework heavily overlaps with the Ph.D. program, the current Ph.D. coordinator will serve as the Ed.D. coordinator. In addition, the courses will be taught by current faculty and one part-time instructor in the department of Human Development and Child Studies (HDCS).

7. University Reviews/Approvals: The proposed program has been reviewed by the SEHS Committee on Instruction (COI), the Oakland University Senate, and the Executive Vice President for Academic Affairs and Provost.

8. Recommendation:

WHEREAS, the Ed.D. in Applied Early Childhood Practice and Policy degree program is consistent with the objectives contained in Oakland University's Institutional Priorities; and

WHEREAS, the Ed.D. in Applied Early Childhood Practice and Policy degree program will build on the academic and research strengths of the School of Engineering and Computer Science and provide new educational and community engagement opportunities; now, therefore, be it

RESOLVED, that the Board of Trustees authorizes the School of Education and Human Services to offer the Ed.D. in Applied Early Childhood Practice and Policy, and be it further


RESOLVED, that the Executive Vice President for Academic Affairs and Provost will complete annual reviews of the Ed.D. in Applied Early Childhood Practice and Policy degree program to evaluate academic quality and fiscal viability to determine whether the program should continue.

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9. Attachments:

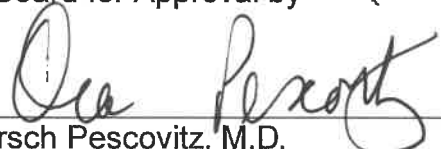
- A. Proposal for the Ed.D. in Applied Early Childhood Practice and Policy degree program.
- B. Proforma budget for the Ed.D. in Applied Early Childhood Practice and Policy degree program.

Submitted to the President
on 6/8, 2026 by




Amy Thompson, Ph.D., CHES, FESG
Executive Vice President
for Academic Affairs and Provost

Recommended on 6/11, 2026
to the Board for Approval by



Ora Hirsch Pescovitz, M.D.
President

Reviewed by



Joshua D. Merchant, Ph.D.
Chief of Staff and
Secretary to the Board of Trustees

Most Likely Scenario

	Year 1	Year 2	Year 3	Year 4	Year 5
Est. New Students to Program	5	5	5	5	5
1st Year Cohort Revenue	\$ 95,150	\$ 95,150	\$ 95,150	\$ 95,150	\$ 95,150
2nd Year Cohort Revenue	\$ -	\$ 95,150	\$ 95,150	\$ 95,150	\$ 95,150
3rd Year Cohort Revenue	\$ -	\$ -	\$ 76,120	\$ 76,120	\$ 76,120
4th Year Cohort Revenue	\$ -	\$ -	\$ -	\$ -	\$ -
Gross Tuition Revenue	\$ 95,150	\$ 190,300	\$ 266,420	\$ 266,420	\$ 266,420
Less: Avg Financial Aid (30%)	\$ -	\$ -	\$ -	\$ -	\$ -
Net Tuition Revenue	\$ 95,150	\$ 190,300	\$ 266,420	\$ 266,420	\$ 266,420
Expenses					
Salaries					
Faculty Salaries	6101				
Visiting Faculty	6101				
Administrative Professionals	6201				
Clerical Technical	6211				
Administrative IC	6221				
Faculty Inload/Replacement Costs	6301				
Faculty Overload	6301				
Part-Time Faculty	6301	\$ -	\$ -	\$ 14,852	\$ 15,298
Graduate Assistant	6311	\$ -	\$ -	\$ -	\$ -
Graduate Assistant - Wellness	6311	\$ -	\$ -	\$ -	\$ -
Casual/Temp	6401				
Out of Classification	6401				
Student Labor	6501				
Total Salary Expense		\$ -	\$ -	\$ 14,852	\$ 15,298
Fringe Benefits	6701	\$ -	\$ -	\$ 1,188	\$ 1,224
Total Compensation		\$ -	\$ -	\$ 16,040	\$ 16,522
Operating Expenses					
Supplies and Services	7101				
Graduate Tuition	7101	-	-	-	-
E-Learning Support	7102				
Travel	7201				
Equipment	7501				
Maintenance	7110				
Recruitment and advertising	7101	\$ 10,000	\$ 10,000	\$ 5,000	\$ 5,000
Library	7401	\$ 6,476	\$ 7,124	\$ 7,836	\$ 8,620
Faculty Startup Funding					
Total Operating Expenses		\$ 16,476	\$ 17,124	\$ 12,836	\$ 13,620
Total Expenses		\$ 16,476	\$ 17,124	\$ 28,876	\$ 30,142
University Overhead		\$ 15,000	\$ 30,000	\$ 30,000	\$ 30,000
Net Income (Loss)		\$ 63,674	\$ 143,176	\$ 207,544	\$ 207,418

¹The tuition calculations do not account for any attrition of students.



**New Program Proposal for Doctor of Education in
Applied Early Childhood Practice and Policy**

Degree: Ed.D. in Applied Early Childhood Practice and Policy

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Checklist for New Program Submission

- a. **Rationale:** Cover sheet with the rationale for the requested action by the COI.
- b. **Academic Unit and Departmental Approval:** Verification that the appropriate departments have reviewed and recommended that the new program be approved.

Approval Units	Date Presented	Date Approval Received	Appendix/Page number
Human Development & Child Studies	3/19/2025	3/19/2025	Appendix H /p. 36
Organizational Leadership	3/12/2025	3/12/2025	Appendix H /p. 36
Teaching and Learning	4/14/2025	4/14/2025	Appendix H /p.36
School of Education & Human Services Committee on Instruction	9/22/2025	9/24/2025	Appendix H /p.36

- c. **Needs analysis**
- d. **Cost analysis**
- e. **Projected Budget:** Projected budget for 5 years including: new money for faculty, faculty retraining, equipment, etc.
- f. **Program Plan:** Complete description of the program including: complete description of all courses in the program submitted on appropriate course action forms, number of credits in program, sequence of courses, etc.
- g. **Forecasted Impact:** Forecasted impact on other programs offered by SEHS
- h. **Letters:** Letters from professional organizations supporting the need and design of the program
- i. **Accreditation (if appropriate)** **N/A**
- j. **A program assessment plan**
- k. Each submission should include an index to facilitate effective review by the COI.

A. Rationale

In a seminal paper titled, “Reclaiming Education’s Doctorates: A Critique and a Proposal,” Shulman and colleagues (2006, p. 25) argued:

The problems of the education doctorate are ... chronic and crippling. Unless we face these issues squarely and with purposeful action, schools of education risk becoming increasingly impotent in carrying out their primary missions—the advancement of knowledge and the preparation of quality practitioners.

The above quote summarizes our incentive as well as our rationale to add a second scholar-practitioner Ed.D. pathway to the doctoral program in Early Childhood Education. Currently, we offer only one pathway—the Ph.D. program in Early Childhood Education. The Ph.D. pathway is designed for scholar-researchers. It is a rigorous research-focused program that takes 4-6 years to complete. However, not every Ph.D. student we enroll aspires to become researchers. Rather, many strive to enhance their knowledge and practices to better serve their existing role as leaders in early childhood centers/programs, local and state educational agencies, or higher education instructors in teaching institutions. For the latter group of students, a training that caters to applied research that is directly relevant to specific practice or policy, is more desirable.

Adding Ed.D. in Applied Early Childhood Practice and Policy as a second pathway in the early childhood doctoral program, thus, attempts to resolve the “confusion of purpose” (Shulman et al., 2006, p. 26), to squarely and purposefully face specific needs/gaps in our early childhood education doctoral offering.

1. **First, there is a specific need for advanced training that caters to scholar-practitioners with strong foundational knowledge in early childhood**

systems and theories. Leadership in early childhood education is “unlike leadership in other educational institutions” (Movahedazarhouli, 2021, p. 160). It involves both content and pedagogical knowledge specific to early childhood education, early intervention, and early childhood special education, and requires a sophisticated and specialized understanding of early childhood systems, in addition to organizational and management functions (Talan & Bloom, 2011). Effective early childhood leaders must thus fully understand the theories and best practices that support high quality early childhood ecosystems, promoting positive outcomes for children, families, and communities (Davis, Krieg, & Smith, 2015). That strong leaders who understand best practices in the crucial early years are sorely needed is evident in the political agendas such as the recent move for universal Pre-Kindergarten in Michigan. The proposed Ed.D. program is an advanced practitioner-focused applied research training that places early childhood education at the center of inquiry while fostering effective leadership in the care and education of children prenatal through third grade, families, and communities.

2. **Second, there is a specific need for a more rigorous research mentorship/apprenticeship for our PhD students.** Currently, the Human Development and Child Studies department has an allotment of two fully-funded graduate assistantship (GA) positions for our PhD students. These students usually serve in this position for four years, thus experiencing extensive guidance and mentorship in research from their faculty mentors. Additionally, 1-2 students receive full or half-time GA-ship under faculty funded research. Every year, our Ph.D. GAs present at international research conferences such as those organized by the American

Educational Research Association (AERA) and the Society for Research in Child Development (SRCD). Of the currently enrolled 22 Ph.D. students in Early Childhood Education, however, only four or 6% hold a full-time GA position and two or 3% hold a half-time GA position. Thus, most of our Ph.D. students do not experience extensive research mentorship or apprenticeship. In addition, not all 22 PhD students aspire to become researchers. Some, in fact, may have benefitted from an Ed.D. program designed to serve advanced practice-focused students with applied research and practical field experiences. Once the Ed.D. program is offered, we expect to accept only a select few students whose primary interest is in research to join the Ph.D. program. With fewer Ph.D. students, we can, then, expand faculty's capacity to provide high quality research support to all or a majority of research-focused Ph.D. students. HDCS faculty will, also, submit grants for predoctoral training.

3. **Third, there is a specific need to satisfy the minimum enrollment requirement, that is, four students per doctorate-level course.** Despite the need to provide more intense individualized research mentorship for our Ph.D. students, we also must meet minimum enrollment in doctoral level course offerings. This minimum is currently largely met in the Ph.D. in Early Childhood program due to a sufficient number of applicants interested in pursuing a doctorate in early childhood education. However, as mentioned earlier, the students' purpose for pursuing a Ph.D. program is not necessarily research-focused. By offering two pathways, we can keep (or potentially increase) enrollment while better catering to the goals of our students.

Program Needs as It Relates to the University Mission and Vision

Early childhood professionals pursuing doctoral degrees are passionate and motivated lifelong learners who do not necessarily aspire to become researchers. By providing an applied research-in-practice pathway for early childhood education doctoral students, the Ed.D. program “cultivates the full potential of a diverse and inclusive community” (OU Mission Statement). By providing students with an option to pursue scholarly research (Ph.D.) or an applied research practice (Ed.D.) pathway, Oakland University’s Early Childhood doctoral program will “unlock the potential of individuals and leave a lasting impact on the world through the transformative power of education and research.” (OU Vision Statement).

Oakland University Mission Statement is: Oakland University cultivates the full potential of a diverse and inclusive community. As a public doctoral institution, we impact Michigan and the world through education, research, scholarship, and creative activity.

Oakland University Vision Statement is: Oakland University will unlock the potential of individuals and leave a lasting impact on the world through the transformative power of education and research.

Goals and Objectives

The Ed.D program will provide prospective students an alternative to the current research-based doctorate (Ph.D.) program in Early Childhood Education. The courses offered for the Ed.D. program will largely overlap with the current Ph.D. courses. Thus, the Ed.D program will allow us to maintain the scholarly rigor of the PhD program while catering to students who aspire to become teacher educators, administrators or policy

makers with specific focus on early care and education. Early Childhood Education is conceived as a diverse discipline that includes prenatal and infant toddler care, preschool, home visiting, home-based providers, early intervention, early childhood special education, and other early care and education services for children prenatal through third grade.

Comparison with Other Programs (State/Regional/National)

The proposed EdD in Early Childhood Education at Oakland University would make Oakland one of only a few, if not the only, university in the state of Michigan to offer a program dedicated to providing a sole concentration in early childhood education.

Regional

[University of Michigan-Dearborn \(UM-D\)](#)

The UM-D, 31 miles from OU, offers an EdD in Educational Studies which requires 60 credits for graduation. The program has three concentrations:

- **Educational Leadership**
- **Metropolitan Education**
- **Curriculum and Practice** This flexible concentration can include any of the disciplines in the College of Education, Health, and Human Services such as math, science, social studies, early childhood education, and English as a Second Language.

Online Programs

[Walden University](#)

The EdD in Early Childhood Education requires a minimum of 79 quarter hours to graduate and is offered as an online program used to examine the quality of early

childhood programs and policies, implement strategies to promote positive outcomes for young children, and evaluate the leadership characteristics necessary to implement effective change across a variety of early childhood sectors and settings.

[American College of Education](#)

The Ed.D. in Early Childhood Education provides an in-depth approach to research-based methods and theories in the field of early childhood development and learning. The degree requires 64 semester credits for graduation and emphasizes developmentally appropriate practices and research-based strategies to promote the learning needs of young children. Students completing the Ed. D. will gain experience as a scholar practitioner with the necessary skills to support other professionals in the early childhood field as well as support educational settings centered on early childhood. This program is not designed for licensure and is best suited for individuals currently in the early childhood profession. The focus of study allows students to select an additional concentration which will support their professional goals. Students will engage in scholarly research throughout the coursework to support their final dissertation.

[National University](#)

National University's (NU) "Whole Human Education" approach focuses on assisting students with all aspects of their education: academic, emotional, career, financial, and family. NU offers EdD in several concentrations, including Early Childhood Education, which is a 48 credit program.

National Universities

[Teacher College Columbia University](#)

Ed.D. in Early Childhood Education. The Ed.D. specialization in Early Childhood Education prepares candidates for college teaching, research, policy, and other leadership positions in early childhood education and in early childhood special education. The program is highly selective, aiming to identify and prepare individuals whose prior education and experience (minimum 3 years of teaching experience required) offer the promise of the ability to develop modes of inquiry suitable to address the field's complexities. Core courses emphasize theory and foundations in the study of childhood(s), early childhood education, and early childhood special education as well as research methods and training. Combining rigorous methodological, conceptual, and practical experiences, the program is designed for those interested in research pertaining to contemporary childhood culture, early childhood education, and the social/cultural/political issues around childhood. Seminars focus on special topics in the field. Opportunities for involvement in faculty-sponsored research and professional development activities are an integral part of the program concentration.

Ed.D. in Early Childhood Policy. The Ed.D. in Early Childhood Policy prepares candidates for leadership positions, college teaching, and research in early childhood policy. The concentration is highly selective, aiming to identify and prepare individuals whose prior education and experience offer promise of the ability to develop modes of inquiry suitable to the field's complexities. Combining rigorous methodological, conceptual, and practical interdisciplinary experiences, the program is designed for those interested in shaping local, state, and national policy agendas for young children

and their families. It is predicated on the principle that individuals making policy decisions that affect the lives of children, families, and communities must have thorough knowledge of both substantive content (early childhood practices, pedagogy, and theory) and research. While the focus of this program is on U.S. early childhood policy, there is opportunity for international and comparative work.

Both programs are 75 credits in total; full-time campus-based, part-time campus-based programs

[Concordia University Chicago](#)

The Ph.D./Ed.D. program in Early Childhood Education requires 67 credit hours to complete and is designed to provide candidates with a strong background in research, theory, issues, policies, advocacy and practical experiences in early childhood. Our graduates are prepared as faculty and leaders to design and implement early childhood educational programs in a variety of settings, including: public and private schools and universities, corporate child centers, and for- and nonprofit early childhood community-based centers. The program aligns to the National Association for the Education of Young Children (NAEYC) Advanced Standards.

[University of Memphis](#)

The primary purposes of the doctoral programs in the Department of Instruction and Curriculum Leadership are to prepare candidates for positions as teacher educators and researchers in colleges and universities; or, to produce experts in research and development who can lead initiatives to analyze, implement, and evaluate instructional

materials and learning environments. The program requires 54 post-master credit hours.

B. Academic Unit and Departmental Approvals

How the Goals of the Unit are Served

The creation of an Ed.D. program serves the goals of the Department of Human Development and Child Studies (HDCS). This is because one of the eight departmental goals for 2024-2025 school year is to establish a new Ed.D. program in Early Childhood Education (HDCS Departmental Meeting Minutes, October 16, 2024).

How the Existing Staff will Support the Program

Implementation of the new Ed.D program in Early Childhood Education will be supported by full-time and part-time faculty in the Department of Human Development and Child Studies (HDCS). Currently, the early childhood area of HDCS has five full-time faculty, all of whom hold doctoral degrees. In Fall 2025, we will hire a new full-time faculty, and two will retire, leaving us with four full-time faculty. Faculty will support the program through the teaching of courses, mentoring of students, and program assessment. We will also hire part-time instructors, as needed. Part-time instructors who currently teach graduate level early childhood courses are alumnus of our Ph.D. in Early Childhood Education program who are in leadership roles at schools and local educational agencies. Both our full-time and part-time faculty members are well qualified in field-based practice, as well as knowledgeable of the many and varied leadership contexts in the diverse early childhood field. Please see workload breakdown at the beginning of [Appendix A](#).

Faculty Qualifications

Please refer to faculty profiles in [Appendix A](#) for qualifications of faculty.

Current Resources

Library holdings, classroom and space needs, and equipment needs are explained in [Section C: Needs Analysis](#). Please view the Library report in [Appendix E](#).

Impact on Existing Resources

We anticipate increased enrollment in the Early Childhood doctoral program, with Ed.D. and Ph.D. combined; however, we do not envision any substantial impact on existing resources. Rather, by increasing the selectivity for students entering the research-focused Ph.D. program, and enrolling more Ed.D. students, we expect the faculty members' workload for qualifying exam and dissertation supervision (only required for Ph.D. students) to become more manageable.

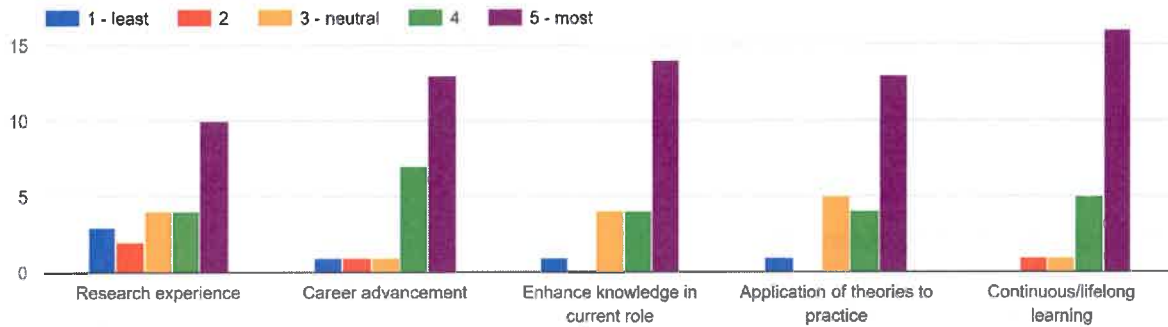
C. Needs Analysis

Current Student and Alumni Survey

We surveyed both current and past Ph.D. students about the need for an Ed.D. program. We received 23 responses (52.2% Alumni and 47.8% Current student). When asked "What was your purpose when applying to the PhD program?", "research experience" was rated the lowest (Figure 1), indicating that there are some current and prior students who would have been a better fit for a practical doctorate than a research doctorate.

Figure 1. Purpose for Applying to the PhD program

What was your purpose when applying to the PhD program? Rate how meaningful each purpose was to you when applying. 1 being the least and 5 being the most.



Fifteen respondents provided comments on whether to add an Ed.D option to the current research PhD option. Eleven were favorable, two were not in favor, and two provided comments, such as the international students not knowing what Ed.D is, and what the final requirement for the degree could be. Below are the comments:

1. Please make this an option for students. I believe that this would be a great thing. If there was not an Ed.D. option, I would have not pursued a doctoral degree.
2. Well-done to the department.
3. I trust the knowledge of the faculty in making this decision. While I am opposed, that is one opinion. I hope the university decides based on what is best for the whole rather than an individual.
4. Keep rigor to PhD only.
5. I think you should add it if it's at all doable. I would be excited for the many people who want a doctorate but might not want to do a dissertation.
6. I think it's a great idea!
7. I believe the addition of an EdD program will be beneficial for those whose goals and aspirations are more aligned with leadership and addressing concerns directly related to school or community programs educating and caring for our youngest learners. The EdD program, with a focus on practice, would serve as a wonderful complement to the program focused on research in that all members of the cohort could learn from the experiences of others.

8. I don't know, just want to add this. I think that many people (or maybe out the US) don't know the definition of EdD enough, and this affects the decision to choose.

9. I think this is a great option for many teachers, directors, and principals in EC or early elementary. It most likely would better suit their needs, more of a practical application.

10. I think adding another ECE doctoral degree option is a great idea! It can only help to grow the program and advance the field!

11. I think it is a great idea ! The PhD honestly was good but the exams and the practice research was all too much and added unnecessary stress to candidates. The practice research could have been the lead up to use for final research. I feel it could have been streamlined but with still rigorous and quality. Perhaps the EdD will have that!

12. I would love to be a part of the EdD development team.

Additionally, I wanted to be around a community of highly skilled, and trained practitioners in the ECE field.

13. If the EdD program is more accessible financially for students to be able to participate in the program I think it would be beneficial.

14. If this EdD option is offered, my concern is what final requirement determines the granting of an EdD., since the completion of a dissertation determines the granting of a PhD.

Suggestion: a well developed comprehensive examination could complete the EdD requirement for this degree. Results from this examination should reflect that wealth of early childhood educational knowledge, policy, and research.

15. Gives more practical options. PhD has done very little for me in a public school setting and just created massive debt.

New Resources for the Program

Since the required courses for the Ph.D. and Ed.D. programs overlap substantially, the PhD coordinator will take on the additional position as the Ed.D. coordinator. The Ph.D./Ed.D. coordinator will manage admissions, student review of progress, plan of study implementation, and recruitment.

Although Early Childhood Ed.D. students will take most of the doctoral foundational and core courses together with Early Childhood Ph.D. students, their requirements will diverge for two courses. The first course is *EC 9945 - Program Evaluation in Early*

Childhood (currently titled *Curriculum Investigation: Practice and Theory*), which is a course no longer required for Ph.D. students, but will be required for the Ed.D. program (see [Section E: Program Plan](#)). This course was taught by Dr. Shannan McNair who retired in August of 2024. Either one of our part-time faculty will be hired to teach this course or existing full-time faculty will take it on as an overload. The second course is an Ed.D. equivalent of Ph.D. Dissertation seminar (EC9999), or the capstone seminar. One of the full-time faculty members will be assigned to teach this seminar. Lastly, while we anticipate no impact on faculty load for doctoral common courses (5 courses), except for increase in the number of students enrolled per course, we anticipate that HDCS faculty members--both Early Childhood and Special Education--will take on more students for the Field Projects/internships I and II (2 courses). The Libraries are well-positioned to support the proposed Ed.D. program, with only a few monographs relevant to early childhood educational practice and policy additionally needed (see [Appendix E](#) for the Library Letter).

Source of New Resources

If a part-time faculty member is hired to teach EC9945, they will be selected from a pool of current part-time faculty or candidates that apply through the Oakland University adjunct pool job posting.

Classroom and Space Needs

A classroom will be needed for EC9945, which is no longer required for PhD students.. This course will be hybrid, alternating between in-person and online. The Capstone

seminar will be a fully online course. We will request an additional office space for part-time faculty, as space allows. No specialized facility or external site is required.

Equipment Needs

At this time, we do not expect additional equipment needs that are not covered by the PhD in Early Childhood Education program. We do not expect new hardwares or softwares, or a new Graduate Assistant (GA) Line for this program.

D. Projected Cost and Budget

The 5-year budget can be viewed in [Appendix C](#).

E. Program Plan

Admissions Requirements

To be admitted to the Ed.D. in Early Childhood Education, the following are required:

- Hold a master's degree in Early Childhood Education, Child Development, Special Education, or a related area such as Social Work, Counseling, Psychology, Infant Mental Health, or Family Development.
- Have a GPA of 3.5 or higher in master's-level coursework.
- Three or more years of practical experience in early childhood education or a related field.
- Additional prerequisite coursework or field experience may be required if deficiencies are noted in the applicant's prior credentials or experience.
- International applicants whose native language is not English must submit proof of English Proficiency (official MELAB or TOEFL). Students from countries where

English is both an official language AND the language of instruction in higher education are exempt from this requirement.

Degree Requirements

The Doctor of Education degree in Applied Early Childhood Practice and Policy requires a minimum of 56 post-master's credit hours. Additional credits may be required if it is determined that a student needs additional coursework in a specific content area to be successful in the program.

Curriculum Overview

The course structure for the Ed.D courses, are modeled after the Ed.D. in Organizational Leadership, and will be divided into a) Doctoral common core courses; b) Field experiences; c) Capstone research; and d) Cognate. The Ed.D. degree will require a total of 56 credits, as shown in tables 1-5. Course descriptions, syllabi, and a Course Action Form for the Capstone Seminar course can be found in [Appendix B](#).

Doctoral Common Core Courses

Table 1 shows the Doctoral common core courses. These are courses required for both Ed.D and Ph.D. students. The Ed.D. courses (bolded) are the same as the existing Ph.D. in Early Childhood Education courses on the right to show the overlap between Ed.D and Ph.D.

Table 1: Doctoral Common Core Courses for Ed.D. and Ph.D.

Ed. D. in Applied EC	PhD in Early Childhood Education
<ul style="list-style-type: none"> ● EC 9947 - Ecology of Early Learning: Health, Care and Education (4 credits) 	<ul style="list-style-type: none"> ● <u>EC 9947 - Ecology of Early Learning: Health, Care and Education (4 credits)</u>
<ul style="list-style-type: none"> ● EC 9946 - Development and Early Learning: Theories and Research Studies (4 credits) 	<ul style="list-style-type: none"> ● <u>EC 9946 - Development and Early Learning: Theories and Research Studies (4 credits)</u>
<ul style="list-style-type: none"> ● EC 9948 - Policy Studies in Early Education: Culture, Economics and Politics (4 credits) 	<ul style="list-style-type: none"> ● <u>EC 9948 - Policy Studies in Early Education: Culture, Economics and Politics (4 credits)</u>
<p>EC 9944 - Paradigms of Early Education and Curriculum Design (4 credits)</p>	<p><u>EC 9944 - Paradigms of Early Education and Curriculum Design (4 credits)</u></p>
<p>SE 9972 - Special Education: Early Childhood Seminar (4 credits)</p>	<p><u>SE 9972 - Special Education: Early Childhood Seminar (4 credits)</u></p>
<p style="text-align: center;">20 credits</p>	<p style="text-align: center;">20 credits</p>

Field Experiences

Table 2 shows the two required field project courses. These courses are taken one-on-one with a faculty advisor. The existing Ph.D field project courses (EC9931 and EC9932) are designed to be flexible; hence these courses are included in the Ed.D. course sequence. For these courses, Ed.D.students will propose plans for experiential learning projects with practical focuses.

Table 2. Field Experience

Ed. D. in Applied EC	PhD in Early Childhood Education
EC 9931 - Field-Based Project I (A total of 4 credits is required. Can take 2 credits at a time.)	<u>EC 9931 - Field-Based Project</u> (A total of 4 credits is required. Can take 2 credits at a time.)
EC 9932 - Field-Based Project II (A total of 4 credits is required. Can take 2 credits at a time.)	<u>EC 9932 - Field-Based Project II</u> (A total of 4 credits is required. Can take 2 credits at a time.)
8 credits	8 credits

Capstone Project

The Ed.D. in Applied Early Childhood Practice and Policy students will not take courses that prepare them for academic research (EC9940, EC9941, EC9010 and EC9020).

Instead, they will take the program evaluation course (optional for Ph.D. students as of 2024) that will build the students' foundation for applied research and evaluation.

- **EC 9945 - Curriculum Investigation: Practice and Policy (4 credits)**

In addition, the Ed.D. students will complete 8 credits for their capstone project, in lieu of Ph.D. dissertation. The capstone project will be practice-based.

Cognate

Lastly, Ed.D. students are required to take 16 credits towards their cognate (Table 4).

Students may choose a variety of focus for their cognate, such as early literacy, special education, or counseling. They could design their own cognate or earn a graduate certificate, such as the Central Administration Certificate, Lean Certificate, or Human

Diversity, Inclusion, and Social Justice Certificate (Educational Leadership), Applied Behavior Analysis Certificate (Special Education), or Play Therapy (Counseling).

Table 4. Cognate

Ed. D. in Applied EC	PhD in Early Childhood Education
16 credits	16 credits

Course Sequence

Table 5 shows the 3-year course sequence of the Ed.D. in Applied Early Childhood Practice and Policy. Students will take two courses each semester.

Year & Semester	Course #	Course Name 1	Course #	Course Name 2
Year 1 Fall		Cognate 1	EC9946	Development and Early Learning: Theories (4 credits)
Year 1 Spring		Cognate 2	EC9947	Ecology of Early Learning (4 credits)
Year 1 Summer	EC9931	Field Internship I (2 credits)	EC9931	Field Internship I (2 credits)
Year 2 Fall	SE9972	Special Education: Early Childhood Seminar (4 credits)	EC9944	Paradigms of Early Education and Curriculum (4 credits)

Year 2 Spring	EC9948	Policy Studies in Early Education (4 credits)		Cognate 3
Year 2 Summer	EC9932	Field Internship/Field-Based Project II (2 credits)	EC9932	Field Internship/Field-Based Project I (2 credits)
Year 3 Fall	EC9945	Curriculum Investigation: Practice and Policy (4 credits)		Cognate 4
Year 3 Winter onwards		Capstone seminar(1-4 credits)		Capstone seminar (1-4 credits)

Catalog Description

Doctor of Education in Applied Early Childhood Practice and Policy

Department of Human Development and Child Studies

405B Pawley Hall [\(map\)](#)

(248) 370-3077 • Fax (248) 370-4242

<http://www.oakland.edu/sehs/hdcs/>

Coordinator: Tomoko Wakabayashi
 405C Pawley Hall
 (248) 370-3708
 twakabayashi@oakland.edu

Program description

The Doctor of Education in Applied Early Childhood Practice and Policy is a 56-credit program that prepares students for advanced knowledge and leadership in Early Childhood practice and policy. The solid foundation in early childhood education, including in-depth understanding of developmentally appropriate practices, is critical for leaders working in the field of early childhood navigating the complexities of the current and continually changing issues in the field of early education and intervention. It is anticipated that graduates with this degree will assume leadership positions in a variety of settings such as early childhood settings, public and private schools; higher education, hospitals, community agencies, and state, regional, and local educational agencies.

Admission terms and application deadlines

Before an applicant's file can be reviewed for full program admission, all application documents must be received in Graduate Admissions by the deadlines listed below.

- July 1 for fall semester (May 1st for International applicants)
- Students are admitted in the fall semester only. Applications will be accepted until July 1 or the following fall semester.

International applicants

Interviews are scheduled subsequent to review of completed applications.

Application requirements

To be considered for graduate admission, applicants must submit all Graduate Application Requirements and additional department requirements by the published application deadlines:

- **Graduate Application Requirements**

Additional department application requirements

Requirements for recommendations

- The two recommendation forms must be from former college teachers or employers who can attest to the applicant's potential for successful graduate study and subsequent leadership in early childhood education/intervention.
- Vitae
- Writing sample focusing on a personal or professional experience that generated an interest in pursuing the Doctor of Education degree in Applied Early Childhood Practice and Policy.
- Interview is required.

Admission requirements

Admission to graduate study at Oakland University is selective. In making admission recommendations to Graduate School, each department assesses the potential of applicants for success in the program by examining their undergraduate and graduate records, letters of recommendation, prerequisite courses and any other admission requirements established by the academic department.

To be admitted to the Ed.D. in Applied Early Childhood Practice and Policy, the following are required:

- Hold a master's degree in Early Childhood Education, Child Development, Special Education, or a related area such as Social Work, Counseling, Psychology, Infant Mental Health, or Family Development.

- Have a GPA of 3.5 or higher in master's-level coursework
- Additional prerequisite coursework or field experience may be required if deficiencies are noted in the applicant's prior credentials or experience.
- International applicants whose native language is not English must submit proof of English Proficiency (official MELAB or TOEFL). Students from countries where English is both an official language AND the language of instruction in higher education are exempt from this requirement.

Degree requirements

The Doctor of Education degree in Applied Early Childhood Practice and Policy requires a minimum of 56 post-master's credit hours. Additional credits may be required if it is determined that a student needs additional coursework in a specific content area to be successful in the program.

Course requirements

a. Doctoral common core (20 credits)

- **EC 9947 - Ecology of Early Learning: Health, Care and Education (4 credits)**
- **EC 9946 - Development and Early Learning: Theories and Research Studies (4 credits)**
- **EC 9944 - Paradigms of Early Education and Curriculum Design (4 credits)**
- **EC 9948 - Policy Studies in Early Education: Culture, Economics and Politics (4 credits)**

- **SE 9972 - Special Education: Early Childhood Seminar (4 credits)**

b. Field Experiences (8 minimum credits)

- **EC 9931 - Field-Based Project I (A total of 4 credits is required. Can take 2 credits at a time.)**

- **EC 9932 - Field-Based Project I (A total of 4 credits is required. Can take 2 credits at a time.)**

c. Cognate (16 credits):

The cognate courses should complement the core foundation, department courses, and specializations. The cognate area of study may include courses within or outside the department upon advisement by the adviser and the program coordinator.

d. Capstone Research (12 minimum credits)

- **EC 9945 - Program Investigation: Practice and Theory (4 credits)**
 - **EC9XXX EdD Capstone Seminar (1 TO 8 credits)**
-

Satisfactory academic progress

Satisfactory Academic Progress (SAP) is the term used to denote a student's successful completion of coursework toward a certificate or degree. Federal regulations require the Office of Financial Aid to monitor Satisfactory Academic Progress for all financial aid recipients each semester.

Students who fall behind in their coursework, or fail to achieve minimum standards for grade point average and completion of classes, may lose their eligibility for all types of federal, state and university aid. Contact the **Office of Financial Aid** for additional details.

Good academic standing

All graduate students are expected to remain in **good academic standing** throughout the entire course of their graduate program. To be in good academic standing, a graduate student must make satisfactory progress toward fulfilling degree requirements, including the completion of critical degree milestones as set forth by the academic program. The student must also maintain a minimum semester and overall GPA of 3.0.

Good academic standing is a requirement for:

- Holding a Graduate Assistantship
- Receiving a fellowship or scholarship
- Advancing to candidacy for a graduate degree
- Going on a leave of absence
- Obtaining a graduate certificate or degree from Oakland University.

Additionally, graduate students must meet all department academic standards which may be more stringent than the minimum set forth by the University.

Department requirement: Students must complete all courses with a GPA of 3.5.

Graduate students who are not in good academic standing for any reason are subject to probation and/or dismissal from further graduate study.

Related program information

Plan of study

All accepted applicants, in consultation with their assigned faculty program adviser, must develop a plan of study that details specific courses the students will use to satisfy their degree requirements. The plan of study must be approved by the faculty program adviser and submitted by the student to Graduate Study and Lifelong Learning.

Master's and graduate certificate students must submit a department-approved plan of study by the end of their first semester of graduate coursework. Doctoral students must submit an approved plan of study prior to completion of the first year of coursework.

(See the **Graduate Student Responsibility** section of this catalog.)

Note: Credit granted for successful completion of a course toward an undergraduate degree program may not be repeated for a graduate degree. If a substitution is approved, the minimum number of program-approved graduate credits will be required.

Petition of Exception - OU Course Waiver/ Substitution requesting the substitution must be approved.

Source of Students and Recruitment Plan

This program is for working professionals interested in solidifying their knowledge and understanding of Early Childhood Practice and Policy. Sources of students include graduates of our master's program, early childhood specialists and consultants, and program and state-level administrators/directors in the Metropolitan Detroit area.

The Doctoral Program Coordinator will partner with the School of Education and Human Services Marketing Director to work on outreach and marketing for recruitment. The broader tier will involve collaborating with the University Communication & Marketing team to disseminate information about the Ed.D. program to their general audience. The SEHS Marketing Director will assist in the second tier which will include Ed.D. information posted on the SEHS website with an informational video about program information and application directions. Inquiries into the website information will be followed up by the Doctoral Project Coordinator so that immediate connection to potential students is achieved and more detailed program and application information will be shared with potential candidates. Career development counseling will also be included in this second tier whereby the Project Coordinator can provide in-depth counsel about how the program will best serve the career path of the student.

In the third tier, HDCS faculty, staff, and students will directly interact with potential students at area early childhood conferences. We will attend two of the largest early childhood conferences in Michigan--those organized by Michigan Association for the Education of Young Children (MiAEYC) and HighScope Educational Research Foundation. The marketing plan/letter can be found in [Appendix D](#).

Advising Students

Student advising will be the responsibility of the Doctoral Program Coordinator.

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

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

Retention Plan

The retention plan for the Ed.D. follows the successful plan currently utilized by the Ph.D. program: careful selection of serious and qualified applicants, cohort model, and peer and faculty mentorship. We will carefully select only serious and qualified applicants to the program. Selection will be based on application materials as well as an interview and a timed writing task. Students will progress with their cohort, helping and supporting each other through the program. Each new student will be matched with a

mentor who is a year or more ahead in their program, and will also form close relationships with faculty members through small class sizes.

List of Programs that Would Likely Employ Program Graduates

Program graduates are most likely to be employed by local or state government, school districts or intermediate school districts, nonprofit organizations, and community colleges and teaching-focused higher education institutions. Letters of support can be found in [Appendix F](#).

Program Delivery

The location for the Ed.D. program coursework will likely be on the main campus of Oakland University. Should classroom space be of concern, the HDCS will utilize the partnerships that have been established with several surrounding school districts, and throughout the Detroit metropolitan area.

This program is not a distance delivered program (does not have 50% or more or required courses as distance-delivered). Except for the final capstone seminar, there is no distance delivered course in which 75% or more of the instruction and interaction occurs electronically. Technology will, however, be utilized by faculty for program instruction and communication.

F. Forecasted Impact

There is no foreseeable impact of the change on other departments in terms of staffing and support. The doctoral common courses will already be offered as part of the Ph.D. in Early Childhood Education program.

G. Letters

Letters of Support are included in [Appendix F](#).

H. Accreditation (if appropriate)

Accreditation is not applicable

I. Program Assessment Plan

The Ed.D. in Early Childhood Education Program Assessment Plan can be found in [Appendix G](#).

Appendices

Appendix A: Abbreviated Faculty Vitae and Impact on Faculty Load

(Click on the names for abbreviated faculty vitae)

[Dr. Ambika Bhargava](#)

[Dr. Chaturi Edrisinha](#)

[Dr. Hunter King](#)

[Dr. Jessica Korneder](#)

[Dr. Michael Kranak, BCBA-D](#)

[Dr. Nick Lauer](#)

[Dr. Julie J. Ricks-Doneen](#)

[Dr. Erica Ruegg](#)

[Dr. Sunwoo Shin](#)

[Dr. Katie Sloan](#)

[Dr. Tomoko Wakabayashi](#)

We anticipate no impact on faculty load for doctoral common courses (5 courses), except for increase in the number of students enrolled per course.

We will need additional departmental faculty members besides the Early Childhood faculty to take on students for the Field Projects/internships (2 courses).

We will need faculty to teach two courses--one on hold after faculty retirement (EC9945) and another a new course.

Appendix B: Detailed Course Descriptions, Syllabi and Course Action Form

Course requirements

(Click on the course names for syllabi,)

a. Doctoral common core (20 credits)

- [EC 9944 - Paradigms of Early Education and Curriculum Design \(4 credits\)](#)
- [EC 9946 - Development and Early Learning: Theories and Research Studies \(4 credits\)](#)
- [EC 9947 - Ecology of Early Learning: Health, Care and Education \(4 credits\)](#)
- [EC 9948 - Policy Studies in Early Education: Culture, Economics and Politics \(4 credits\)](#)
- [SE 9972 - Special Education: Early Childhood Seminar \(4 credits\)](#)

b. Field Experiences (8 minimum credits)

- [EC 9931 - Field-Based Project I \(A total of 4 credits is required. Can take 2 credits at a time.\)](#)
- [EC 9932 - Field-Based Project II \(A total of 4 credits is required. Can take 2 credits at a time.\)](#)

c. Cognate (16 credits):

d. Capstone Research (12 minimum credits)

- [EC 9945 - Curriculum Investigation \(4 credits\)](#)
- [EC99XX EdD Capstone Seminar \(1 TO 8 credits\) \(Course Action Form\)***](#)

Appendix C: Proforma Budget

[Proforma Budget](#)

Appendix D: Marketing Letter

[Marketing Letter](#)

Appendix E: Library Letter

[Library Letter](#)

Appendix F: Letters of Support

[Clinton RESA Office of Innovation Projects](#)

[Macomb Community College](#)

[Mott Community College](#)

[Oakland Livingston Human Service Agency \(OLHSA\)](#)

[Oakland Schools](#)

[Washtenaw Community College](#)

Appendix G: Program Assessment Plan

[EdD Program Assessment Plan](#)

Appendix H: Department Minutes of Approvals

[Department of Human Development and Child Studies](#)

[Department of Organizational Leadership](#)

[Department of Teaching and Learning](#)

[School of Education and Human Services Committee on Instruction \(COI\)](#)

Appendix I: MASU Academic Program Review/New Program Form

[Academic Program Review/New Program Form](#)