

**GRADUATE PROGRAMS IN ORGANIZATIONAL LEADERSHIP: A
PRELIMINARY REVIEW OF PROGRAMS, FACULTY,
COSTS, AND DELIVERY METHODS**

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ABSTRACT

The face of graduate level education in professional degree programs, like organizational leadership, is changing and evolving rapidly. As consumers demand non-traditional scheduling arrangements and mediated “any time, any place” learning, educational institutions have had to give pause to these considerations. This study explored the nature of graduate education in organizational leadership considering specifically the program focus, the characteristics, the faculty, costs, and delivery methods utilized. Based on the data gathered by looking at over 40 degree programs, there are clear indications that educational institutions are evolving to meet the needs of the non-traditional learner.

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INTRODUCTION

Graduate education for working professionals has become one of the most common phenomena in higher education. Entire universities have thrived on this select niche market. Furthermore, the non-traditional graduate student is generally better able to understand the complexities of the content they are asked to learn, and are often more dedicated to the classes they take. This is in contrast to the traditional 18-22 year old student whose interest lies more in completing the degree rather than learning and applying theory. To meet these perceived market needs more institutes of higher learning are developing programs that cater to the needs of the non-traditional student - hence, the niche market. To meet these unique needs these institutions are willing to make substantive changes in the way that education is delivered. Consider some of the changes in educational delivery that the non-traditional professional graduate is likely to be considering when looking for a graduate education:

- Non-primetime hours for learning (5 pm to 10 pm),
- Expanded use of technology in lieu of driving to campus for face-to-face classes,
- Use of "professional experience credit" arrangements,
- Less emphasis on research methods, more emphasis on practical professional skills,
- Flexible semesters and condensed semesters and classes.

Equally important are the changes that the professional graduate student will encounter when returning to the classroom. These content/substance-based changes are designed to help the non-traditional student learn more in a shorter time span. Consider some of the following changes:

- Direct application of theory to their practice,
- Class materials presented in a multi-media rich environment,
- Exams designed to provide culmination of learning, not just testing of knowledge,
- More "hands-on" learning, less "book" learning,
- Development of online communities/networks for student support.

In essence, these professional, non-traditional student focused courses adopt a radically different perspective on graduate education than does the more traditionally focused program. As the number of these alternative programs increase, there are likely to be implications to the entire graduate education and intellectual community.

Additionally, while more programs have started to focus on the study of organizational leadership, there are still many programs whose primary mission, while related to organizational leadership, is still quite remote from the educational mission of understanding organizational leadership. Many programs offer graduate education in agriculture, extension, or community based-programming, and while much of the same theories are presented, there is often more thrust on the "practical" nature of leadership, as opposed to the theoretical and historical nature. While more programs have been created

to explore the realm of theoretical organizational leadership, the number of programs is still very small.

PURPOSE

Bearing in mind the direction of educational delivery focus and the different "flavors" of leadership theory, the purpose of this descriptive-analytic research is two-fold:

1. Explore graduate programs in light of the methods of delivery (traditional vs. non-traditional), and
2. Determine the "flavor" of leadership education delivered, attempting to select those programs more focused on "organizational leadership" rather than other common alternatives.

METHODOLOGY

This study was completed during the first half of 2001. Data was compiled from the use of the Internet. Specifically, the term "leadership education" was used as a search descriptor on several search engines in an effort to collect as many unique educational institutions as possible within the United States. Each site was inspected, for relevance according to the criteria of "organizational leadership program" as explained in the purpose above. As each site was inspected the elements of basic program characteristics, focus, faculty, cost, and delivery/pedagogy model were analyzed in an effort to affirm the decision to consider the program as organizational leadership, and not some other type of leadership orientation. Programs focusing on educational leadership, agribusiness, community leadership, religious leadership, and management were excluded. Limitations on accreditation were the driving rationale behind restricting the search to only those institutions in the United States.

The second step involved the collection of data by another outside party, and essentially the same application of the criteria. Websites were once again examined in an effort to determine the applicability to organizational leadership. At this point in the process, if the program was deemed to be of an organizational leadership focus, then the website was printed and retained for further analysis. The primary elements that were considered to be relevant, at this stage (and thus collected), involved depth of information on program characteristics, focus, faculty, cost, and delivery methods.

The final step of this research process was the collection and systemization of the reviewed data in an effort to create a matrix of information (seen in later pages). Standardizing calculations for cost of credit hours was performed. Program delivery methods were also standardized and categorized. The culmination of this research was to consider the differences between institutions in terms of the criteria enumerated below.

The crux of this paper is to study the existing organizational leadership graduate programs. These graduate programs have been analyzed by looking for the following elements:

- Characteristics of the offerings,
- Unique focus of the program,
- Faculty members involved,
- Cost of education and materials,
- Delivery models of the courses and degree.

RESULTS

Analyses of each program according to the above-discussed criteria were arranged in a tabular matrix in an effort to display commonalities and dissimilarities. Table 1 displays the findings.

Table 1.

Relevant Elements of Graduate Organizational Leadership Programs

<i>Institution</i>	<i>Characteristics and Focus</i>	<i>Faculty</i>	<i>Costs</i>	<i>Delivery Methods</i>
Augsburg College, MN	M.A., Leadership 10.5 to 11 course credits (approximately 33 to 36 credits) of theory, practical projects, and research courses, with optional thesis	Undetermined	\$968.77 (\$17438 yearly tuition and fees / 36 credit hours)	Traditional delivery program Night and weekend classes
Azusa Pacific University, CA	M.A., Leadership Studies 39 credit units of theory, application, and a capstone experience	3 graduate faculty	\$350 per unit	Traditional delivery program
Bellevue University, NE	M.A., Leadership 36 credit hours of theory and practical projects throughout the program	4 graduate faculty	\$302.64 (\$10895 total tuition and fees/36 credits)	Accelerated online format, 16 months
Bethel College, MN	M.A., Organizational Leadership 36 credit hours of theory, practical, and research focused classes, plus project/thesis	Undetermined	\$325 per credit hour	Traditional delivery program Night classes
Biola University, CA.	M.A., Organizational Leadership 36 credit hours of theoretical and practical leadership classes plus capstone	11 graduate faculty	\$327 per credit unit	Traditional delivery program Night classes
Butler University, IN	M.B.A., Leadership Concentration 58 credit hours (unless credits are granted for prior work) of theoretical and applied leadership 30 credit hours minimum	Undetermined	\$250 per credit hour (under 500 level courses) \$360 per credit hour (500 and above level courses)	Traditional delivery program Night classes
Chapman University, CA.	M.A., Organizational Leadership 36 hours of theory, practical application, and capstone	5 graduate faculty	\$430 per credit hour	Traditional delivery program Night classes, multiple locations

Carlow College, PA	M.S., Professional Leadership 30 hours of leadership theory and internship The program focuses on profession-specific requirements in three content areas: Health Service Education, Management for Non-profit Organizations, Training and Development	Undetermined	\$470 per credit hour for tuition and fees	Traditional delivery program Weekend and night classes
Capella University,	M.S., Organization and Management, Leadership Specialization M.B.A., Leadership Specialization 48 quarter credits (52 for M.B.A.) of theoretical and applied leadership classes, with integrative project (not M.B.A.) Ph.D., Organization and Management, Leadership Specialization 120 quarter credits of theory and application of leadership, and research methods	Undetermined	\$325 per credit hour (online M.S. courses) \$3228 quarterly tuition (additional fees for focused seminar and extended seminar)	Online courses(M.S., M.B.A.) Online courses and focused seminars (Ph.D.).
College of St. Catherine, MN	M.A., Organizational Leadership 36-37 credit hour program with classes in leadership theory, practice, research methods, and research project	11 graduate faculty	\$475 per credit hour	Traditional delivery program Weekend classes
Colorado Technical University, CO	M.S.M., Organizational Leadership Concentration 48/52 hour degree program including classes in theory, practice, limited research methods, and a capstone project.	Undetermined	\$275 per credit hour	Traditional delivery program Evening and weekend classes
Defiance College, OH	M.B.O.L. 33 credit hour program with classes in theory, practice, and culminating application project.	Undetermined	\$944.24 (\$15580 per year for a 2 year program of study)	Traditional delivery program Weekend classes
Duquesne University, PA	M.A., Leadership and Liberal Studies 36 hour program with classes in theory and practice of leadership, with colloquium	9 graduate faculty	\$479 per credit hour	Mixed, weekend classes and online classes
Fort Hays State University, KS	M.L.S., Organizational Leadership 31 credit hours in theory, methods, practice, and culminating experience or research project	6+ graduate faculty	\$130 per credit hour	Online and video classes or traditional delivery

Geneva College, OH	M.S., Organizational Leadership 36 credit hours consisting of theory, practice, and limited research methods, with a integrated leadership project	22 faculty, 4 full-time graduate faculty	\$385 per credit hour	Traditional delivery program Evening and weekend classes
George Fox University, OR	M.A., Organizational Leadership 36 credit hour program. Course content balances application and theory. Course specifics not listed.	Undetermined	Approx \$500 to \$1000 per credit hour (\$18720 for tuition, books, fees, and supplies, unknown if that tuition is yearly)	Traditional delivery program Evening and weekend classes
Greenleaf University, MO	M.S., Leadership and Administration 30 credit hours consisting of theory and practice of leadership, research methods, and a major paper/project. Ph.D., Leadership and Administration Requires 96 credit hours.	14 graduate faculty	\$150 per credit hour	Distance education program with residency or scholarly paper requirement
Gonzaga University, WA	M.A., Organizational Leadership 31 credit hour program consisting of theory, practice, research methods, and a leadership seminar Ph.D., Organizational Leadership, 60 credit hours required	10 graduate faculty	\$425 per credit hour	Traditional delivery program Summer only residency option for Ph.D. program
Immaculata College, PA	M.A., Organizational Leadership 36 credit hours in theory and practice of leadership, as well as a portfolio	Undetermined	\$375 per credit hour (500/600 level courses)	Traditional delivery program Evening classes
John F. Kennedy University, CA	M.A., Managerial Leadership 54 units program with courses in theory and practice of leadership, plus required practicum	Undetermined	\$321 per unit	Traditional delivery program Weekend classes
Manhattanville College, NY	M.S., Leadership and Strategic Management 36 credit hour program consisting of theory, practice, and a final integrative project	Undetermined	\$450 per credit hour	Traditional delivery program Weekend classes
Marian College, WI	M.S., Organizational Leadership and Quality 36 credit hour program consisting of theory, practical application, and an advanced project	Undetermined	Over \$270 (the undergraduate rate)	Traditional delivery program Evening classes
Marymount College, VA	M.S., Organizational Leadership 36 credit hour program of practical topics and leadership theory	10 graduate faculty	\$495 per credit hour	Traditional delivery

Mercy College, NY	M.S., Organizational Leadership 36 credit hour program in 3 modules: motivation, communication, and direction	18 graduate faculty	\$435 per credit hour	Traditional delivery program Night classes
Mercyhurst College, PA	M.S., Organizational Leadership 30 credit hours in theoretical and practical courses, including a thesis	Undetermined	\$276 per credit hour (plus additional fees)	Traditional delivery program Evening and weekend classes
National Louis University, IL	M.S., Managerial Leadership 33 credit hour program consisting of theory and application, thesis option	Undetermined	\$496 per credit hour	Traditional delivery program
North Central College, IL	M., Leadership Studies 42 credit hour program consisting of classes in theory, practice, and a culminating project	Undetermined	\$377 per credit hour	Traditional delivery program
Regent University, VA	M.A., Organizational Leadership 33 credit hour program consisting of classes in theory, practice, and a culminating experience Ph.D., Organizational Leadership 60 credit hours past the M.A. level in theory, research methods, and a dissertation project	25 graduate faculty (includes distinguished professorate)	\$350 per credit hour (M.A. degree) \$500 per credit hour (Ph.D. degree)	Distance education delivery program 2 week Summer residency option for Ph.D. program
Regis University, CO	M.S.M., Emphasis in Organizational Leadership 36 credit hour program with courses in theory, practical application, applied research, and a capstone project	11 graduate faculty	\$300 per credit hour	Traditional delivery program
Saginaw Valley State University, MI	M.A., Leadership and Public Administration 45 credit hour program emphasizing theory and practice classes with a culminating capstone project	14 graduate faculty	\$175 per credit hour (in-state tuition and fees) \$338 per credit hour (out-of-state tuition and fees)	Traditional delivery program
Seattle University, WA	M. Not for Profit Leadership 45 credit hour program consisting of classes in theory and practice of not-for-profits, as well as a summary project	13 graduate faculty	\$430 per credit hour	Traditional delivery program
Sienna Heights University, MI	M.A., Organizational Leadership 36 credit hour program with courses in theory, practice, limited research methods, and a thesis	Undetermined	\$290 per credit hour	Traditional delivery program Evening and weekend classes

State University of New York, University at Albany, NY	Ph.D., Organizational Studies 69 credit hour (post-bachelor's) consisting of classes in theories and research methods, with doctoral dissertation	Undetermined	\$213.85 per credit hour (in state tuition and fees) \$351.85 per credit hour (out-of-state tuition and fees)	Traditional delivery
University of LaVerne, CA	M.S., Leadership and Management 36 credit hour program with courses in theory, practice, research methods, and a thesis option	Undetermined	\$405	Traditional delivery program Evening and weekend classes
University of Oklahoma, OK	Ph.D., Organizational Leadership 90 graduate credit hours required including courses in research methods, theory, practice, and a doctoral dissertation	Undetermined	\$183.62 (in-state tuition) \$389.07 (out-of-state tuition) Additional fees apply	Online courses and focused seminars
University of Phoenix, worldwide	D.M., Organizational Leadership 60 credit hour doctoral program consisting of theory, practice, research methods, and doctoral project	Undetermined	\$550 per credit hour	Online courses and focused seminars during summer residency
University of Richmond, VA	M., Leadership Studies 36 credit hour program built around 4 modules: meaning of leadership, leadership issues, developing competencies, and innovative/creative leadership	11 full time graduate faculty	\$562 per credit hour (assuming full time for their 1 year program)	Traditional delivery program Evening and weekend classes
University of San Diego, CA	M.S., Executive Leadership 36 credit units consisting of theory, practical application, and a culminating project	26 graduate faculty	\$1000 per credit hour (\$36000 total program cost / 36 credit hours)	Traditional delivery program Week-long sessions and weekend classes
University of Scranton, PA	M.S., Human Resource Administration, Organizational Leadership specialization 39 credit hour program consisting of courses in theory and practice,	Undetermined	\$515 per credit hour	Traditional delivery program Evening and weekend classes
University of South Florida, FL	M.S.M., Leadership and Organizational Effectiveness 30 credit hour program consisting of classes in theory and practice	7 graduate faculty	\$147.77 (in-state tuition) \$508 (out-of-state tuition)	Traditional delivery program Evening classes

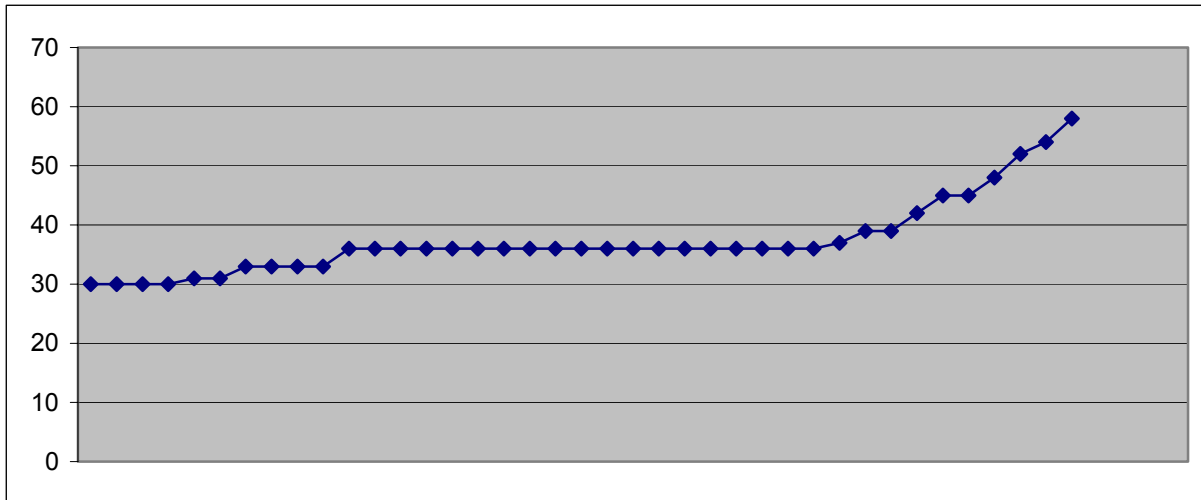
This study identified 37 institutions of higher education in the United States that had graduate programs (38 programs total, 1 university had 2 Masters degrees in organizational leadership) at the Masters level in organizational leadership. Programs in other areas were excluded based on a focus in agricultural leadership, educational leadership, religious leadership, and other non-organizational forms. In addition, 6 doctoral programs were identified in this research. Given the focus and scope of this research and the relatively small number of doctoral programs, the primary focus of these results centers on the Masters level programs.

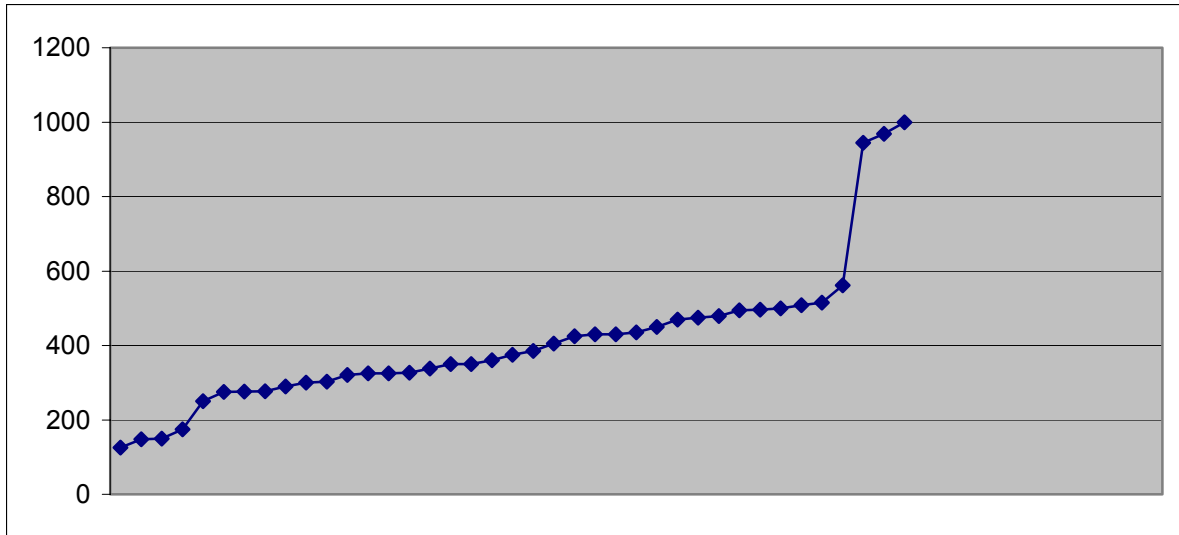
Of the Masters level programs, analysis was performed looking at the number of credits required to successfully complete the degree. The range of required credit hours is from a low of 30 credit hours to a maximum of 58 credit hours. The average number of credit hours required in order to complete a Masters degree in organizational leadership

was 37 credit hours. The median point for credit hours required to complete a degree in this study was 36 credit hours. Table 2 details the frequency of credit hours required in order to successfully complete Masters degrees.

Table 2.

Frequency Distribution of Credit Hours Required for Masters Degrees in Organizational Leadership Programs





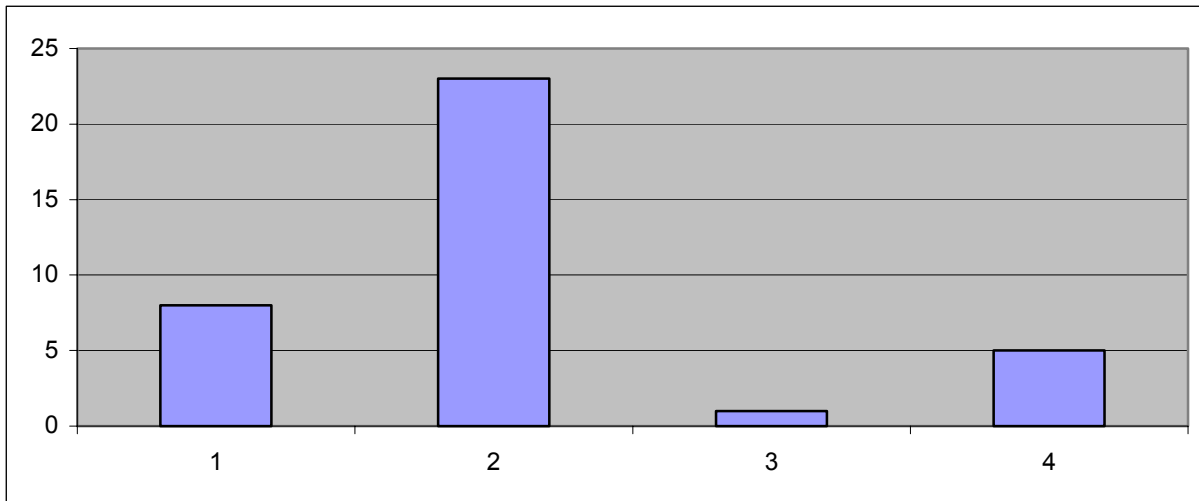
The final focus of this research consisted of the primary delivery model adopted by the program. A cursory categorical analysis of the delivery method reveals four different types of programs:

1. No mediation, traditional scheduling
2. No mediation, non-traditional scheduling
3. Partial mediation, non-traditional scheduling
4. Total mediation

Analysis of the programs reveals that dramatically more programs have adopted a non-mediated approach with non-traditional scheduling. Some have referred to these programs as Executive MBA format. Table 4 details the specific findings in terms of the number of programs utilizing particular delivery models.

Table 4.

Delivery Models of Masters Programs in Organizational Leadership



DISCUSSION AND CONCLUSIONS

From the data collected, a profile of the typical graduate program in organizational leadership can be deduced. First, the program is grounded in both theory and practice and generally consists of 36 (more or less) credit hours for degree completion. In many cases, the degree is housed in the College of Business, or alternatively in Arts and Science colleges or Education colleges. There are limited instances where institutions have actually created Colleges of Leadership. Additionally, it appears that classes in theory as well as practical application of that theory always punctuate the Masters level coursework. In almost every circumstance there is a culminating experience, but the requirement of a thesis is more the exception than the rule. Research methods are required in more traditional programs, along with the thesis, but the requirement for multiple classes in research methods and statistics are generally replaced by applied methods, if required at all.

Furthermore, the typical graduate program in organizational leadership is delivered in the “Executive MBA” style with face-to-face instruction in hours that are more convenient to the non-traditional learner. This approach is obviously market driven. Though some programs are, notably, totally mediated, they are still relatively rare and serve a niche market. Those programs that involve both mediated approaches and the “Executive MBA” approach are rare. Assumably, institutions try to maximize the economies of scale when they go to the drawing board for their organizational leadership program, as it relates to delivery methods. Having more than one method of delivery may require more resources than is really necessary. One could easily speculate that as online providers start to encroach on existing traditional markets that were once safe, more institutions will reconsider their direction as it relates to distance education strategies in organizational leadership.

SUMMARY

Graduate programs in organizational leadership are in the genesis stages of development. As more universities enter the area, there is likely to be major changes that

will influence the degree program requirements, faculty, cost, and delivery model used. The overall goal of this research is to provide a snapshot in time of the early stages of graduate education in organizational leadership for future reference and benchmarking. It is anticipated that future research in the area would expand as the number of programs multiplies and as other relevant characteristics are identified.