

THE KNOWLES JOHNSON INSTITUTE OF GRADUATE STUDIES

*“Transformative Learning and Practicing-Scholar
Excellence”*

2024 HUMAN AND ORGANIZATIONAL DEVELOPMENT CATALOGUE



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“The two most important days in your life are the day you are born and the day you find out why.”

Mark Twain

KJI is our student’s partner in their aspirational pursuit of their why.

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TABLE OF CONTENTS

I. THE FOUNDING OF THE KNOWLES JOHNSON INSTITUTE OF GRADUATE STUDIES	
The Genesis.....	2
About Malcolm Shepard Knowles.....	3
About Leo Franklin Johnson.....	4
About The James Bartlett Webber Chair For Interdisciplinary And Transdisciplinary Studies.....	5
Knowles Johnson Institute of Graduate Studies Statement of Organization And Accreditation.....	6
Knowles Johnson Institute of Graduate Studies Founders	7
Letter from the President	8
Letter from the Chairman of the Board of Trustees.....	9
Letter from the Founding Chairman of the Board of Trustees	10
II. ABOUT THE KNOWLES JOHNSON INSTITUTE OF GRADUATE STUDIES	
What is the Knowles Johnson Institute of Graduate Studies?	12
The Philosophy of the Knowles Johnson Institute of Graduate Studies.....	12
KJI Student Profile.....	12
The Vision.....	13
The Mission	13
Knowles Johnson Institute Values	13
III. THE KJI LEARNER-CENTERED PROCESS	
Introduction.....	16
Prerequisite Student Requirements	16
The Admissions Process	16
The New Student Doctoral Learning Contract Workshop.....	17
Cornerstones of KJI’s Adult Learning Model	18
Student-Centered, Self-Directed Learning.....	18
Practicing-Scholar Education Model	19
Mentored-Master Model	19
Faculty and Mentor Profile	19
Learning Plan and Learning Contracts	19
Transdisciplinary Research and Model Creation.....	20
Co-Presence Learning.....	21
Mentor-Mentee Relationships.....	21
Faculty-Student Relationships	22
Collaborative Student Relationships.....	22
Use of Self.....	23
APA (American Psychological Association) Writing Standard	24
The Practicing Scholar Journey	25



IV. HUMAN AND ORGANIZATIONAL DEVELOPMENT MASTER’S AND DOCTORAL PROGRAM

Overview.....	27
Two Degree Paths.....	27
Master’s and Doctoral Requirements for Graduation.....	27
Declaring a Specialization.....	28
Student Learning Events.....	28
Weekend Intensives and Student Cluster Meetings.....	28
Intensive Research Sessions.....	28
Professional Intensive Seminars.....	28
Professional Practicums and Internships.....	28
Course Learning Process and Requirements.....	29
Overview.....	29
Selection of a Mentor.....	29
Student Selection of Faculty.....	30
The Course Learning Contract (CLC).....	30
Grading Method Selection and GPA Requirements.....	30
Course Research.....	31
Theoretical Overview of the Discipline.....	31
In-Depth Theoretical and Practicing-Scholar Research on a Subset Of Discipline Constructs.....	31
Practicing-Scholar Applied Project.....	31
Self-Reflection and Self-Assessment.....	31
Course Assessment.....	32
Master’s Thesis & Comprehensive Assessment.....	32
Master’s Thesis.....	32
Comprehensive Assessment.....	32
Doctoral Dissertation.....	33
Practicing-Scholar Skill Development.....	34
Master’s Program Learning Outcomes.....	34
Doctoral Program Learning Outcomes.....	35

V. HUMAN AND ORGANIZATIONAL DEVELOPMENT CURRICULUM

Doctoral Program Requirements and Curriculum.....	37
Degree Requirements.....	37
Master’s Degree Requirements.....	37
Doctoral Degree Requirements.....	37
Doctoral Program Curriculum.....	37
Required Core Curriculum for Both Master’s and Doctoral Programs ...	37
General Electives.....	38
Optional Specializations.....	38
Adult Learning and Development.....	38
Neuroscience and Learning.....	38
Organizational Analysis and Design.....	38



Organizational Psychology.....	39
Instructional Design and Development	39
Organizational Leadership Studies.....	39
Non-Profit Organizational Leadership	39
Dissertation	40
Non-Credit Optional Courses	40
VI. STUDENT RESOURCES	
Library and Research Services.....	42
Research Database Access	42
Montserrat Access.....	43
Academic Writing Support	43
Registrar Services	43
Student Life Services	43
Academic Support Services	43
Disability Services	44
Health Insurance	44
Information Technology Services.....	44
Financial Aid & Scholarship Services	44
Publishing Support Services	44
Administrative Offices.....	44
VII. ACADEMIC SCHEDULE, PROCESSES AND FINANCIAL INFORMATION	
Prerequisite Student Requirements	46
The Admissions Process	46
Application Fee.....	47
Transfer Credit.....	47
Academic Schedule.....	47
Trimester and Course Registration	47
2024 Program Costs	
Master’s Program.....	47
Doctoral Program.....	48
Combined Doctoral and Master’s Program Costs	48
Health Insurance Costs	48
2024 Academic Tuition and Academic Fee.....	48
Tuition.....	48
Learning Contract Workshop.....	48
Trimester Service and Activity Fee	48
Estimated Textbook Expenses	48
Dissertation Fee	49
Graduation Fee.....	49
Tuition and Fees Payment Schedule.....	49
Employer Tuition Assistance.....	49



Administrative Fees	49
Conditional Withdrawal.....	49
Transcript Fees.....	49
Returned Checks	49
Withdrawal Refunds	49
Delinquent Accounts.....	50
Optional Academic, Professional and Research Seminar Fees	50
Graduation Procedures.....	50
Academic Progress Requirements	51
Transcript Policy and Request Procedures	51
Policy	51
Request Procedure	52
Security, Confidentiality and Storage of Student Records	52
Non-Discrimination Statement	52
Affirmative Action Statement.....	53
Diversity, Equity and Inclusion	53
VIII. KNOWLES JOHNSON INSTITUTE OF GRADUATE STUDIES	
POLICIES	
Academic and Ethical Standards	55
Honesty and Integrity.....	55
Plagiarism	55
Sanctions for a Breach of the Academic Integrity Policy.....	56
Non-Discrimination and Diversity.....	56
Declaring a Specialization	57
Length of Study.....	57
Student Code of Conduct.....	57
Attendance Policy	58
Grade Appeal	58
Non-Grade Student Grievance Process.....	58
Leave of Absence.....	59
Academic Probation and Suspension.....	59
Withdrawal from KJI	59
Student Complaint Process	60
Student Rights Policy.....	62
APPENDIX A: Course descriptions	65
APPENDIX B: The Admissions Application.....	103
APPENDIX C:	
Board of Trustees	110
Administration and Academic Leadership.....	113
Resident Faculty Descriptions	114
Visiting Faculty Descriptions	128



I. THE FOUNDING OF THE KNOWLES JOHNSON INSTITUTE OF GRADUATE STUDIES

*Education is the most powerful weapon
which you can use to change the world.*

Nelson Mandela

*The function of education is to teach one to
think intensively and to think critically.
Intelligence plus character – that is the
goal of true education.*

Martin Luther King, Jr.

*It is the mark of an educated mind to be
able to entertain a thought without
accepting it.*

Aristotle



The Genesis

Beginning in 2000, a close group of doctoral graduates, friends, and colleagues created a learning and professional support community designed to carry forward and perpetuate the development experiences personally bestowed on them by Dr. Malcolm Knowles and Dr. Leo Johnson. In the spirit of their passion and aspirations for lifelong learning, the community named itself Ancora Imparo (“I am still learning” in Italian), which Michelangelo uttered upon his deathbed.

In 2010 it was becoming increasingly apparent to Dr. Maybury that U.S. colleges were abandoning Malcolm Knowles’ innovatively profound, intensive, personalized, student-centered, co-present, research-based learning models. Drs. Maybury and Healy began curriculum development in 2012, and in 2014 three colleagues joined to formally launch the effort of building the new university. Exhaustive research discovered that most programs in Human and Organizational Development had moved to either online or blended online modalities with limited face-to-face learning and collaboration.

From their common experiences studying with Dr. Knowles and Dr. Johnson, a fervent and committed belief was forged in the value and necessity of a student-centered, self-directed, relationship-based, and mentored model to guide development. KJI provides a highly individualized curriculum embedded in a collaborative learning environment that is contextually relevant to each student. A KJI education creates practicing-scholars while delivering a personally transformative experience.

With the world of graduate education moving to an electronic-centric model and largely abandoning the integrity of an interpersonal learning experience necessitating the presence and intimacy with both faculty and mentor, the founders embarked on a pursuit to make a difference in future generations of adult learners. The Knowles Johnson Institute of Graduate Studies education is an in-person immersion of self-directed learning synergized with the gifts of human collaboration.

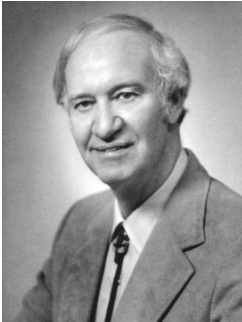
The founders all have a love for life-long learning and, most importantly, a passion for making a difference in others’ lives. After exhaustive deliberation and self-reflection, they devoted themselves to creating a Master’s and Doctorate program embracing and propagating Dr. Knowles’ adult learning theories, an evolving understanding of the neuroscience of learning, and the student engagement methods of Dr. Leo Johnson. In the spirit of the founders’ personal humanistic and individualized graduate educational experience, the new Institute is uniquely designed for second and third-career adults in search of personal growth and inspired to make a difference in the world in which they live.

After twelve years of inspiration and persistence by the founders, the Knowles Johnson Institute of Graduate Studies (KJI) is enrolling its first students in 2024.





About Malcolm Shepard Knowles



Malcolm Knowles' life and his enduring work in education and adult learning are the inspirational guiding forces behind the Knowles Johnson Institute of Graduate Studies. Among the many of Malcolm's gifts to KJI were two pillars of adult learning of which all KJI educational designs emanate: andragogy and self-directed learning. Dr. Knowles today is deservedly considered to be "the father of adult education."

Malcolm earned his Bachelor of Arts Degree at Harvard University and his Master's and Doctorate from the University of Chicago. While at the University of Chicago, Malcolm was forever transformed from his experiences directly with Carl Rogers and Rogers' frontier-blazing work on client-centered learning and teaching. Knowles relationship with his advisor Cyril O. Houle, the leading adult educator in the country at that time, was also instrumental in laying the cornerstones of his growth as a colonizing adult educator.

Rogers' graduate courses exposed Malcolm to theories and practices leading him to discover the difference between a "teacher" and a "facilitator of learning." Student-Knowles stated that early in his first Rogers' course he "left the class and ran to the library and read every book that I could find written by Carl Rogers. I was so interested in what it meant to be a 'facilitator of learning'." This seminal event was one of Malcolm's personal transformational moments.

Dr. Knowles was devoted to the dignity and sovereignty of the learner, believing that adult educators cannot teach another person directly but can only facilitate another's personally defined and self-directed learning. Further, the adult educator must create opportunities for the learner to courageously challenge their limits in pursuit of meaningful growth that incorporates: their unique experiences and history, their intended context for application, and a learning process that adapts to the manner and style of the learner. A critical construct of Malcolm's andragogical approach places the power of the education process in the learner's hands and enables self-direction which ultimately leads to lifelong learning, motivation and self-determining abilities.

Malcolm Knowles' engagements, of which he held numerous leadership positions, included numerous professional societies such as Massachusetts Adult Education Association and professorships at Boston University, Fielding Graduate University and North Carolina State University. Dr. Knowles unpublished writings and published works are extensive and continue to serve as an invaluable source of learning and are supremely relevant in today's world with profound philosophical affirmations of human development, growth and personal transformation.

Numerous adult learning theories and practices are availed to Knowles Johnson Institute students, Malcolm's lifetime work and brilliance serve as the indestructible cornerstones of a KJI education. Early KJI founders who studied directly with Dr. Knowles chose to honor the legacy he bestowed on them with the naming of the new university.



About Leo Franklin Johnson



The Reverend Doctor Leo Johnson personified Dr. Malcolm Knowles' transformational adult learning theories and as a practicing-scholar expanded the depth and breadth of the significance of Dr. Knowles's achievements. Dr. Johnson earned his Education Doctorate at Boston University with Dr. Knowles serving as his advisor, mentor, and Dissertation Committee Chairman. That experience forged an intimate lifelong bond leading to a friendship and partnership that furthered the exploration, research and development of meaningful methodologies and tools for serving adult learners.

Additionally, Dr. Johnson earned his Bachelor of Arts Degree from the University of Denver, a Bachelors of Divinity Degree at Garrett Biblical Institute, and the Master of Science Degree at Northwestern University. Leo's devotion to ministerial work and commitment to social justice shaped his values and beliefs essential in the service of the learner and the honoring of their personal dignity in all educator-student relationships.

Leo Johnson himself was a lifelong learner and practicing-scholar. He pioneered development and application approaches to individual and group development in a wide variety of venues which included careers in non-profit organizations and corporate consulting. During a twenty-year career with the YMCA/YWCA, Dr. Johnson innovated and implemented adult learning, team development and restructuring of community faith-based programs throughout the United States with unprecedented results. Leo built ingenious programs with a number of universities designed to enhance collaboration, eliminate unhealthy conflict, nurture individual potential, and optimize the mission and service to students of those universities. Dr. Johnson was also a retired Professor from the Fielding Graduate University.

Many of the KJI founders have benefited and enjoyed an endeared lifelong relationship with Leo. Dr. Johnson served many as their official Mentor, Dissertation Committee Chairman and faculty for many in their doctoral programs as well as continued as an unofficial life mentor. Leo's blend of unassailable values, unconditional love for his students and colleagues, and exquisite adult educator expertise led to the compelling desire to immortalize Dr. Johnson and his legacy in the naming of this new school.

Dr. Johnson's career as both educator and business professional was the embodiment of a practicing-scholar. Leo expanded Malcolm Knowles' invaluable contributions and demonstrated in all aspects of his life an inexhaustible aspiration and motivation to apply adult learning and group dynamic theories to real-life situations, expand their value to new and previously unknown field applications, and integrate multidisciplinary theories for enhanced value to clients and those receiving direct and indirect benefits.

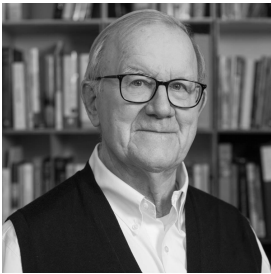
Dr. Johnson's most profound gift to the Knowles Johnson Institute, its founders and future students was the paragon of the consummate adult educator. His immutable characteristics of kindness and of always putting the needs of others first led to his profoundly changing others' lives.



Leo's *adult educator persona* characterized by: authentic listening and a devoted focus to the needs of the student, empathy and inclusion of the context of the student's life in the design of their learning experience, adapting to the style of the learner, creating opportunities for the student to be self-directed and motivated, a selfless devotion to a student's desire to carve out a path uniquely their own, and integrity in the relationship with the student; serves as one of the inspirational pillars of the Knowles Johnson Institute of Graduate Studies.

Dr. Johnson was a founder of the Knowles Johnson Institute of Graduate Studies and passed away a month before the official launch of the newly inspired Institute.

About The James Bartlett Webber Chair For Interdisciplinary and Transdisciplinary Studies



Dr. James Webber is a lifelong learner who was one of the first to study multidisciplinary systems and began innovating in the transdisciplinary field before the term "transdisciplinary" was coined. Dr. Webber's career epitomized the spirit and substance of a Malcolm Knowles' adult educator and Leo Johnson's practicing-scholar. The founders of the Knowles Johnson Institute established a learning community post-graduation from Fielding Graduate University to carry forward relationships and perpetuate their transformational learning and collegial support experiences. Jim is honored for his dedicated service in leading this indispensable learning community for over 20 years and providing thought leadership and education in innovative and unconventional multidisciplinary systems theories to the group. If not for this persevering lifelong learning community, the Knowles Johnson Institute would not have come into existence.

Dr. Webber earned his Doctorate Degree at Fielding Graduate University, having studied with Leo Johnson and Will McWhinney. Jim earned a Bachelor of Science from the University of Pennsylvania, served in the Army at the Aberdeen Proving Grounds, and earned a Master's in Business Administration at Harvard University. While serving at Aberdeen, Dr. Webber created a placement service for Army engineers leaving the service.

Jim began his career as an engineer working for major companies, such as Monsanto Plastics and Raychem. Later Jim went on to consulting firms, sometimes serving as a managing partner, pioneering environment analysis and planning while taking into account the broader interests of business strategy. As an "older" student in the Harvard MBA program, he found the experience rigorously valuable and enjoyed learning with highly intelligent student colleagues. From these early stages of his educational and professional career, Jim believed that there was a significant absence of theories and frameworks to explain systemic multidiscipline behavior in organizations and a lack of methods and tools to improve and create sustainable change.

Dr. Webber stated that he has always possessed an intrinsic drive to understand phenomena, and the complexity involved and to coalesce explanatory theories from which to build



workable models and frameworks. Jim’s extraordinary intellect consistently drove him to marry theory and frameworks with methods and tools that would make a real-life impact. Long before the term was in vogue, Jim lived and operated as the personification of a “practicing-scholar”.

Jim made the career switch to consulting firms, eventually creating his own practice, to enable his passion to make a difference to the entire organization and to offer more strategic value to his clients. Seeking out great thinkers in various fields, including that of multidisciplinary thinking, he expanded his knowledge and beliefs of the possibilities of what could be. Dr. Webber’s self-directed learning led his inquiries to understand how sustained success of any enterprise required inclusion of factors beyond the traditionally considered business factors such as culture, politics, family systems, human motivation, human capability, societal needs and implications, etc.

Dr. Webber’s intellectual prowess made possible the pursuit and insightful contributions in the research and comprehension of the exigency of taking multidisciplinary integration to the more sophisticated plain of transdisciplinary analysis and design of applied solutions. Simply stated, *transdisciplinary* approaches attempt to research, map, and assimilate a *unifying model* that accurately represents the integrative impact of the various disciplines involved in the phenomenon with the additional capability of predicting future behavior and enabling the creation of practical application tools.

Dr. Webber’s research and education efforts with the Ancora Imparo community over twenty years led the KJI founders to the epiphany that transdisciplinary thinking would elegantly serve as one of the embedded core principles of a Knowles Johnson Institute education experience. Dr. Webber has established the model of which to aspire as a practicing-scholar who strives to expand knowledge, creates methods and tools to make a difference in the real-world, and to be devoted to the education of others.

Knowles Johnson Institute of Graduate Studies Statement of Organization and Accreditation

The Knowles Johnson Institute is established as a non-profit educational institution. KJI will confer degrees as approved by the Massachusetts Board of Higher Education in 2021. The Knowles Johnson Institute is authorized to grant the Master of Arts in Human and Organizational Development degree and the Doctor of Philosophy in Human and Organizational Development degree.

KJI’s NECHE (New England Commission of Higher Education) accreditation application will be submitted at the time of the first graduating class which is the first applicable accrediting event. NECHE is the regional accreditation agency for colleges and universities for the six New England States. KJI is a member of professional societies and councils that represent graduate universities in the fields of adult education, psychology and graduate education institutions.



Knowles Johnson Institute of Graduate Studies Founders

Dr. Richard Maybury, the founding leader of the vision of KJI, sensed the world of graduate school education was straying from the principles pioneered by Dr. Knowles and practiced by Dr. Leo Johnson. In 2010 Dr. Maybury began formulating a vision for a new university in the image of Malcom Knowles' and in 2012 Drs. Maybury and Healy began conceptualizing a curriculum and supportive learning models.

The formal development of the Knowles Johnson Institute of Graduate Studies began in earnest in 2012. The following adult educators and adult learners are celebrated for their inspired involvement and the beginning year of their passionate dedication to creating a university that will make a difference in others' lives.

Richard Maybury, Ph.D. (2010)*

Kathleen Healy, Ph.D. (2012)*

Lois Hogan, Ph.D. (2016)

Leo Johnson, Ph.D. (2012)*

Nancy LaPelle, Ph.D. (2014)*

Don Mroz, Ph.D. (2018)

Susan Lapine, MA (2018)

Peg Murphy, Ph.D. (2012)*

William Sears, (2017)

Helen Toubail, MBA (2016)

*** The spiritual and conceptual pioneers of KJI**



Letter from the President



Dear Prospective Doctoral Candidate,

Welcome to the Knowles Johnson Institute of Graduate Studies (KJI)!

As you read through the catalog, you will be introduced to a new and exciting graduate school opportunity within an educational environment that offers you a transcendent learning experience in which you, your faculty, and your mentor are co-learners. This remarkable journey has the potential to make a profound impact on both your personal and professional lives.

Our mission is to meet your needs and aspirations as an adult learner and practicing-scholar. The Knowles Johnson Institute is interested in who you are, your personal vision, what fascinates you, your intellectual curiosities, and how you want to make a difference in the world.

The Master's and Doctoral curricula are rigorous and multidisciplinary, with a strategic global view of the future. Your education experience will prepare you to adapt your abilities, unique gifts, expertise, and newly developed skills to interdisciplinary global environments.

You will discover that the KJI education model is unlike any others you have experienced. You, your professors, and your student colleagues will be collaborative learners pursuing your interests together with exceptional in-person engagements, transformational pursuits with fellow students, and the development of real-world solutions in the sophisticated spirit of practicing-scholars.

A Knowles Johnson Institute education challenges you to take control of your learning and personal destiny. Within the context of each course, you determine specifically what you want to study, the real-life problems and contexts on which you desire to focus, and you decide to either specialize in one or more professional areas or graduate with a rich interdisciplinary degree.

Your student colleagues will be mid-career and third-career lifelong learners who seek to make a difference in others' lives and, as part of their journey, to experience personal transformation.

Your professors are world-class practicing-scholars who are dedicated to serving the needs and interests of their students. They see themselves as co-learners and are passionate about providing you with individualized attention, support, and guidance in a manner that adapts to your learning style and fulfills your personal and professional goals.

As a student, you will be in the inaugural class of doctoral students with a planned graduation in 2025. You will contribute to building something unique and profound in adult learning and graduate education. In 2021 the Massachusetts Board of Higher Education approved KJI to grant master's and doctoral degrees. NECHE (the northeast regional accrediting body) is working closely with the Knowles Johnson Institute to ensure we will be ready to earn accreditation with KJI's first graduating class.

We invite you to become part of the Knowles Johnson Institute community. I look forward to learning and being inspired by you.

Cordially,

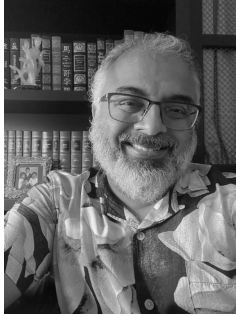
Rick Maybury

Richard C. Maybury, Ph.D.

President of the Knowles Johnson Institute of Graduate Studies



Letter from KJI's Chairman of the Board of Trustees



Dear KJI Practicing-Scholar Learner,

As treasured colleagues, supporters, staff, and students, I am pleased and excited to have you partner in a vision pioneered by Malcolm Knowles and carried forward by Leo Johnson. These leaders in adult education believed that learning is indeed life-long, a position validated by research in the neurosciences. As such, KJI is a place of learning where each individual student not only learns new subjects but also learns about themselves and how they best learn. As you progress to matriculation, you will evolve into a scholar. A practicing scholar is always examining, learning, and evolving to a better understanding of self and the world around them.

We believe in helping our students make positive changes in the environments they work in by equipping them with the intellectual and application tools to navigate a changing world. Small ripples in time have big impacts. What you learn at KJI will help you become better citizens of our world. This goal is achieved by having each student work closely with their chosen mentor to craft a personalized education plan that meets rigorous standards. While the degrees conferred are in HOD, the areas of interest in the student's chosen field are endless. Each student brings their own experience and insight into the area they hope to impact on graduation.

The Board of Directors has undertaken a journey to provide our students with an excellent learning experience. We aim to stay student-focused, with one-on-one learning, working with educators with a deep fund of academic and practical experience, and remaining a small university. In this way, the student experience will always be optimized.

I join the KJI family in welcoming you to a culture of excellence. As you learn from us, we will learn from you. In the process, together, we will craft an institution unlike any other. I am proud to be the Chair of the Board of Trustees and will work tirelessly to ensure that the KJI community will live by our Vision, Mission, and Values.

With warmest regards,

Jay J Isaac, MD

Chair of the Board of Trustees, Knowles Johnson Institute of Graduate Studies



Letter from KJI's Founding Chairman



Dear KJI Learner,

As KJI's Founding and former Chairperson of the Board, it is my distinct pleasure to welcome you to the Knowles Johnson Institute of Graduate Studies. I am thrilled that you have chosen this Institution to further your education, and I assure you that you will find Administration, Faculty, Mentors, and others associated with this Institution to provide you with the utmost support and guidance in your journey. I truly believe you will experience a unique learning opportunity and experience here at KJI, with you, the learner, being the center of the learning process. Malcolm Knowles (The Father of Adult Learning as he has often been referred to) believed strongly that you, as the student, should have critical input into your own learning journey.

Both Malcolm Knowles and Leo Johnson (for whom the Institute is named) dedicated their lives to understanding the characteristics and motivations of adult learners and went over and above to serve those learners. I believe you will find that same motivation and drive here with the Faculty and Mentors you will encounter. It may be a cliché, but I believe here you will *learn how to learn* at a higher and deeper level than you may have ever experienced before. It will also become abundantly clear to you as you embark upon your educational pursuit here that *everyone* is learning, and everyone here will become a thinking partner with you. KJI is profoundly a community of learners, and that learning culture and learning organization has been instilled by the President of the Institution (Dr. Rick Maybury) throughout the entire community.

Please know that the Vision that guides everyone here – “*The Knowles Johnson Institute of Graduate Studies aspires to transform the lives of diverse adult learners to create scholarly-practitioners who make a difference in the worlds in which KJI graduates live and work*” is taken very seriously and directs every action taken. The aspect of *transforming one's life*, and to *make a [positive] difference in the world* is not taken lightly, and the aspirational intention of this statement is a deep belief by all those you will come in contact with. If you make the time to read through the KJI Mission and Vision, you will find nuances, beliefs, and intentions quite different from other Universities. It is this foundation that drives those of us connected with KJI to perform at our very best for you!

Just as in any learning environment, you will find challenges, run up against roadblocks, and at times possibly become frustrated, or even stumped related to some research, research methodology, or for any number of reasons. I encourage you to reach out to your Mentor, a Faculty member, or another student learner so that you are taking full advantage of the learning community here at KJI. Remember, although you have most of the responsibility for your learning, you have a team of people here to assist you, and you do not have to, nor should you, do this all alone.

I was very proud to be the Chair of this very dedicated Board of Directors, and I know the current Chairman and Board of Trustees will do everything in their power to make certain that the entire KJI community will live by our Vision, Mission, and stated Values. Enjoy your experience in this unique and spirited community of learners. My very best to you, and remember to have a bit of fun on this learning journey.

Best Regards,

Don Mroz

Donald W. Mroz, Ph.D.

Chair of the Board of Trustees, Knowles Johnson Institute of Graduate Studies



II.

ABOUT THE KNOWLES JOHNSON INSTITUTE OF GRADUATE STUDIES

We will learn no matter what! Learning is as natural as rest or play. With or without books, inspiring trainers or classrooms, we will manage to learn. Educators can, however, make a difference in what people learn and how well they learn it. If we know why we are learning and if the reason fits our needs as we perceive them, we will learn quickly and deeply.

Malcolm Knowles



What is the Knowles Johnson Institute of Graduate Studies?

The Knowles Johnson Institute of Graduate Studies (KJI) grants a Master's in Human Organizational Development degree and a Doctor of Philosophy in Human and Organizational Development degree. Nine optional specializations are available to the student as well. KJI was founded on the humanistic theories and practices pioneered by Malcolm Knowles and experienced by adult educators who had studied under the guidance of Malcolm himself.

The KJI program is a Doctoral program that is supported by the Master's program. Students apply and are accepted into the combined Master's and Doctoral programs. Students have the option of completing their studies with a Master's degree once the Master's program requirements are met.

The Knowles Johnson Institute is dedicated to providing a high-touch, personalized, collaborative *Individualized Mentored Education* experience whose rigor and discipline produce world-class practicing-scholars who have a personal mission to make a difference in the lives of others and the organizations they choose to serve.

The Philosophy of the Knowles Johnson Institute of Graduate Studies

The Knowles Johnson Institute (KJI) believes in the selfless partnership between students, faculty and mentors on the student's self-defined learning journey. Malcolm Knowles and Leo Johnson dedicated their lives to understanding the characters and motivations of adult learners and what it means to nobly serve their students. The learner is the center of the relationship with their mentor and faculty, pursuing a self-directed path leading a transformation to a thoughtful reflective practicing-scholar. KJI's students are shepherded through a rigorous, research-based, scholarly experience profound in its application of theoretical principles to real-world applications. Academic and practitioner learning are grounded in principles of ethical professional and community responsibility.

KJI believes in high integrity with all its practices, including delivering the quality and high standards expected by the Institute's students. The best interest of the students will be the principal consideration in every KJI decision.

KJI Student Profile

The Knowles Johnson Institute is designed for mid-career and third-career adults who are seeking to redefine the next stage of their lives and careers. All KJI students have the common aspiration to make a difference in the lives of others and the organizations and communities in which they do or hope to serve.

KJI students have real-world experiences, come from diverse cultural and socio-economic backgrounds, see themselves as having an insatiable desire to learn, are curious and inquisitive, and are capable of self-direction. KJI student colleagues also value and enjoy collaborative learning and are interested in humbly supporting the academic pursuits of others. Knowles Johnson Institute candidates also have an inherent interest in



understanding the world from a multidisciplinary perspective and an appetite to know the story behind the story. Students and faculty demonstrate intellectual humility and are motivated by the possibilities of new knowledge.

The Vision

The Knowles Johnson Institute of Graduate Studies aspires to transform the lives of diverse adult learners to create values-based practicing-scholars who make a difference in the worlds in which KJI graduates live and work.

The Mission

The Knowles Johnson Institute of Graduate Studies is dedicated to advancing knowledge in the areas of human and organization development, creating opportunities for personal and professional growth for mid-career and third-career adults, promoting ethical behavior and social conscience in a global community, and ensuring the diversity of faculty and staff align with the worlds in which KJI students will be dedicating themselves.

KJI seeks to fulfill this mission by:

- Offering Master's and doctoral degree programs and advanced continuing education in Human and Organizational Development.
- Encouraging and supporting research in its academic disciplines and further knowledge creation in the understanding and practice of adult learning.
- Delivering programs through one-on-one, individualized mentored education engagements between faculty and students complemented by structured student learning and research events supported by faculty, mentors, students, and graduates.
- Providing program flexibility that recognizes the multiple student responsibilities and demands of study, work, community, family, and being an active member of a learning community.
- Measuring student achievement through the explicit demonstration of academic and professional competence.
- Creating a learning community that includes students, faculty, staff, and alumni who are committed to mutual support, responsiveness, and lifelong learning.
- Preparing graduates for their present and future aspirations, equipping them with the ability to be reflective and socially conscious individuals, and making capable their interdisciplinary integration of theory, research, and practice to be performed ethically in a multicultural world.

Knowles Johnson Institute Values

KJI will measure its own achievement from successfully fulfilling its Mission and the demonstration of our values in all of our interactions.

The Knowles Johnson Institute of Graduate Studies affirms the following values:



- We believe in the principles of adult learning as Malcolm Knowles envisioned and as both Leo and Malcolm embodied and practiced as adult educators.
- We believe in a dedication to providing academic opportunities of the highest quality, with academic rigor and designs that exemplify models for mature, responsible and intellectually capable adults.
- We believe in providing learnings and experiences that embody a rich diversity of people, ideas, global cultures and international contexts.
- We believe in behaving ethically in all our interactions and demonstrating empathy and global multicultural sensitivities in the service of others.
- We believe in respect and caring for human dignity in all our interactions with each other.
- We believe the student is the center of KJI's universe and learning is a partnership between mentors, faculty and students where all involved are transformed from the relationship.
- We believe that learning and personal transformation is an organic process that must be experienced in a manner unique to the individual and mentors, faculty and fellow student learners to provide mutual support of each other's personal evolution.
- We believe that thoughtful and authentic self-reflection and a willingness to see ourselves objectively is a critical aspect of adult development and the Institute must make a safe nurturing environment to foster the process.
- We believe in honesty and integrity in all our endeavors, be they academic pursuits, research, presenting of ideas, and in relationships with our colleagues.
- We believe that adult learning and personal growth are a community and social event, are most transformative when all are collaboratively and unselfishly giving and taking risks.
- We believe in personal accountability where success and failure begins and ends with our own efforts.
- We believe in engaging in open, sensitive, innovative and uncensored intellectual conversation that seeks the truth regardless of the difficulty individuals or groups have in confronting volatile but important issues.
- We believe that all human beings have gifts and that becoming a practicing-scholar is the pursuit and application of those gifts to improve our personal lives and the lives of those around us.
- We believe that scholarship and practice are intimately connected and the synergy of both serve as a key foundation of the KJI learning experience.
- We believe that love, caring, empathy, personal sacrifice and service to both others and a greater purpose is the genesis of personal growth and transformation.



III.

THE KJI LEARNER-CENTERED PROCESS

The Dream is not what you see in sleep, dream is which does not let you sleep.

Abdul Kalam

Growth occurs when individuals confront problems, struggle to master them, and through that struggle develop new aspects of their skills, capacities, views about life.

Carl Rogers



Introduction

The following is a description of the KJI experience from the application process to KJI's andragogical learning model to a review of the Human and Organizational Development curriculum and graduation requirements. This will help students and prospective students to understand the Knowles Johnson Institute educational system and provide guidance in determining if KJI is an appropriate match when considering academic, professional and learning design interests.

KJI dedicates thoughtful attention to every applicant. As importantly, the Institute encourages prospective students to be equally discerning and prudent in their decision-making. Their decision holds the potential to be one of the most impactful in their life's journey.

Prerequisite Student Requirements

Students are required to have earned a Bachelor's degree from an accredited institution. There are no requirements for any type of graduate exam.

Admissions Committee

The Admissions Committee is comprised of the President, Academic Dean, and two faculty. This Committee will make all admissions decisions.

The Admissions Process

KJI is on a rolling Admissions model, accepting students as slots are available. The actual start date for students will depend on the scheduling of the Doctoral Learning Contract Workshop (DCLW). A DCLW is scheduled once a trimester unless student demands require additional sessions. Graduate school exams are not required for admission.

The admissions process is structured, engaging, and designed for KJI and the prospective student to learn about each other. Once an application is received, student candidates interview with up to three faculty which will be scheduled within 14 days of the student's application submission. Acceptance decisions are made within 14 days of the candidate's final interview.

The Admissions Committee is comprised of the President, Academic Dean, and two faculty.

The following are the steps of the application process:

1. Inquirer learns about KJI's by visiting the website:
WWW.KNOWLEDSJHONSONINSTITUTE.ORG.
2. Download the KJI application.
3. Complete the inquiry form on the website. A KJI professor will contact you for a face-to-face orientation and information session. This orientation is very useful to prospective students, providing them with an opportunity to learn more about KJI and to obtain guidance in completing the application.



4. Interview with a KJI professor (or up to three professors in a panel interview) to discuss the student's personal and professional goals, their academic interests, and a bit about the student's learning style and preferences. This is also a time to ask detailed questions about KJI, its learning models, professor and collegial engagements, and any other areas of interest. This interview information will be used by the Admissions Committee in making an admissions decision.
5. The faculty interviewer(s) will submit an assessment and summary of their recommendation to the Admissions Committee.
6. Complete the application and email a scanned copy to: ADMISSIONS@KNOWLESJOHNSONINSTITUTE.ORG. See Appendix A for the application.
7. The applicant will receive a confirmation email once received. An applicant folder will be created and readied for the Admissions Committee. The Admissions Committee will review the application for decision once all the application requirements are received.
8. A member of the Admissions Committee may call the candidate to obtain additional information if the Committee deems necessary.
9. The Admissions Committee makes a decision.
10. The candidate is notified in writing of the Committee's decision.
11. Accepted candidates will be invited to the required three-day Doctoral Candidate Learning Contract Workshop (DCLW).

Application Fee

The application fee is a nonrefundable \$100.00.

Transfer Credit

Transfer students applying to KJI must meet the same admission criteria and undergo the admissions process as outlined in the Catalog.

Transfer credits are granted solely by the faculty and the Dean of Academic Affairs. A maximum of nine (9) academic credits with grades of B or higher are eligible for transfer from other accredited institutions. Courses transferred must be able to academically fulfill a required course for graduation. Course syllabus of credits to transfer may be required. KJI does not accept credit by proficiency or life experience credits.

The New Student Doctoral Learning Contract Workshop

The Doctoral Learning Contract Workshop (DLCW) produces a program learning contract between the student and KJI, which is also a distinguishing feature of the Knowles Johnson Institute's adult learning model. This is the first of many steps empowering the student to define the experience and value they would like to obtain and to collaboratively customize their curriculum with the support of their Mentor.



The DLCW includes all new students and is delivered in the form of a highly interactive seminar. Included in the workshop are group exercises to initiate the students into the KJI learning community, opportunities to develop a deeper understanding of their individual learning styles and needs, bond with fellow learners, meet faculty, and most importantly, begin the first step in crafting their individual learning plan. Each student's mentor will be in attendance and participate in activities with them.

Students will be assigned mentors upon acceptance. As they become familiar with the faculty-mentors, the student will have an opportunity change mentors if they desire.

Specifically, the goals of the three-day experience include:

- Become aware of the services and support systems designed to make their graduate school experience a success
- Orient the students to the KJI organization and processes
- Students will learn more about themselves as learners in a doctoral program
- Bond with fellow learners and take the first step in becoming part of the KJI learning community
- Meet and get to know faculty
- Become clear regarding mutual expectations of the students, as student colleagues, faculty and the Knowles Johnson Institute
- Complete the first draft of the student's program learning plan and contract
- The student will select the faculty whom which they would like to experience their first course
- Answer any outstanding questions

Students will also have an opportunity to work on their personal and professional visions and life goals that a KJI endeavor may support.

Cornerstones of KJI's Adult Learner Model

Student-Centered, Self-Directed Learning

KJI is interested in who the student is, what they enjoy, what fascinates them, what they ponder about, and what they want to do with their life. KJI is designed to help students build the life they want and a life they intend.

The Knowles Johnson Institute education begins with the articulation of the student's vision of how they would like to make a difference in the world and their personal and professional goals. Together with their Mentor and faculty, the student will build an individualized learning plan that will evolve throughout their program with a committed and immutable focus on adapting the design of the learning to fulfill the individual goals of the student. This model is *Individualized Mentored Education*.



A key principle of a KJI education is Malcolm Knowles' belief in self-directed learning. Each course learning experience begins with the faculty asking the student: “*What would you like to learn?*” Students are challenged to take control of their own learning process.

Within the discipline of the curriculum and with the support of faculty and mentors, students will define their own course research, academic engagement methods, student colleague engagements, and field practice experiences. A KJI student is motivated and encouraged to stretch their personal limits, be entrepreneurial with their learning process, and reach out when help is needed.

What gives meaning to the student's life is what each makes of their lives, what they give to the world and communities, and what they build with those they care about. Every student has the opportunity to make their own life extraordinary.

Mentored-Mastery Learning Model

Adult learning is a process of discovery and personal development in the pursuit of excellence. In each course, the students learn through a mentored process where they pursue their development by employing their unique learning style in the context of their interests and taking the time the learner determines is personally appropriate. The student's work is collaboratively evolved with the professor and often goes through multiple innovations until mastery is achieved. The objective is to master the knowledge and real-world applications of the course, not simply completing the work.

Practicing-Scholar Education Model

A key characteristic of a KJI student is a passion for making a difference in the lives of others and in the organizations that are central to their professional work. Each course in the curriculum requires academic and professional activities that integrate theory, research and professional practice. A KJI learner has the spirit of inquiry, openness, and thoughtfulness.

There is nothing more practical than theory applied to real-life situations. KJI graduates emerge from the program as experts in the integration and synergy of their research and application of theoretical constructs to solutions and innovations in their professional practices.

Faculty and Mentor Profile

All faculty and Mentors are Practicing-Scholars with extensive professional expertise, extensive research experience, and outstanding academic credentials. Each is a lifelong learner who is passionate about their students and receives tremendous fulfillment from making a difference in their students' lives. Faculty and Mentors see themselves as co-





learners with their students and faculty colleagues, striving to support each others' ongoing transformations.

Faculty and Mentors are interested in their students' unique gifts, interests, goals, and desires in life. They value quality relationships and enjoy helping their students gain clarity on their personal belief systems and pursuit of what is personally meaningful. Often KJI faculty and Mentors have greater confidence in the students' abilities than the students have in themselves.

Like their students, faculty and mentors are curious about the world around them and strive to make a difference in their work and social communities. Faculty and Mentors live Dr. Knowles' model of an adult educator, specifically their role is to focus on the process that enables the learner to successfully pursue their own path.

Aside from academic and practitioner development, faculty and Mentors strive to integrate students into the KJI learning community and instill a feeling within the learners that they are valued, welcomed, wanted, respected, and supported.

Together the Mentors, faculty and students create an environment that enables the student to pursue their own interests and rewards. Faculty and Mentors have a personal investment in the success of their students and the KJI learning community.

Learning Plan and Learning Contracts

Three pillars of a KJI education are:

1. There is no one path to learning
2. The student may focus their studies in the areas and contexts of their interests
3. The student is empowered to engage their learning in a manner and approach that adapts to their styles and preferences.

Two forms of learning contracts are completed by the student, their faculty and their Mentor that are specifically designed to support these pillars.

The student's Doctoral Learning Plan Contract, encompassing and integrating all their program coursework and dissertation, is created in the beginning during the Doctoral Learning Plan Workshop and modified as necessary throughout the student's program. Individual course learning contracts are the second type. These are completed with individual faculty at the start of a new course.

The individual Course Learning Contract (CLC) enables the student to define a number of aspects of their learning experience including:

- The student's personal and professional goals for the course
- The specific concepts and theories within the discipline that they would like to focus their studies
- The methods the student would like to use to engage in the relevant research and learnings



- The product that the student would like to create to meet the Applied portion of the course
- The design of the evaluation framework of their course performance

Transdisciplinary Research and Model Creation

The world continues to grow in complexity with a high degree of unpredictability. When researching a phenomenon, it is critically important to identify the various disciplines involved and the influence each has on the situation. This multidisciplinary systems analysis needs then to evolve into an interdisciplinary assessment to understand the mutual cause and effect of the various associated disciplines.

Interdisciplinary research explicitly builds on the knowledge foundations from existing academic disciplines, attempting to explain the specific problem's context and situational factors. The solution rarely results in the creation of a predictive theory and model that can be transported to other contexts and situations.

Transdisciplinary research is boundless in the disciplines included. Unlike the intent of interdisciplinary analysis, transdisciplinary products are measured by their efficacy of prediction and solution success ubiquitously across contexts and situations.

The perpetual growth and change of the global environment require this method for unifying the various influential discipline dynamics into a single coalesced theory and application model explaining and predicting phenomena and outcomes. The process of creating a *transdisciplinary* theory has the potential of profoundly capturing the synergy of the asymmetrical impact and influence of the involved disciplines.

Further, the formation of a transdisciplinary theory creates a de facto new discipline based on the integrated diversity and coherence of the behaviors of the multiple included disciplines. The future's transdisciplinary theories and models will incorporate today's transdisciplinary theory, which then evolves into a single coalesced discipline, becoming one of many singular disciplines incorporated into the new transdisciplinary theory. Effectually a never-ending learning and innovation cycle.

This is the challenge put forth to KJI doctoral students as practicing-scholars; humility in one's level of knowledge and reverence for the unknown. Cognitive dexterity and flexibility are key attributes of the researcher and practicing-scholar.

Transdisciplinary research, analysis, theory, and model design are essential and unique components of the KJI doctoral program and are necessary for contributing to and advancing the existing body of knowledge. As an integral activity in each course, students are asked to take a transdisciplinary approach to understand the constructs applied to real-life case studies and posit a transdisciplinary theory and model for explanation and prediction.

Each course expands the student's practicing-scholar ways of thinking, intellectual abilities, and skills in working with complex systems and develops practitioner diagnostic skills. The student's individual coursework has the potential to significantly add to the field's body of knowledge.



Co-Present Learning

The enchantment of learning is a very personal process that is enhanced through interaction with others. That interaction is most poignant in the physical presence of fellow learners. Studies strongly suggest the development of sophisticated thinking, creativity, and multidisciplinary critical analysis is most profound when learners share the spirit of inquiry, openness, thoughtfulness, and self-reflection together, face-to-face.

The KJI andragogical model is designed for collaborative learning events, be they with Mentors, faculty, or students, to be accomplished in person.

Mentor-Mentee Relationships

The Mentor-Mentee relationship is one of the three most important relationships while learning at KJI. Students are assigned a Mentor upon acceptance. Once students begin their studies and develop relationships with faculty, they may choose to change Mentors based on their personal academic or learning style needs.

The Mentor works with their Mentee from the beginning, helping their students to develop their program learning contract. The Mentor is there to help guide the student through all the requirements of the Master's and Doctoral programs, offer support for research endeavors, and is available for professional mentoring. The Mentor also has the role of being the student's Dissertation Committee Chairperson.

The Mentor will take a substantial amount of time getting to know each of their students, their learning styles, professional goals, personal goals, and passions in life. Listening to mentees is a core value of Mentors. One goal of the Mentor is to help their Mentees customize their program to best fulfill their students' aspirations.

The Mentor and Mentee collaboratively own the responsibility of staying connected and keeping each other current on the student's progress. The expectation is that the Mentor and Mentee will talk in person or over the phone at least once a week. The Mentor will return communications within 24 hours.

Faculty-Student Relationships

The primary roles of the faculty are to provide guidance in the development of a course's learning contract, customize the learning experience to fulfill the goals and learning needs of the student, collaboratively identify critical resources, identify learning events that will support the student's coursework, and provide appropriate instruction. Ultimately the learning design empowers the student to pursue their development in a self-determined and self-directed manner.

The student selects their own faculty from the available qualified faculty for a particular course. The student will initiate a discussion with their proposed faculty and if both are in alignment with the student's interests and needs, a formal proposal will be provided to the student's Mentor for approval.



The student and faculty are expected to meet in person or talk over the phone at least once a week. The faculty are responsible for assessing the student's work with detailed feedback within five days after submission to the faculty. Faculty will return communications within 24 hours.

Collaborative Student Relationships

Collaborative learning and mutual support are cornerstones of an effective adult learning experience. Decades of educational research have determined that co-present, formal and informal, and collaborative learning opportunities are the most effective in the development of student cognitive, emotional, and skill abilities.

KJI offers a variety of opportunities for students to come together for mutual support, co-learning, joint projects, collaborative research, teamwork, and collaborative assessments. Students are required to attend two out of three trimester all-day "student cluster" meetings. These cluster meetings are jointly designed by students and faculty. The cluster offerings are open to the innovation of the students. They often include opportunities for: the students to present and assess, invited faculty to lead workshops, student-led workshops, guest speakers, research presentations, collaborative support on course work, teambuilding exercises, resource sharing, etc.

Students are encouraged to meet and work together as often as their schedules allow. In the spirit of self-direction and service to the students, KJI will orchestrate collaborative events when proposed by the students.

The students develop strong personal bonds which will become the seeds of lifelong collaborative learning communities. The Founders continue to maintain their learning community with their alum colleagues well over twenty years after graduating.

Use of Self

A practicing-scholar brings all of who they are to make a difference in what matters most to them. A masterful practice requires strong interpersonal and self-management skills. *Use of Self* includes how one acts upon one's observations, feelings, and values to affect a person, group, or system. It involves having an impact, giving of oneself, and putting oneself on the line.

Use of Self demands that we attend to our inner world (feelings, assumptions, judgments, sensations, and attitude) in tandem with the outer world. This in turn demands that we recognize the importance of and engage in a process of self-awareness. Effective use of Self is in service to the unfolding of one's own potential and the potential of those we are in relationship with – individuals, groups, and organizations.

At KJI we consider Use of Self a necessary competency for the practicing-scholar. We invite learners to practice reflective action, a continuous cycle/process of inquiry and reflection. This includes enhancing self-knowledge, self-awareness, presence, skills, and orchestrating the various elements of Self. The intention is to continually strengthen and expand their internal capacity to more effectively fulfill their roles.



APA (American Psychological Association) Writing Standard

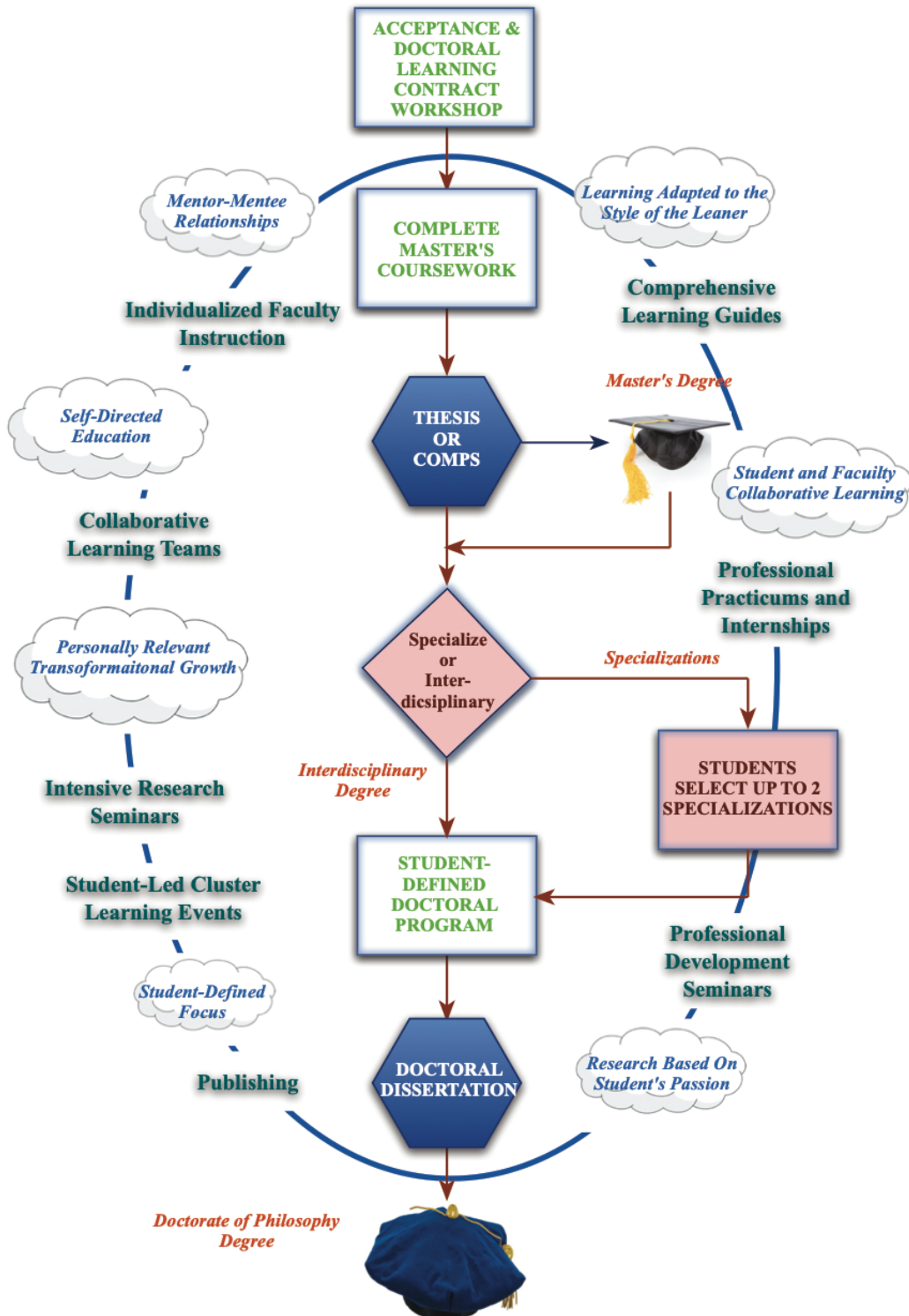
Knowles Johnson Institute of Graduate Studies has adopted the APA writing standard. Faculty and dissertation committees will hold students accountable for the rigor of the most current APA standard. It is expected that every student will own and utilize a copy of the most current Publication Manual of the American Psychological Association.

Upon graduation, KJI alums will be skilled in their ability to communicate effectively in the service of the reader and the Academy.



THE PRACTICING-SCHOLAR DOCTORAL JOURNEY

The two most important days in your life are the day you are born and the day you find out why.” Mark Twain





IV. HUMAN AND ORGANIZATIONAL DEVELOPMENT MASTER'S AND DOCTORAL PROGRAM

Character is like a tree and reputation like a shadow. The shadow is what we think of it; the tree is the real thing.

Abraham Lincoln

Education is what remains after one has forgotten what one has learned in school.

Albert Einstein



Overview

The Knowles Johnson Institute of Graduate Studies offers a comprehensive, integrated Master of Arts and Doctorate of Philosophy program in Human and Organizational Development (HOD). Students have the option to earn an Interdisciplinary degree or specialize in one or more areas.

The optional Areas of Specialization are:

- Adult Learning and Development
- Neuroscience and Learning
- Organizational Analysis and Design
- Organizational Psychology
- Instructional Design and Development
- Organizational Leadership Studies
- Non-Profit Organizational Leadership
- Global Organizational Change
- Organizational Leadership in Healthcare

HOD graduates have the opportunity to complete post-doctoral Specialization Certificates.

Two Degree Paths

The KJI program is a Doctoral program that is supported by the Master's program, though the student may choose to just complete the Master's program. The Knowles Johnson Institute of Graduate Studies offers two degree paths:

1. Master's in Human and Organizational Development
2. Integrated Master's and Doctorate in Human and Organizational Development

The Master's degree program is a unique combination and integration of organizational development, adult learning and human development courses necessary as prerequisites for the doctoral program and its associated specializations.

Master's and Doctoral Requirements for Graduation

The Human and Organizational Development Program is an integrated Master's and Doctorate degree. Students earn their Master's on their journey to their Doctorate degree.

The Master's level courses are designed as foundation courses that integrate with the doctoral courses and dissertation. It is possible for students to earn a Master's without continuing on for a doctorate degree. Due to the high degree of prerequisite integration of the Master's courses, all doctoral students must also complete the KJI Master's degree.



The Master's degree requires completion of 44 credits which includes a thesis or a comprehensive research project, 6 credits. There are 26 required credits and 12 elective credits. The Doctorate degree is 51 credits which includes the completion of a dissertation. Electives can account for 40 credits. Each Specialization requires 24 credits or six courses. The Master's and Doctorate degrees combined require a minimum of 95 credits.

Declaring a Specialization

All students enter as Interdisciplinary students. Students, at any time during their program, can declare a specific Specialization.

Student Learning Events

Throughout the year, events are planned to enhance student learning and, in some cases, provide opportunities to fulfill the requirements of a particular course. These events are led by faculty, guest speakers, and students. The students are partners in defining and designing the learning events.

Weekend Intensives and Student Cluster Meetings

Student Clusters are learning communities of KJI students who formally meet three out of four months a trimester on Saturdays for Weekend Intensives; attendance is required at a minimum of two per trimester. A variety of learning activities occur at the Cluster meetings, including seminars, student presentations, faculty-led events, research, mentoring, and team learning events. The Cluster/Weekend Intensive meetings build relationships and fellowship that continue long after graduation. Agendas and the design of the meetings are planned by the students in the cluster.

Intensive Research Sessions

Three-day research sessions are held three times per year and are optional to the students. Students and faculty present research projects, conduct research, and faculty provide research guidance to students engaged in course or dissertation research. Seminars are held to improve student research skills and to support the design of the student's dissertation research plans. Guest researchers are often invited to facilitate small group workshops.

Professional Intensive Seminars

Throughout the year, special seminars are presented on specialty topics determined by a student-faculty planning committee. These seminars present in-depth topics related to courses, professional topics of particular interest to KJI's Practicing-Scholars, and any other relevant subjects determined by both faculty and students. Seminar leaders include invited experts, faculty, and students. Developing and delivering seminars may often serve to complete an Applied component of a specific course.

Professional Practicums and Internships

Opportunities to apply new skills, refine ideas and new models created, and gain real-world experience are an integral part of a practicing-scholar's development. The Knowles Johnson



Institute works with corporate and non-profit organization partners to create opportunities for practical application experience. These professional engagements broaden and deepen student expertise while providing a résumé-crediting experience. Distinctly valuable to students in career transitions, practicums and internships enable students to explore and discover personal passions leading to further career pursuits.

Course Learning Process and Requirements

Overview

The learning design of each course includes individualized, in-depth research in defined construct areas. The professor is able to provide a variety of student services including guidance in their research, an instructor of material, coach and mentor in developing Practicing-Scholar expertise in the discipline being studied, and other support based on the needs as defined by the student him/herself. Each course presents the option of the student collaborating and teaming with other students in support of their development and fulfillment of individual course requirements.

The student is expected to establish personal and professional goals for each course and be self-directed in the execution of their learning plan.

KJI course syllabi provide course objectives, evaluation standards, resources and information from which to build individual Learning Contracts. Students have an option to engage in a variety of learning venues to gain knowledge and competence, such as: self-study, seminars, faculty interactions, seminars, etc. Documentation of competence can be accomplished by a variety of means, including: research papers, course development, examinations, scholarly lectures or videotaped presentations, writing scholarly journal articles, etc. All course assessments include a written component.

The student will complete the following for each course:

- Learning Contract
- Theoretical Overview of the Discipline
- In-Depth Theoretical and Practicing-Scholar Research on a Subset of Discipline Constructs
- Practicing-Scholar Applied Project
- Self-Reflection and Self-Assessment

Selection of a Mentor

Upon acceptance students will be assigned a Mentor. That Mentor will work with the student in developing their Program Learning Contract (PLC) before, during and after the Learning Contract Workshop (LCW). It is important that the student and Mentor are aligned on the student's interests, experience and background of the Mentor, and personality and learning style of the student. The student is encouraged to meet with their assigned Mentor and explore the relationship. The student also has the opportunity to research other



Mentors for better alignment with their needs. The switch of Mentor must be acceptable to the new potential Mentor and approved by the Academic Dean.

Student Selection of Faculty

Students will select faculty for each course with whom they would like to learn. Faculty must be previously qualified for a course and should be selected based on alignment of the student's learning goals and the professor's professional experience and academic specialties. The selection of individual faculty must be approved by the student's Mentor.

The Course Learning Contract (CLC)

The first question the faculty member asks of their student is "What would you like to learn in this discipline?" The learning contract outlines personal and professional goals the student would like to meet in taking the particular course. The learnings, for example, will include theories, case studies, Practicing-Scholar skills development, application models, interdisciplinary assessments, and research.

The student has the ability to be creative and innovative in the design of how they would like to learn and present their learnings. For example, in addition to text research the student may choose to attend a series of lectures or professional seminars. The products of their learning could include: in-depth research papers; the design and development of a research presentation to a professional society; the design, development and delivery of a professional education course, etc. The academic rigor and discipline related to the learning goals of the course are embedded and certified through the faculty's guidance and review.

Included in the Course Learning Contract are the roles and responsibilities of the student, faculty and the Institute. Deliverables and assessment criteria are defined. Special projects are also included in the student's learning plan, such as attending special seminars or lectures.

The professor ensures all aspects of the plan are fulfilling the requirements and rigor of the course design. Both the course faculty and the student's Mentor must approve the Learning Contract.

Grading Method Selection and GPA Requirements

Students must meet the minimum of a "B" grade standard to complete a course and earn credit. Work that does not meet that minimum standard is returned to the student with detailed, in-depth feedback and improvements required to meet the expectations and rigor of the course. Students will have the option to continuously improve their work until "A" grades are earned.

Students must maintain a 3.0 GPA. Courses that fall below a 3.0 may not be applied to graduation requirements. Students that fall below a 3.0 GPA will be put on academic probation. **KJI provides a range of individualized support in pursuit of student success and multiple opportunities to fulfill academic requirements. The student's mentor will guide the student to access the most appropriate support services.**

Students earning a 3.98 or better will graduate with the honor of "With Distinction".



Course Research

Research component activities begin during the student's first course and are integrated throughout their program. The research education component is designed to provide KJI students with critical research skills that culminates in the dissertation which represents original research and imaginative inquiry. These research skills will be valuable assets as for the Practicing-Scholar in their personal and professional endeavors.

Each course will include a research project. The design and definition will be determined by the student. Examples include literature research of the course discipline, review of current research in the field and designing and conducting hands on research. Students will often use courses to conduct literature reviews that will be included in their final dissertation process.

Included in the deliverables of each course may be a prospective model of a transdisciplinary explanation of a real-life case study in either the In-Depth or Applied components of a course.

Theoretical Overview of the Discipline

The Overview is a comprehensive research survey of the major theories and practices in the field. The Learning Guide provides required texts to be included in the student's research, the student then has the opportunity to pursue works that are relevant to their personal and professional goals for the course. The Overview is approximately 25% of the course grade.

In-Depth Theoretical and Practicing-Scholar Research on a Subset of Discipline Constructs Assessment

For the In-Depth Assessment, the student will focus on a subset of the theories covered in the Overview and pursue a deeper and broader understanding. The goal will be to integrate theory with practical application in the study of those theories and methods. The student is able to create a variety of ways to produce an acceptable academic product, aside from a traditional research paper. For example, the student may choose: a complex real-life case study to conduct a multidiscipline analysis, build solution models, build Practicing-Scholar intervention methods and tools for a real-life professional engagement, etc. The student could also choose to design and conduct an independent research project. The In-Depth Assessment is approximately 40% of the final grade.

Practicing-Scholar Applied Project

Based on the prior work in the Overview and In-Depth, the student will integrate theory and practice in a project that applies their learnings in a real-life Practicing-Scholar context. The products can range from a scholarly paper, to delivering a paper to an academic or professional society, creating a design for an organizational behavior problem, teaching a course to professionals, or any other creative idea that is acceptable to both the student and faculty. The Applied Project is approximately 25% of the final grade.

Self-Reflection and Self-Assessment

The culmination of each course is an in-depth self-reflection and self-assessment by the student. The student is asked to write about topics such as their learning experience, how



they grew and view their work and world differently, what they learned about themselves, what went well and what didn't go well, how they would assess their performance and how the experience has contributed to them being a life-long learner. The student will be asked what they will do differently as a result of this experience with their next course experience. The Self-Reflection paper is approximately 10% of the final grade.

Course Assessment

The professor will complete a detailed assessment of the student's work with detailed and in-depth feedback. Feedback is provided consistently throughout the course, this will serve as a summary with suggestions for the future. The assessment will include areas such as: quality of work and writing, student learning methods, motivation, student as an adult learner, and suggestions for future academic and practicing-scholar work.

The student will review the faculty's assessment and may comment in writing directly on the assessment form.

Master's Thesis & Comprehensive Assessment

Students have the option to complete a Master's research thesis or a Comprehensive Assessment. Both are designed to develop the student's investigative skills, illuminate issues encountered in the student's professional contexts, and to continue to evolve the student's interdisciplinary research, analysis and design skills as a Practicing-Scholar. The Thesis and Comprehensive Assessment learning process build skills necessary for completing the Doctoral Dissertation.

Master's Thesis

The Master's Thesis option is an original piece of scholarship allowing the student to delve deep into a topic and produce a written product that demonstrates how their knowledge has evolved through the HOD program. The effort requires significant independent research of primary and secondary sources. Research could include both quantitative and qualitative methods.

The thesis should be no longer than 50 pages. The Mentor serves as the faculty person for the thesis. The Thesis proposal must be approved by the Mentor and the Academic Dean. The Thesis is assessed by two independent faculty and the student's Mentor.

Comprehensive Assessment

The Comprehensive Assessment option allows the student to review work completed for the Master's program and conduct interdisciplinary research and analyses regarding theories and issues that incorporate all the courses taken.

Students will create a question to be addressed in the Comprehensive Assessment. Specific questions provided in the Comprehensive Assessment Learning Guide must also be addressed. The Assessment should include a positing of a transdisciplinary model as a possible explanation to their research question. Evaluation criteria includes:

- The efficacy of how the questions were answered



- The quality and degree of multidisciplinary resources drawn from the literature
- The extent to which the student presents logically and systematically organized themes
- The extent to which the student integrates theory, research and practice
- The effectiveness of integrating multidisciplinary theory into a single transdisciplinary theory and model

The final paper must be no longer than 50 pages. The proposal for the Comprehensive must be approved by the Mentor and the Academic Dean. The Mentor serves as the faculty person for the Comprehensive Assessment. The Comprehensive is assessed by two independent faculty and the Mentor.

Doctoral Dissertation

Every Ph.D. candidate is required to successfully complete and defend a dissertation to qualify for degree conferral. The dissertation is the student's opportunity to contribute new knowledge, theory or practices to their field. The goal is to come up with an entirely new concept, develop it and to defend the value of their work.

KJI encourages imaginative inquiry and does not restrict students to specific research methodologies. KJI dissertations should include an interdisciplinary, with the possibility of transdisciplinary, component. Students are encouraged to begin working on their research proposals 12 months after their enrollment.

The student's research focus is of their own choosing. They will have the ability to form their dissertation committee which consists of the student's mentor (dissertation chair), three faculty, one research faculty, one student and an external examiner. Successful completion of the doctorate degree will be an approved dissertation and final oral defense.

The doctoral dissertation should:

1. Reveal the student's ability to analyze, interpret, and synthesize information
2. Demonstrate the student's knowledge of the literature relating to the project including acknowledging prior scholarship in the area
3. Describe the research methods and procedures used
4. Present results in a sequential and logical manner
5. Display the student's ability to discuss fully and coherently the meaning of the results

The dissertation represents a significant portion of the student's total time and commitment. For most KJI students, the dissertation process is personally transformative because of the manner in which it combines intellectual self-development, personal passion, self-reflection and discovery, enhancement of personal power, and the interaction of profound feedback and personal insights.



The dissertation process prepares the student for a respected position in the scholarly community.

Practicing-Scholar Skill Development

Professional competency requires both theoretical study and application skills. Practitioners guide the application of scholarly work. The Practicing-Scholar applies theories to real-life applications, evaluates their efficacy and then evolves the theories to improve their ability to understand and predict into the future.

Students identify in the Doctoral Program Learning Plan and individual Course Learning Contracts their goals for the acquisition and assessment of a minimum of five new or improved professional skills. The degree and nature of the development of these skills is determined by the student's needs and chosen learning opportunities.

Specialty Seminars, Research Seminars, cluster meetings, guest faculty and other to-be-determined development opportunities are made available by KJI. Additionally, internships and professional field projects can be arranged for real-time Practicing-Scholar professional development with corporate, non-profit and other valuable field partners.

Master's Program Learning Outcomes

Knowles Johnson Institute Graduates will demonstrate intellectual achievement consistent with the scholarly rank of Master, including the functional use of interdisciplinary knowledge and research skills.

Upon completion of the Master's Program the student will be able to:

1. Discern and apply theories, knowledge and experience to one's professional, organizational, educational, and human development endeavors.
2. Be self-reflective, engage in self-analysis, and be self-aware in order to be successful in personal and professional endeavors.
3. Assess organizational dynamics employing multidisciplinary models and multicultural conflict analysis techniques.
4. Design organizational assessment and research models to assess interdisciplinary dynamics from a systems perspective.
5. Model and construct organizational designs, operating processes and systems that advance the existing research and body of knowledge through the completion of the Master's thesis or comprehensive project.



Doctorate Program Learning Outcomes

Knowles Johnson Institute Graduates will demonstrate intellectual achievement consistent with the scholarly rank of Doctor, including the functional use of interdisciplinary knowledge and research skills.

Upon completion of the Doctorate Program the student will be able to:

1. Discern and apply theories, knowledge and experience to one's professional, organizational, educational, and human development endeavors.
2. Be self-reflective, engage in self-analysis, and be self-aware in order to be successful in personal and professional endeavors.
3. Model and construct global and multicultural human engagements, organizational designs, and social processes and systems that contribute to and advance the existing research and body of knowledge by applying a rigorous iterative process of research, analysis, and solutions design.
4. Lead transformational learning and organizational change efforts through multidisciplinary diagnosing, analyzing, synthesizing and designing of solutions in a global, multinational context for profit and non-profit enterprises.
5. Assess and diagnose the influence of the organization's design and human capability on the efficacy of the organization's ability to fulfill its vision and mission and create solutions for performance improvement.
6. Mentor, coach and consult with organizations, teams and individuals by employing systemic and interdisciplinary theories and methodologies for the purpose of meeting the member's professional and personal goals.
7. Evaluate, and design educational & developmental programs focusing on the human and organizational systems that support the long-term success and strategies.



V. HUMAN AND ORGANIZATIONAL DEVELOPMENT CURRICULUM

*The good life is a process, not a state of being.
It is a direction not a destination.*

Carl Rogers

*The curious paradox is that when I accept
myself just as I am, then I can change.*

Carl Rogers



DOCTORAL PROGRAM REQUIREMENTS AND CURRICULUM

DEGREE REQUIREMENTS

Master's Degree Requirements:

- Master's Required Core Curriculum (26 credits)
- Elective Courses (12 Credits)
- Master's Comprehensive/Thesis (6 credits)

Total credits needed to earn Master's: 44

Doctoral Degree Requirements:

Option 1: Doctorate in Interdisciplinary Studies in Human and Organizational Development

- Completion of Master's Program
- Courses selected from Doctoral Program General Electives and Specialization Courses (40 credits)
- Doctoral Dissertation (11 credits)

Option 2: Doctorate in Human and Organizational Development with a Specialization

- Completion of Master's Program
- Completion of a Specialization (24 credits)
- 4 elective courses (16 credits)
- Doctoral Dissertation (11 credits)

Total credits needed to earn Master's and Doctorate: 95

DOCTORAL PROGRAM CURRICULUM

Required Core Curriculum for Both Master's and Doctorate Programs

- KA1: Doctoral Program Personal Learning Plan (non-credit)
- KA2A: Research A: Qualitative Methods (3 credits)
- KA2B: Research B: Quantitative Methods (3 credits)
- KA3: Systems Theory (4 credits)
- KA4: Human Development (4 credits)
- KA5: Values-Based Ethics in Organizations and Human Development (4 credits)
- KA6: Organizational Theory (4 credits)
- KA7: Multidisciplinary to Transdisciplinary Thinking and Practice (4 credits)
- MA1: Comprehensive Assessment/Master's Thesis (6 credits)



General Electives

- GE1: Consulting Skills Theory and Practice (4 credits)
- GE2: Innovation and Strategy Theory and Practice (4 credits)
- GE3: Communications and Influence in Global Organizations (4 credits)
- GE4: Multicultural Conflict Analysis, Management and Negotiations (4 credits)
- GE5: Decision Theory and Practice (4 credits)
- GE6: Frameworks for Thinking (4 credits)

Optional Specializations

*=Required specialization courses. All courses are 4 credits each

Adult Learning and Development (Select 6)

- *AL1: Current Research in Instructional Design and Development for Adult Learners
- *AL2: Andragogical Approaches to Transformational Learning
- *AL3: Adult Learning and Motivation
- *AL4: Designing Education and Training for the Adult Learner
- AL5: Critical Assessment of the Modes of Learning
- AL6: Methods for Analyzing the Efficacy of Adult Learning Programs
- AL7: Theories and Approaches to Multi-Generational Learning
- AL8: Coaching and Mentoring: Facilitating Others' Growth and Transformation

Neuroscience and Learning (Select 6)

- *NL1: Current Research in Neuroscience and Learning
- NL2: Neurobiology of Learning and Memory
- *NL3: Neuroanatomy and Learning
- *NL4: Neuroscience and the Design of Learning
- NL5: Applications of Neuroscience in Coaching and Performance Improvement
- NL6: Neuroplasticity and Approaches to Remapping the Brain Through Learning
- NL7: Cognitive and Affective Bases for Learning

Organizational Analysis and Design (Select 6)

- *OD1: Global Organizational Design Theory and Practice
- *OD2: Organizational Assessment Qualitative and Quantitative Methods
- *OD3: Researching, Diagnosing and Intervening in Global Organizational Problems
- *OD4: Designing and Conducting Global Organizational Analyses
- OD5: Design of Global Organizations and Teams
- OD6: Global Organizational Behavior Analysis
- OD7: Organization and Human Network Analyses and Design
- OD8: Global Multicultural Virtual Team Leadership
- OD9: Designing Organizations for Innovation
- OD10: Leadership and Design of Non-Profit, Volunteer Organizations



Organizational Psychology (Select 6)

- *OP1: Theories of Organizational Psychology in a Global Environment
- *OP2: Psychological and Organization Tests and Measurements
- *OP3: Theories of Personality Psychology
- OP4: Social Psychology
- *OP5: Diagnosing and Designing Interventions to Organizational and Team Pathology
- OP6: Multicultural Global Group Dynamics and Motivation
- OP7: Team Analysis, Design, Development and Interventions
- OP8: Theories and Methods for Organizational Assessments
- OP9: Leadership and Motivation of Volunteers in Non-Profits

Instructional Design and Development (Select 6)

- *ID1: Current Research in Instructional Design and Development for Adult Learners
- *ID2: Adult Learning Theories and Practices
- *ID3: Models for Cognitive Development and Adult Learning
- ID4: Conducting Organizational Needs Assessment and Design of Curriculum
- *ID5: Instructional Design for Classroom Programs for Adult Learners
- ID6: Online, Distance and Hybrid Course Design
- *ID7: Learner and Performance Evaluations
- ID8: Theories and Methods for Talent Assessment
- ID9: Methods and Tools for Analyzing the Efficacy of Adult Learning Programs

Global Organizational Leadership Studies (Select 6)

- *LS1: Leadership Theory and Practice
- *LS2: Virtuous Leadership in a Global World
- LS3: Neural Science and Leadership
- LS4: Leadership of Creativity, Innovation and Breakthrough Thinking
- LS5: Leadership and Motivation of Volunteers in Non-Profits
- LS6: Global Multicultural Virtual Team Leadership
- LS7: Leadership of Global Organizational Change
- LS8: Leadership Communication, Influence, and Negotiations
- *LS9: Motivating a Global Workforce
- *LS10: Strategic Global Leadership

Non-Profit Organizational Leadership (Select 6)

- NP1: Non-Profit & NGO Global Organizational Design Theory and Practice
- NP2: Researching, Diagnosing and Interventions in Non-Profit Organizations
- NP3: Global Social and Cultural Psychology
- NP4: Multicultural Global Group Dynamics and Motivation
- *NP5: Leadership and Design of Non-Profit, Volunteer Organizations
- NP6: Strategic Leadership for Nonprofit Organizations
- *NP7: Nonprofit Governance
- NP8: Program Leadership, Development and Evaluation



NP9: Fund Development Leadership
NP10: Building Partnership and Collaborations
NP11: Nonprofit & Healthcare Organization Design
NP12: Multicultural Conflict Analysis, Management and Negotiations

Dissertation

DD1A: Concept Paper (1 credit)
DD1B: Dissertation Proposal (2 credits)
DD1C: Doctoral Dissertation (8 credits)

Non-Credit Optional Courses

Scholarly and Critical Thinking Writing Seminar
APA Writing Seminar



VI. STUDENT RESOURCES

Education is not the learning of facts but the training of the mind to think.

Albert Einstein



Library and Research Services

KJI offers library and research services to the students. Faculty are designated to support individual student research needs.

Montserrat College of Art is KJI's partner in learning and library services. KJI students and faculty have full access to Montserrat's Paul M. Scott Library. Montserrat's Library aims to inspire lifelong learning and promote literacy in a wide range of subjects through exceptional library services and collections. Through the acquisition and care of print, electronic and audiovisual materials the library supports the College's education mission while meeting the needs of Montserrat's community and the collaborative needs of KJI.

The Knowles Johnson Institute of Graduate Studies also is a member of NOBLE. The North of Boston Library Exchange is a consortium of 26 libraries on the North Shore of Massachusetts working to improve library service through automation. Seventeen public libraries, eight college libraries and one special library are members

For support or more information, contact: KJILibrarian@KJIGS.ORG.

Research Database Access

Research is critical to the KJI educational experience. In support of student work, the following databases are available to all students and faculty:

- Academic OneFile
- Academic Search Premier
- Age Online
- Business Source Premier
- Business (Gale OneFile)
- Biomedical Reference Collection
- Business Source Complete
- Diversity Studies
- DOAJ
- eBook OneFile
- EBSCO Biology Databases
- EBSCO Biology Databases
- Education Research Complete
- ERIC
- Google Scholar
- MEDLINE with Full Text
- Newspaper Source Plus
- PubMed
- Psychology & Behavioral Sciences Collection
- Semantic Scholar
- Science Database



- Science.gov (Confirmed Free) see email *Assistance Please* in KJI
- SocINDEX

Database access is through a link within Campus Café.

Montserrat Access

KJI students and faculty have access to Montserrat facilities including classrooms and meeting spaces. KJI students and faculty must adhere to the visiting rules, particularly important during the Covid-19 pandemic. Go to WWW.MONTSERRAT.EDU prior to visiting to get the most up to date requirements.

Academic Writing Support

Academic writing is of the most important of vehicles demonstrating individual accomplishment. A practicing scholar's rigorous practice of researching, generating thoughts, framing, editing, polishing and publishing provides valuable additions advancing the knowledge and work of both academia and the world of professional application.

All members of the KJI community are welcome to free individual consultations with trained writing associates. Faculty and students are invited to regularly scheduled writing groups and seminars held on a regular basis. Writing coaches will collaborate on any stages of the writing process: brainstorming, planning, revising and polishing final drafts.

Registrar Services

Student self-service with support when requested is the goal of KJI. Students can complete transactions online with the Office of the Registrar at any time, and receive accurate and timely information about their educational progress. The registrar's office is also available to support student payments of tuition and fees and obtaining transcript services.

Student Life Services

Graduate school is a place to try new things, explore one's passions and to personally and professionally grow. Essential to a KJI learning journey are the relationships, collaboration and mutually support interactions with fellow learners, both students and faculty, that make possible a truly transformational experience.

KJI creates opportunities, safe spaces, and facilitates engagements that enable students and faculty to take risks, explore, innovate and create, and to impact each others' lives and the world in which they live.

Academic Support Services

KJI is committed to the academic success of the students. KJI provides a range of individualized support in pursuit of student success, including tutoring, writing support, research support and coaching, as well as multiple opportunities to fulfill academic requirements. The student's mentor will guide the student to access the most appropriate available support services.



Disability Services

KJI is proud to support students and faculty with disabilities with the academic accommodations. KJI promotes an environment in which the diversity and variety of human experiences are respected and valued. Students will contact the Dean of Students to request accommodations and to guide the student in receiving the appropriate support.

Health Insurance

Students are required to have access to health insurance, in accordance with Massachusetts General Laws c. 15A, §18. An insurance plan is provided by the Institute's contracted insurer for a fee. Students may waive the Institute plan, with proof of insurance, if they have access to an appropriate insurance policy on their own/family.

Eligible students must submit a waiver with proof of insurance prior to enrolling in classes. The waiver must be renewed each year the student is enrolled in January of a given year. The student can obtain the waiver form in the Registrar's office and must be returned to the Registrar where it will be placed in the student's file. The waiver form can also be downloaded from Campus Café.

Information Technology Services

Many student resources are available or accessible online. Students can access the information whenever they need it. The information technology team provides students with the support needed while they are using KJI resources.

Financial Aid & Scholarship Services

KJI does not participate in Title IV Financial Aid programs or provide financial assistance to students.

Publishing Support Services

The Knowles Johnson Institute of Graduate Studies offers support to students and faculty in publishing their scholarship, from posting working papers to publicizing their final work.

Administrative Offices

The following administrative offices may be accessed through direct links on KJI's website:

- Academic Dean and Academic Resources
- Administration and Finance
- Office of the Registrar
- Human Resources
- Communication and Marketing
- Information and Academic Technology
- Institutional Research
- Institutional Advancement



VII. ACADEMIC SCHEDULE, PROCESSES AND FINANCIAL INFORMATION

*If you fail, never give up because FAIL means
“First Attempt In Learning.”*

Abdul Kalam

*Education is the kindling of a flame, not the
filling of a vessel.*

Socrates

*I cannot teach anybody anything. I can only
make them think*

Socrates



Prerequisite Student Requirements

Students are required to have earned a Bachelor's degree from an accredited institution. There are no requirements for any type of graduate exams.

The Admissions Process

KJI is on a rolling Admissions model, accepting students as slots are available. The actual start date for students will depend on the scheduling of the Doctoral Learning Contract Workshop (DCLW). A DCLW is scheduled once a trimester unless student demands require additional sessions. Graduate school exams are not required for admission.

The admissions process is structured, engaging and designed for KJI and the prospective student to learn about each other. Once an application is received, student candidates interview with up to three faculty which will be scheduled within 14 days of the student's application submission. Acceptance decisions are made within 14 days of the candidate's final interview.

KJI's acceptance committee is made up of the President, Academic Dean and two faculty.

The following are the steps of the application process:

1. Inquirer learns about KJI's by visiting the website:
WWW.KNOWLESJOHNSONINSTITUTE.ORG.
2. Download the KJI application.
3. Complete the inquiry form on the website. A KJI professor will contact you for a face-to-face orientation and information session. This orientation is very useful to prospective students, providing them with an opportunity to learn more about KJI and to obtain guidance in completing the application.
4. Interview with a KJI professor (or up to three professors in a panel interview) to discuss the student's personal and professional goals, their academic interests, and a bit about the student's learning style and preferences. This is also a time to ask detailed questions about KJI, its learning models, professor and collegial engagements, and any other areas of interest. This interview information will be used by the Admissions Committee in making an admissions decision.
5. The faculty interviewer will submit an assessment and summary of their recommendation to the Admissions Committee.
6. Complete the application and email a scanned copy to:
ADMISSIONS@KNOWLESJOHNSONINSTITUTE.ORG. See Appendix A for the application.
7. The applicant will receive a confirmation email once received. An applicant folder will be created and readied for the Admissions Committee. The Admissions Committee will review the application for decision once all the application requirements are received.



8. A member of the Admissions Committee may call the candidate to obtain additional information if the Committee deems necessary.
9. The Admissions Committee makes a decision.
10. The candidate is notified in writing of the Committees decision.
11. Accepted candidates will be invited to the required three-day Learning Contract Workshop.

Application Fee

The application fee is a nonrefundable \$100.00.

Transfer Credit

Transfer students applying to KJI must meet the same admission criteria and undergo the admissions process as outlined in the Catalog. Transfer credits are granted solely by the faculty and the Dean of Academic Dean. A maximum of nine (9) academic credits with grades of B or higher are eligible for transfer from other accredited institutions. Courses transferred must be able to academically fulfill a required course for graduation. Course syllabus of credits to transfer may be required. KJI does not accept credit by proficiency or life experience credits.

Academic Schedule

The Knowles Johnson Institute of Graduate Studies is on a trimester schedule.

Trimester 1: January 1 to April 30

Trimester 2: May 1 to August 31

Trimester 3: September 1 to December 31

Trimester and Course Registration

Trimester and course registrations can be accomplished through the website, WWW.KNOWLESJOHNSONINSTITUTE.ORG. Students may register for courses at anytime during a trimester. Students will typically take six courses per year. KJI is a master model, course completion will be at the pace determined by the student which each may transcend an individual trimester.

2024 Program Costs

Master's Program

Learning Contract Seminar	\$300.00
Tuition for Master's Program (44 credits):	\$33,000.00
Trimester service fees (6 trimesters):	\$2,400.00
Trimester activity fees (6 trimesters)	\$3,000.00
Books and materials:	\$1,500.00
Graduation fee:	\$500.00



Total Master's Costs: \$40,700.00

The Master's Program is estimated to cost approximately \$1,695.83 per month.

Doctoral Program

Tuition for Doctoral Program (51 credits):	\$38,250.00
Trimester service fees (9 trimesters):	\$3,600.00
Trimester activity fees (9 trimesters)	\$4,500.00
Books and materials:	\$1,500.00
Dissertation fee:	\$750.00
Graduation fee:	\$500.00
Total Doctoral Costs:	\$49,100.00

Combined Master's and Doctoral Program Costs

Tuition for Doctoral Program (51 credits): \$89,800.00

The combined Master's and Doctoral Program are estimated to cost approximately \$1,496.67 per month.

Health Insurance Costs

If the student needs to purchase individual health insurance through KJI, the cost will be \$675.00 per month.

2024 Academic Tuition and Academic Fees

Tuition

Tuition is \$750 per credit hour. Students are guaranteed that their tuition fees will not be raised during their continuous enrollment in the KJI HOD program. Tuition is due upon registering for a course which can occur at anytime during a trimester.

Learning Contract Workshop

The fee for the Learning Contract Workshop is \$300. This covers the materials and facility cost for the event and is a one-time fee.

Trimester Service and Activity Fees

A fee of \$400 per trimester Service Fee covers research support and library support. A fee of \$500 per trimester is charged that covers expenses such as cluster meeting support expenses, guest speaker fees, and other events that KJI orchestrates to support student learning needs. Trimester Service and Activity Fees are nonrefundable. Trimester fees are due prior to the start of a trimester.

Estimated Textbook Expenses

Textbook and journal article expenses estimated for the combined Master's and Doctoral program are \$3,000.



Dissertation Fee

A \$750 fee is charged when the student begins formal Dissertation Committee Meetings. This fee covers stipends to Committee members, stipend for outside reader, and other expenses related to preparing the student's final dissertation for publication. This is a one-time fee.

Graduation Fee

At the time of issuance of the student's degree and printing of the diploma. Graduation fees are required and include the graduate's option to attend the conferral ceremony. The graduation fees are:

Doctoral: \$500
Master's: \$500

Tuition and Fees Payment Schedule

Tuition is payable at the time the student registers for a course which can occur at any time during a trimester. Trimester service and activity fees are due prior to the start of each trimester.

Employer Tuition Assistance

Many corporations and non-profit organizations underwrite programs to assist employees with their educational expenses. KJI assists students with the documentation to meet the company or organization requirements.

Administrative Fees

Conditional Withdrawal

While withdrawn, a \$100 per month fee is charged. Upon return, trimester fees will be prorated and due.

Transcript Fees

Official transcript sent to location of student's choice fee is \$15. Overnight rush mailing fee is \$30.

Returned Checks

A fee of \$25 is charged for returned checks.

Withdrawal Refunds

A student who drops a course or withdraws from the Institute may be entitled to a tuition refund. Tuition may be refunded subject to the following conditions:

- Completion of a drop or withdrawal form must be completed and provided to the Registrar. The appropriate forms are provided by the Registrar. No other form of communication will be accepted for drops or withdrawals.



- The date of receipt of the appropriate drop or withdrawal form by the Registrar determines the amount of tuition refund.

The tuition refund schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the Institute for academic or disciplinary reasons.

Refunds are permitted according to the date the withdrawal request is received:

- Prior to or within the first week of course (7th day of the course): 100%
- Within the second week (14th day of the course): 60%
- Within the third week (21st day of the course): 40%
- No refunds will be made after the third week of the course.

Please note: Application and registration fees are NOT refundable.

Delinquent Accounts

Service and activity fee statements are emailed 30 days prior to the beginning of the trimester. Tuition payments are made at the time of course registration which could occur at any time during a trimester. If payment is not received in full by the due date, late charges will be calculated by multiplying the average daily balance in the student's account by 1.5 percent per month for annual rate of 18 percent. Students with accounts past 30 days will be charged a \$100 penalty fee. Students with accounts past 90 days of the due date will automatically be dropped from the program. Reinstatement will require payment of all past tuition and fees and a formal written request for re-admittance made to the Admissions Committee.

Optional Academic, Professional and Research Seminar Fees

Some optional academic, professional and research seminars may incur expenses for guest speakers and materials. Those fees will be charged on an event basis. These extracurricular programs are available to expand the student's experience beyond the degree programs.

Graduation Procedures

Students are eligible for graduation when:

- Course requirements have been completed and certified by both the student's Mentor and the Academic Dean.
- For the Master's degree, the student's comprehensive assessment or Master's thesis has been approved by Faculty. For the Doctorate degree, the student's dissertation has been approved by their Dissertation Committee, including the outside reader, and certified by the Dissertation Chairperson and Academic Dean.



- For the Doctorate degree, a final copy of the student’s dissertation is ready for the proofreader.
- For the Doctorate Degree, a binder ready copy of the student’s dissertation in its final form is received by the KJI administrative offices and verified by the Registrar’s office. Additionally, the dissertation will also be in electronic form for both publication and Registrar storage.
- All tuition and fee payments are up to date.

Academic Progress Requirements

Students have the option to receive a letter grade or a pass/fail grade. This decision is made once for their program in its entirety. A “Passing” grade will be earned and equivalent to a 3.0 in the numerical calculation of the student’s GPA.

The students choosing a letter grade must meet the minimum of a “B” to complete a course and earn credit. Work that does not meet that minimum standard is returned to the student with feedback and improvements required to meet the expectations and rigor of the course.

Students must maintain a 3.0 GPA. Courses that fall below a 3.0 may not be applied to graduation requirements. Students that fall below a 3.0 GPA will be put on academic probation. The Knowles Johnson Institute provides a range of individualized support in pursuit of student success and multiple opportunities to fulfill academic requirements.

The students may take as many trimesters as they feel necessary to complete a specific course. Also, the goal of faculty is to support the student’s efforts in meeting the academic requirements and the student’s goals for each course.

Transcript Policy and Request Procedures

Policy

Transcript request policy:

- KJI policy prohibits faxing transcripts. Transcripts are mailed first class postage only.
- Please allow 3-5 days processing or up to 3 weeks during peak processing time.
- Transcripts include all academic history. Transcripts are signed and stamped with the college’s official seal.
- Option: upon request transcripts can be provided electronically through a secured document when an original with official seal is not required.
- Processing fee \$15 per copy.
- Transcripts will be on hold if the student has outstanding financial obligations.



Request Procedure

1. A printable transcript request form is available upon request through emailing the Registrar at REGISTRAR@KJIGS.ORG. Once received, email completed form to KJI Registrar's Office or mail to the address below. Credit card payments can be made over the telephone. Students will need their student ID number.

OR

2. Mail completed form with check payable to Knowles Johnson Institute along to KJI Registrar's Office, 1 Squam Hollow, Rockport, MA 01966.

Unofficial transcripts can be received upon request by email by contacting the Registrar at: REGISTRAR@KJIGS.ORG.

Security, Confidentiality and Storage of Student Records

KJI maintains student records in secure electronic and paper forms. Records include: official transcripts of academic courses taken and grades earned, information concerning the date of admission, period of attendance, honors awarded, diploma, degree, or certificate earned, and appropriate evaluation of the quality of work completed. Student records will be confidential and the releasing of student information will adhere to the Student Rights Policy articulated later in this Catalog.

Non-Discrimination Statement

It is the policy of Knowles Johnson Institute of Graduate Studies not to discriminate on the basis of race, color, creed, religion, sex, national origin, age, disability, veteran status, marital status, genetic information, sexual orientation, gender identity, pregnancy or other protected characteristic in providing and administering educational programs, services, activities, and employment, or recruitment.

The Institute declares and reaffirms a policy of equal employment opportunity, equal educational opportunity, and nondiscrimination, where applicable, in the provision of educational services to the public. The Institute will make all decisions regarding recruitment without discrimination on grounds of race, color, creed, religion, sex, national origin, age, disability, veteran status, marital status, genetic information, or other protected characteristics, which cannot lawfully be the basis for an admissions/employment decision.

The Institute reaffirms its policy of administering all of its educational programs and related supporting services and benefits in a manner which does not discriminate because of a student's or prospective student's race, color, creed, religion, sex, national origin, age, disability, veteran status, marital status, genetic information, or other protected characteristics, which cannot be lawfully the basis for the administration of such services.

KJI reaffirms its policy of nondiscrimination, on the basis of race, color, creed, religion, sex, sexual orientation, gender identity, gender expression, genetic information, national origin, age, disability, veteran status, marital or parental status, genetic information, or other protected characteristics, in the provision of all services provided to members of the public by facilities under control of the Institute. KJI commits itself to a continuing program to



assure that unlawful discrimination does not occur in the services it renders to the public, and that those sectors of the public most affected by this policy be kept informed of its content.

Affirmative Action Statement

KJI commits itself to a program of Affirmative Action/Equal Employment Opportunity, set forth herein, to encourage the application of veterans, minority, disabled, and women students, to identify and eliminate the effects of any discrimination in the provision of educational procedures. This program will assure equal treatment and equal access to the facilities and educational benefits of the institution to all students, as required by law.

Further, the Institute takes affirmative action to employ, promote, and otherwise treat qualified individuals with disabilities, disabled veterans, and Vietnam Era veterans without regard to either their disability or veteran status. This policy shall apply in the following areas: admissions, student educational opportunities and services, employment, promotion, demotion or transfer, layoff, termination, compensation, and selection for training programs.

KJI's Affirmative Action officer is the Human Resource Manager.

Diversity, Equity and Inclusion

We encourage and welcome diversity, recognizing it as a key competitive advantage. By creating a supportive environment that allows everyone to perform to his or her potential, we achieve success, and that success reflects the quality of our employees. The value of different backgrounds and perspectives should not be overlooked. Having a diverse workforce assists us in looking at all situations from a variety of angles and coming up with innovative ideas and solutions. Embracing and understanding what each employee and student's background and perspective enriches the experience of the entire KJI community. Some types of diversity include:

- Life Experiences
- Work Experiences
- Perspectives
- Cultures
- Race
- Sexual Orientation
- Ethnicity
- Gender and Gender Identity
- Age
- Respecting each individual and recognizing the value they bring to our diverse team is essential



VIII.
KNOWLES JOHNSON
INSTITUTE OF
GRADUATE STUDIES
POLICIES

*The mind once enlightened cannot again
become dark.*

Thomas Paine

*The mind is not a vessel to be filled, but a fire
to be kindled.*

Plutarch



Academic and Ethical Standards

The Knowles Johnson Institute of Graduate Studies holds both the Institute and students to the highest of academic and research standards. Students have the right to an educational experience that ensures rigor and discipline in all aspects of the curriculum. KJI faculty and administration are committed to ensuring the integrity of the curriculum and that the student's learning experience is always the first priority.

Honesty and Integrity

KJI is a community of students and faculty interested in the search for knowledge and understanding. Essential to that search is a commitment to honesty and integrity. Honesty on the part of every college student, faculty member and administrator have and always shall be an integral part of the culture and operations of the Knowles Johnson Institute. Acts of dishonesty conflict with the work, philosophy and purpose of the entire Institute. Integrity in our learning, relationships, research and creation of ideas are projections of the characters and values of KJI, professors, students and all others associated with the university.

Violations of academic integrity include but are not limited to plagiarism, falsification, unapproved collaboration, falsifying research data, and poor rigor in research methodology.

Plagiarism

The academic departments of the Institute have a variety of requirements for reporting the use of sources based on context and type, but certain fundamental principles for the acknowledgment of sources apply to all fields and levels of work. The use of source materials of any kind and the preparation of essays or research reports must be fully and properly acknowledged. In papers or research reports, students are expected to acknowledge any expression or idea that is not their own. Students submitting papers are implying that the form and content of the essays or reports, in whole and in part, represent their own work, except where clear and specific reference is made to other sources.

Even if there is no conscious intention to deceive, the failure to make appropriate acknowledgment may constitute plagiarism. Any quotation - even of a phrase - must be placed in quotation marks and the precise source stated in a note or in the text; any material that is paraphrased or summarized and any ideas that are borrowed must be specifically acknowledged. A thorough reordering or rearrangement of an author's text does not release the student from these responsibilities. All sources that have been consulted in the preparation of the essay or report should be listed in the bibliography.

Upon an occurrence of alleged academic dishonesty professors may exercise their discretion for a first time offense in imposing a sanction. Professors must report the issue in writing to the Academic Dean and the report put into the student's file. If no other offenses are committed through graduation, the single report will be removed from the student's file.

Professors may further file charges with the Academic Appeals Committee against students if they believe that additional sanctions would be appropriate. Professors shall notify the Academic Dean and the Registrar in writing of any occurrence of academic dishonesty whenever they have imposed sanctions. Such notification shall include the student's name,



course title, date of occurrence, type of dishonesty, sanction(s) being imposed, and any further action requested. This notification shall be effected within fourteen days after discovery of the incident. A copy of said notice shall be sent to the student involved, including the charges made against the student and the grounds, if proven, that would justify failure or other academic sanction. If the student involved wishes to appeal the sanction imposed by the professor, the student must initiate an appeal within two weeks after receipt of this notification.

The Academic Appeals Committee shall consider as a basis for a hearing that:

- a) the student claims not to have been academically dishonest;
- b) the student claims the professor imposed an inappropriate sanction;
- c) the nature of the offense merits further action.

In academic dishonesty cases the Committee may receive requests for hearings from students, from individual faculty and staff members, and from the Registrar. The Academic Appeals Committee reserves the right not to hear any appeal in any case where data is not sufficient, the necessary steps have not been followed, and when the committee jurisdiction is not clear.

Sanctions for a Breach of the Academic Integrity Policy

First Offense: Only if the professor deems the breach is “minor” from his or her judgment. Students will receive written warning, and at the professor’s discretion receive a reduced grade or partial credit on the assignment; or requiring the student to repeat the assignment; or issuing a failing grade to the student of the course. The copy of the written warning will go to the Academic Dean and placed in the student’s file.

Second Offense: The student shall receive an F for the course and shall be subject to suspension or expulsion from the college, at the discretion of the Academic Dean. In the event that the student receives an F in the course and subsequently elects to withdraw from the course prior to the withdrawal deadline, the student shall receive the grade of WF, a grade that is equivalent to an earned F in the cumulative quality point index.

Third Offense: If a student is found guilty of a third violation of academic integrity, the student will receive an F for the course and will be expelled from the Institute.

Non-Discrimination and Diversity

KJI is committed to a policy of non-discrimination, equal opportunity, and diversity. KJI is dedicated to providing educational, working and social environments that value the diverse backgrounds of all people. KJI does not unlawfully discriminate in admission or access to, or treatment or employment in, its educational programs and activities on the basis of race, color, religion, national origin, age, disability, gender, sexual orientation, gender identity, gender expression, genetic information, marital or parental status, or veteran status. KJI prohibits unlawful discrimination or discriminatory harassment on all of those bases. It is also the policy of KJI to provide each student, employee, and other person having dealings



with the institutions an environment free from unlawful sexual violence and all forms of misconduct on the basis of gender.

Declaring a Specialization

All students enter as an interdisciplinary specialization student. Students at anytime during their program can declare a specific Specialization outlined in the catalog.

Length of Study

KJI programs are student paced, the time necessary for completion of a degree varies considerably. Typically students take four to five years to complete the Master's and Doctorate program. Students are expected to complete their programs in no more than ten years from the date of matriculation.

Student Code of Conduct

The primary functions of an institution of higher learning are teaching, learning, scholarship and service. Each member of KJI is required to cooperate with the Institute in its endeavors to foster and maintain the freedom of expression and exchange of ideas necessary to achieve excellence in teaching, learning, scholarship and service. Further, members of the Institute's community are responsible for fostering and maintaining respect for the dignity and uniqueness of one another

KJI students have a responsibility to:

- Conduct themselves in a mature, professional, and civil manner with faculty, staff, and other graduate or professional students with whom they interact.
- Learn the Graduate School's policies and procedures, including grievance procedures.
- Learn their specific program requirements and procedures as delineated by their academic program.
- Learn the standards of academic and professional performance established by faculty and the Institute.
- Maintain integrity in academics, research, independent scholarship, and professional development.
- Communicate regularly with faculty advisors on matters related to progress within their graduate programs.
- Respect time constraints of faculty, particularly in email correspondence.
- Respect the responsibilities of faculty advisors to evaluate students' coursework and overall academic progress. Faculty, in turn, are responsible for monitoring the validity and quality of students' research, teaching, and other scholarly activities.
- Contribute positively to a collegial environment within the program.



Attendance Policy

Students are expected to attend the two Saturday weekend intensive meetings per trimester. Students must also meet the timelines and schedules established with their professors and articulated in the Course Learning Contract. Students are expected to participate in person in their Dissertation Committee Meetings.

Grade Appeal

In cases involving appeals of a course grade, a student has one month after formally receiving a grade to appeal the grade. The appeal must be in writing to the Academic Dean. The Academic Dean will render a decision. If the student disagrees with the Academic Dean's decision, the student can appeal to the President. The appeal must be made in writing within thirty days of the Academic Dean's decision. The President's decision is final.

The students may take up to six trimesters to complete the requirements of a specific course. The objective is for the student to meet their learning goals as defined in their learning contract. The faculty will support the student's efforts in meeting the academic requirements and the student's goals for each course at a pace that serves the learning interests of the student.

Non-Grade Student Grievance Process

The graduate student complaint and formal grievance processes can involve several steps depending on the nature of the issue. There are many avenues available to KJI graduate students to resolve differences that might arise during the pursuit of an advanced degree. In general, the operational principle that should be followed is to maintain open communication at the most immediate point of access and to work upwards from there when appropriate. This means that students should work with their professor and/or Mentor first to resolve matters if possible.

Depending on the issue, the next step may require an appeal to either the Dean of Students or the Academic Dean. Issues that are decided by a Dean can be appealed directly to the President. The President's decision is final.

Certain issues may go to a committee comprised of the Academic Dean, the Dean of Students, the student's Mentor, a faculty representative, a student representative and the President. If a Grievance Committee is convened, all decisions of the Committee are final. KJI's goal is to serve as an impartial arbitrator in most matters and to provide advice to both students and faculty that will result in a mutually beneficial solution.

The first step is always to seek the advice and guidance of the student's Mentor. If for whatever reason this is unsatisfactory to the student, the institute will engage a contracted outside investigation/mediation expert resource. The Mentor and the expert will guide the student and the Institute in defining the appropriate process and guiding the student in using the process. When a Grievance Committee is necessary, the Mentor will be responsible for coordinating the process.



Leave of Absence

A student whose personal, family, or medical circumstances require a temporary interruption of Institute study may apply for a leave of absence for up to three trimesters. To apply for a leave of absence a student must submit a request in writing to the Academic Dean. The Dean will make the final decision on the request. There will be a \$300 per trimester fee charged for each trimester of which the student is on probation.

A leave of absence may only be granted to students who are matriculated and in good academic and financial standing. All students returning from a leave of absence must contact the Registrar's Office no later than 15 days prior to the beginning of the trimester of which they would like to return.

Academic Probation and Suspension

A student who fails to achieve a 3.0 cumulative GPA in any given trimester will automatically be placed on academic probation. Courses that fall below a 3.0 may not be applied to graduation requirements. The Knowles Johnson Institute provides a range of individualized support in pursuit of student success and multiple opportunities to fulfill academic requirements. KJI will work diligently with the student to help them to successfully fulfill the requirements of individual courses and the doctoral program as whole.

Students whose GPA falls below a 3.0 for three consecutive trimester terms will be put on academic suspension. Students suspended under this policy may appeal their suspension. The Registrar notifies students of their suspension and of their right of recourse to the appeal process. Suspended students may not enroll at the Institute for one trimester. They may then apply to the Admissions Office for readmission which will include a plan for improving their academic performance developed with the student's Mentor.

Withdrawal from KJI

Students leaving KJI must complete a Withdrawal from Knowles Johnson Graduate Institute form obtained from the Registrar's Office. Students officially withdrawing before completion of a course will receive a WX in those courses. After this time students will receive a final grade in all courses.

Note: A student is not officially withdrawn from KJI until the appropriate form has been completed and has been validated by the Registrar's Office.



Student Complaint Process

General Student Complaint Information

The Complaint Process is divided into an informal and formal process. This process is initiated by the student who will receive support and information during each of the steps that may be involved. A complaint may be resolved at various stages of the process. Complaints should be filed as soon as possible and no more than 30 days after the incident occurs. Please see the information below for further details.

Any student with a complaint who feels they have been treated unfairly will have the right to be heard fairly and promptly. The Institute recognizes that disputes may sometimes arise and requires the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, a formal complaint process will be provided in order to assure impartial and equitable resolution for those conflicts.

This complaint process may not be invoked for matters that have independent appeal processes established. Examples of these include, but are not limited to: Academic Appeals, Academic Standards, Code of Student Conduct, FERPA, Grades, Title IX, Discrimination and Harassment, Consumer Protection (Title IV) Student Complaint Process. Matters which are not grievable include the following:

- Federal and State laws
- Administrative Procedures Act (Chapter 34.05 RCS)
- Employment and personnel decisions
- Policies of the Board of Trustees

Process for Filing a Complaint

Informal Complaint

Step One: Knowles Johnson Institute requires that you first make every effort to informally resolve a complaint or concern. It is important that you talk directly with the staff, faculty or administrator with whom you have a complaint in order for them to have an opportunity to hear your concerns and work with you to resolve the issue. As a professional courtesy, you are advised to:

- Contact Institute employees by phone or email to schedule an appointment
- Be clear about what your concern is and how you would like the issue resolved

If your complaint or concern has not been resolved to your satisfaction, you may move into the Formal Complaint process listed for the specific complaint which can be found in the Catalogue or on the website. If you have questions or would like assistance with this process, please contact: studentcomplaints@kjigs.ORG.

Formal Complaint

Step Two: You may utilize the formal complaint process after exhausting the informal complaint process directly with the person with whom you have a complaint or concern. To



submit a formal complaint, you must review the specific category that is listed within the Catalogue or on the KJI website for the actual process to be followed.

Be sure to include the following for any complaint you may file formally.

- Brief outline of steps you have taken toward resolving the issue
- Decision given by the Specialization Chair or Staff Supervisor
- Reason for appealing this decision
- Possible solution(s) you see to the issue
- Contact information (phone, email, etc.)

After your email requesting an appeal has been submitted, you will receive notification via email that it has been received; this notification will occur within five (5) business days. In most cases the final decision in your complaint or appeal is decided by a committee, the Dean or in some cases by the President of the Institute. Again, you will need to see the specific area you are filing a complaint or appeal for in the Catalogue or on the KJI website.



Student Rights Policy

KJI ANNUAL FERPA NOTIFICATION NOTIFICATION OF STUDENT RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (“FERPA”) of 1974, as amended, ensures the confidentiality of student educational records and restricts disclosure of such records to third parties, except as authorized by law. FERPA also affords students certain rights with respect to their education records. These rights include:

1. **THE RIGHT TO INSPECT AND REVIEW THE STUDENT’S EDUCATION RECORDS WITHIN 45 DAYS OF THE DAY KJI RECEIVES A REQUEST FOR ACCESS.**

A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The Institute official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Institute official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **THE RIGHT TO REQUEST THE AMENDMENT OF THE STUDENT’S EDUCATION RECORDS THAT THE STUDENT BELIEVES ARE INACCURATE, MISLEADING, OR OTHERWISE IN VIOLATION OF THE STUDENT’S PRIVACY RIGHTS UNDER FERPA.**

A student who wishes to ask the Institute to amend a record should write the Institute official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the Institute decides not to amend the record as requested, the Institute will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **THE RIGHT TO PROVIDE WRITTEN CONSENT BEFORE THE INSTITUTE DISCLOSES PERSONALLY IDENTIFIABLE INFORMATION FROM THE STUDENT’S EDUCATION RECORDS, EXCEPT TO THE EXTENT THAT FERPA AUTHORIZES DISCLOSURE WITHOUT CONSENT.**

The Institute will disclose information from a student’s education records only with the written consent of the student, except:

- A. When the disclosure is to school officials with legitimate educational interests.

A school official is a person employed by the Institute in an administrative, supervisory, academic, research, law enforcement or support staff position; a



person or company with whom the Institute has contracted to perform required functions (such as an attorney, auditor, service provider, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- B. When the disclosure is of “Directory Information”. The Institute has designated the following items as “Directory Information”: student’s name, KJI mail box Unit #, campus electronic mail address, home address, major and minor fields of study, dates of attendance, enrollment status (full or part time), certificates received, degrees received, honors and awards received (including scholarships that are not need based), date of actual or expected graduation, whether or not currently enrolled, participation in officially recognized activities including conferences, professional societies, etc.

The Institute may disclose any of these items without prior written consent, unless the student has submitted a written request to the Office of the Registrar not to release directory information pertaining to him or her. Requests will be processed within 24 hours after receipt.

The Institute may disclose information from a student’s education records without the prior written consent of the student under the following circumstances:

- A. To officials of other institutions in which the student seeks or intends to enroll at the request of either the student or the institution;
- B. To authorized representatives of the U.S. Department of Education, U.S. Department of Defense (under the Solomon Amendment), U.S. Attorney General, INS, the Comptroller General of the United States, state education authorities, organizations conducting studies for or on behalf of the Institute, and accrediting organizations;
- C. In connection with a student’s application for, and receipt of, financial aid;
- D. To comply with a judicial order or lawfully issued subpoena;
- E. To parents of dependent students as defined by the Internal Revenue Code, Section 152;
- F. To appropriate parties in a health or safety emergency;



- G. To the alleged victim of any crime of violence or forcible sexual assault the results of any disciplinary proceedings conducted by the Institute; or
- H. The Institute may disclose the result of a disciplinary proceeding to a parent or guardian as long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of Institute drug or alcohol policies, or any federal, state, or local law.

4. THE RIGHT TO TITLE IX PROTECTION

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Title IX obligations include: recruitment, admissions, and counseling; financial assistance; athletics; sex-based harassment; treatment of pregnant and parenting students; discipline; single-sex education; and employment. Also, a recipient may not retaliate against any person for opposing an unlawful educational practice or policy, or made charges, testified or participated in any complaint action under Title IX.

5. THE RIGHT TO FILE A COMPLAINT WITH THE U.S. DEPARTMENT OF EDUCATION CONCERNING ALLEGED FAILURES BY THE INSTITUTE TO COMPLY WITH THE REQUIREMENTS OF FERPA.

The name and address of the Office that administers FERPA is: Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901



APPENDIX A: COURSE DESCRIPTIONS

Wherever you go, go with all your heart.

Confucius

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

Alvin Toffler



COURSE DESCRIPTIONS

DOCTORAL PROGRAM CURRICULUM

Required Core Curriculum for Both Master's and Doctorate Programs (32 credits)

The Core Curriculum provides foundational learning for the doctoral-level courses and the specializations. They also prepare the student to successfully develop the Master's Comprehensive or Thesis.

KA1: Doctoral Learning Plan (No credit)

Students prepare and submit a suggested sequence of coursework with timeline of completion activities and milestones. When designing your learning plan it is important to be flexible and recognize that your learning plan will evolve and/or change. It is recommended that you talk to peers and gain insights and advice from your professors about making your way through your doctoral program.

KA2A: Research A: Qualitative Methods (3 credits)

For decades, some researchers have engaged in a continuing controversy about using quantitative vs. qualitative research methods, calling them hard vs. soft science, respectively. In actuality the aims of qualitative inquiry are different from those of quantitative research, and these approaches can more profitably be viewed as complementary – offering ways to combine methodologies to shed light on a particular research question. They are often combined using qualitative methods first to identify constructs of interest for a quantitative study or as a follow-on study to explain surprising results from a quantitative study.

This knowledge area will provide the student with a foundation in understanding what a qualitative approach is and when it might be the most appropriate method for studying a particular type of problem. It will also allow the student to familiarize themselves with key concepts and strategies related to this type of inquiry. The student will demonstrate learning for the course by reviewing qualitative study questions appropriate for a qualitative study and evaluating studies using different qualitative approaches themselves. Additionally, students will design and conduct a small qualitative research project, producing a research design, engaging in limited data collection and analysis, and producing an outcome framework that will allow them to summarize their findings.

KA2B: Research B: Quantitative Methods (3 credits)

Unlike qualitative research, when we talk about the scientific method, we are usually talking about numbers, quantification, quantitative measurement and very structured ways of selecting samples, collecting data, and analyzing data. The research question generally involves the formulation of a hypothesis that will be tested in an environment that is as controlled as possible. As in qualitative research, quantitative analysis involves searching for patterns in data; however it does this through numerical or statistical analysis of numerical data rather than using text analysis strategies. The analysis can be as straightforward as calculating frequency, mode, median and mean or may involve much



more complex univariate, bivariate, or multivariate analyses and inferential statistics. This course will provide an overview of quantitative methods and also introduce mixed methods research that draws from both the qualitative and quantitative approaches in a single study.

The knowledge area will provide the student with a foundation in understanding what a quantitative approach is and when it might be the most appropriate method for studying a particular type of problem. It will also allow the student to familiarize themselves with key terms, concepts and strategies related to this type of inquiry. The student will demonstrate learning for the course by reviewing problem areas of inquiry appropriate for a quantitative study and evaluating research articles using different quantitative approaches themselves. Additionally, students will design and conduct a small quantitative research project, producing a research design, engaging in limited data collection and analysis, and producing an outcome framework that will allow them to summarize their findings.

KA3: Systems Theory (4 credits)

The purpose of this course is to provide foundational knowledge in systems theory and analysis. Through the examination of readings, reflective writing assignments, and selected case theory, students will gain an in depth knowledge of multiple systems theories, identify the interconnected patterns that constitute human, technical and natural systems, and learn how to reinforce or change these systems appropriately. This course will emphasize critical thinking about how the theories and approaches relate to each other and how they can be applied individually and in combination to address complex organizational situations.

KA4: Human Development (4 credits)

Students in this course will explore human development from an interdisciplinary perspective including developmental psychology, neuroscience, clinical psychology, education, and sociology and the mechanisms of growth and change over the life course.

Course topics include:

- Neurobiological basis of personality
- Effects of environmental stressors on cognitive development
- Interventions to prevent and mitigate the impacts of resilience factors across the life course

A deep understanding of human development is essential for professionals in the mental, and other health- related field, education, social work, business, nonprofit management, and advocacy professions.

KA5: Values-Based Ethics in Organizations and Human Development (4 credits)

In this course we will study the concepts of authenticity, ethical behaviors and taking the high moral ground. Ethics is about good and evil, right and wrong, justice and injustice in us and in our relationships. As such, the course will focus on identifying one's own values and beliefs, as well as the exploration and identification of what is "right" based on one's own moral compass as well as organizational and societal needs. Research in this course would likely focus on the study of ethical behavior within organizations, as it influences human development and the work environment. In addition to this it will be important to focus on



the exploration of the values, ethics, and beliefs upon which organizations are established. What are those values and beliefs that organizations are founded upon, and what barriers, distractions, and changes transpire during the life of an organization? And of course, what role do individuals, teams and leaders play in either undermining the founding principles and values or in maintaining and enhancing those values and ethical behaviors within the organization?

Further, the focus is to emphasize the centrality of ethical values such as honesty, trust, respect and fairness in the context of individual and organizational effectiveness. The course focuses on decisions made based on integrity and a set of principles which act as a guide for ethical behavior. Study and research may also focus on ethical dilemmas that can arise when the individual's values conflict with those of the organization, or when a situation requires decisions with conflicting value sets. Increasingly important are the moral issues which arise in the context of the business world. Thus, it is important to learn the philosophical foundations of ethical decision making and explore corporate social responsibility both locally and globally as well as conflicts of interest, potentially environmental concerns, discrimination and the ethical treatment of employees in the workplace.

KA6: Organizational Theory (4 credits)

This course encompasses the concepts of organizational theory and design in the context of a postindustrial and increasingly global society, and it is set up to familiarize students with major conceptual frameworks, debates, and developments in contemporary organization theory. Areas of study/research include, but should not be limited to - organizational purpose, design, structure, bureaucracy, conflict, power and politics; impact of external environmental and internal organizational factors on structure and design, the impact of technological and workforce changes on society, organizational ethics and social responsibility, as well as global issues related to organizations. Research should also address essential concepts in organizational theory and design, including measuring effectiveness, organizational life cycles, options for organizational structure, organizational change and becoming a learning organization.

This topical area should be considered as an inter-disciplinary domain of inquiry, and therefore should draw primarily from sociology, and then from areas such as psychology, anthropology, political science, leadership and economics. The course focuses on inter-organizational processes, and also addresses the economic, institutional and cultural contexts that organizations must face.

A basic premise of the course is that a fundamental process for improving people's lives and the organizations in which they live, and work is essential, and most often that can be accomplished through the creation and sharing of knowledge. Throughout the course students will learn multiple frameworks for observing and analyzing organizations, thus allowing one to apply the learnings. Students should focus on social science tools needed to analyze organizational problems and influence the actions of individuals, groups and organizations. Thus, students will begin to understand how to best organize and motivate people, teams and groups within an organization, manage social networks and alliances



within and outside (external forces and partnerships/competitors, etc.) of the organization, and execute strategic change. Some of the elements affecting this are - reward system design/implementation, team building, strategic negotiation, political dynamics, leadership and corporate culture. Upon completion of this course, students will better understand the problems facing today's complex organizations and be able to identify and explain various aspects of how organizations design their structures, strategies and operations for improving effectiveness.

KA7: Multidisciplinary to Transdisciplinary Thinking and Practice (4 credits)

In this knowledge area, the student is invited on an intellectual journey, joining others in tackling complex, wicked problems, with transdisciplinary thinking so as to build a better world and a more competent you. For the most part, Academia is stuck in disciplinary silos in a world needing transdisciplinary knowledge creation and its application.

Transdisciplinarity is a research strategy that crosses many disciplinary boundaries to create a holistic approach.

Transdisciplinary thinking collaborates constructs across disciplines and integrates learning for the creation of new theories and tools for solving problems and new discoveries for phenomena that are too complex for one, or a small set of specialized disciplines, to address. Deeper and broader understandings are obtained, new language is developed to align emergent ideas, and new disciplines are created from the collaborations of the existing known disciplines.

The student will learn how to do multidisciplinary, interdisciplinary and transdisciplinary work and become adept at developing a more comprehensive understanding of complex organizational and societal problems. The complexity of a global environment is dictating this type of thinking and the rationale for this course being a foundational learning event for a KJI education.

The appendix of this syllabus provides the student with a variety of resources to support their immersion in transdisciplinary thinking and supporting their individual research and personal development interests.

MA1: Comprehensive Assessment/Master's Thesis (6 credits)

The Comprehensive Assessment or a Master's Thesis demonstrates the student's ability to integrate their work across a variety of knowledge areas. The student will synthesize their knowledge of theories, research, techniques and skills as a scholar and reflective practitioner. This is an opportunity for the student as an adult learner to demonstrate he knowledge gained during the assessments in the Knowledge Areas.

General Electives (All courses are 4 credits each)

General electives can be applied to the requirements of both the Master's and Doctoral degrees. The number of electives available to fulfill degree requirements will be determined by the specialization path chosen by the student: Interdisciplinary Degree or up to two Specializations.



GE1: Consulting Skills Theory and Practice

Consulting skills continue to be utilized in varied applications throughout all sectors and disciplines. Regardless of taking on a vocation of consulting or not, the skills, tools, techniques and philosophies resulting from this course will be invaluable. Consulting as a profession stems from large, multi-national firms to small or independent consulting firms as well as internal consulting units/departments within organizations in all sectors, including for-profit and not-for-profit entities. Enhanced knowledge of consulting skills will surely help one in teaching, leading, and working with individuals and groups as well as organizations. Utilizing Consulting Theory and then applying it to teams, groups and organizations of all sizes can create a more open culture with truth telling, and honesty as the norms.

This course will introduce students to various theories, frameworks and methods of consulting with emphasis on analytical and critical thinking tools. An overall consulting process will be explored, and enhanced through the various means of presenting the findings as well as implementing strategies and interventions resulting from a consulting engagement. Integral to the consulting process are several complimentary areas of study such as Systems Thinking, a focus on different types of Human Systems such as Communities, Organizations, Small Groups, and Social Roles. Focus on self-knowledge, and Interpersonal functioning as well as Value Orientation are all-important to the consulting effort. Achieving some significant interdisciplinary integration of concepts and knowledge for diagnostic problem solving for strategic interventions is key for successful outcomes.

GE2: Innovation and Strategy Theory and Practice

This course focuses on thinking strategically to undertake and implement a strategy planning process focused on innovation in an ever-changing world. In this course we will examine and discuss the strategic thinking necessary to focus on process, tools and skills that organizations develop and employ throughout the business strategy cycle. As is the case with KJI courses you will be working primarily on your own selected business/organizational focus and will apply the following business strategy planning steps: formulate vision, understand the stakeholder roles, analyze internal assets and market competitiveness, generate, evaluate and select winning strategies, integrate action plans and, implement, learn and adopt as necessary. In addition, you will need to think through what aspects lead one to believe that the organization is prepared for an Innovation strategy. Students will exercise the use of various tools and skills common to this field: Innovation, Creative Thinking, Strategic Thinking, Mental Models, Surveying/Auditing, System Thinking, SWOT analysis, Gap Analysis and others.

In today's dynamic economic environment, effective decision-making requires leaders to use timely and accurate information. Students should also explore techniques of intelligence gathering and analysis to gain valuable insight into customers, competitors, products, services, benchmarking, and due diligence, necessary for making well-informed decisions.



GE3: Communications and Influence in Global Organizations

The emphasis of this course is “Communications” with the assumption that effective communications is communication with Influence. Within GE3: Communications and Influence in Global Organizations, the student will gain specific theories and practice behind Global Organizational Communications – a core skill for an OB / OD scholar-practitioner.

The overarching purpose of GE3: Communications and Influence in Global Organizations is to provide the student in the deep exploration of the processes hindering and leading to effective global organizational communications with desired (or organizational needed) influence and the continued development of their (the students) OB / OD specialization as a scholar-practitioner.

GE4: Multicultural Conflict Analysis, Management and Negotiations

The emphasis of this course is on recognizing and dealing positively with “Conflict” with the assumption that effective conflict management comes often with mutually agreeable negotiations. Within GE4: Multicultural Conflict Analysis, Management and Negotiations, the student will gain specific theories and practice behind Conflict Management from a multicultural perspective and sensitivity– a core skill for an OB / OD scholar-practitioner.

The overarching purpose of GE4: Multicultural Conflict Analysis, Management and Negotiations is to provide the student in the deep exploration of the processes hindering and leading to effective multicultural conflict management and process of effective negotiations, with the ultimate goal of creating win/win sustainable relationships and the continued development of their (the students) OB / OD scholar-practitioner.

GE5: Decision Theory and Practice

The emphasis of this course is on “Decision-Making” with the assumption that we can understand decision theory and develop better decision-making habits (practices), and we can help others and even organizations as a whole. Within GE5: Decision Theory and Practice, the student will gain from specific theories and practice behind effective and ineffective decision-making.

The overarching purpose of GE5: Decision Theory and Practice is to provide the student in the deep exploration of the processes of decision-making with the ultimate goal of improving their own decision-making practices and those of others they encounter throughout life – to be a positive influence, coach, consultant and friend.

GE6: Frameworks for Thinking (4 credits)

A few decades ago the science of cognition was in its infancy. Traditional cognitive theoretical frameworks such as categorization, inductive and deductive reasoning, judgment, decision-making and problem solving are being expanded to include the sciences of thinking, learning and reasoning. Data analysis, research and design work at both the master’s and doctoral levels demand that the practicing scholar evaluate and employ a variety of thinking frameworks to multidisciplinary problems and in the creation of transdisciplinary idea creation.



The purpose of this course is to broaden and deepen your thinking in the service of creating new knowledge and understanding. The student will learn to determine what the factors are that make for good thinking and how does one develop the identification and employment of thinking frameworks to practical problems.

Key concepts such as critical thinking, innovative thinking, self-regulation and metacognition are examined from a range of perspectives. Students will become familiar with over 40 different frameworks and models for thinking and receive practical insights in the form of choices and recommendations for use in their professional and academic research work.

OPTIONAL SPECIALIZATIONS

*=Required specialization courses. All courses are 4 credits each.

Adult Learning and Development (Select 6)

The success of all human endeavors depend on the talents of those involved. Adult learning and development is both art and science. Malcolm Knowles pioneered and established theories that demonstrated the uniqueness, requirements and conditions that facilitate the growth of adults. The Adult Learning and Development Specialization develops student andragogical expertise in the analysis, design, development and facilitation to be employed ubiquitously in multicultural organizational, individual and team contexts.

***AL1: Current Research in Instructional Design and Development for Adult Learners**

Instructional design is the creation of learning experiences and materials resulting in the acquisitions and application of knowledge and skills. It is the practice of systematically designing, developing, and delivering instructional products and experiences, both digital and physical, in a consistent and reliable fashion toward an efficient, effective, appealing, engaging, and inspiring acquisition of knowledge. Adult learning theories focus on the needs and motivations of individual adult learners. Instructional designers need to incorporate adult learning theories into course design during conception, development, and execution to facilitate an effective learning process. All businesses and organizations depend, to some degree, on the successful integration of instructional design approaches and adult learning theories in order to develop a workforce with the skills and knowledge needed for success of the enterprise. This course will focus on current research on instructional design and development for adult learners.

This course covers both the art and science of designing and developing instructional design for adult learners. Through researching and incorporating instructional theories and models of instructional design with adult learning theories, students will be able to synthesize approaches to instructional design that are effective and engaging. Students in this course will review the evolution of instructional design and of several prevalent adult learning theories, such as andragogy, experiential learning, and transformational learning. They will study current research on instructional design for adult learners and the forces that facilitate or inhibit learning and change, as well as environmental influences such as culture, race, population characteristics, and density on learning will be analyzed. Students will be able to



describe how understanding adult learning theories can help developers of instructional design to: 1) create relevance by mapping courses with perceived learner needs; 2) devise instructional strategies in alignment with real learning contexts; 3) choose technology that best supports the instructional strategy, and: 4) plan instructional strategies relevant for digital-age and on-the-go learners. The learning model is in-depth reading and analysis applied to student or business case studies.

***AL2: Andragogical Approaches to Transformational Learning**

Andragogy refers to the theory developed by Malcolm Knowles that adults learn differently than children. Knowles suggested that adults learn differently because they are more self-directed, internally motivated, and ready to learn. Most of us know some adults who, once they gain life experience, never reflect upon or question the frames of reference and beliefs they learned early in life from parents or communities of origin. They accept life experiences that confirm their formative belief systems and reject experiences that do not. Other adults experience transformational learning as they mature, either through individual reflection, group experiences, or through critical “disorienting” events that transform their taken-for-granted frames of reference. They may become more aware of themselves and their beliefs, needs, and interests and decide to make different choices for themselves. They may become more aware and open to the perspectives and beliefs of others. They may become committed to involvement in social change efforts. These are possible outcomes when transformational learning takes place. This course examines the ways that andragogical approaches can support transformational learning in adults.

Students in this course will review the evolution of learning theories, principles of adult learning, and different theories of knowledge. Forces that facilitate or inhibit learning and change, as well as environmental influences such as culture, race, population characteristics, and density on learning will be analyzed. Students will explore andragogical concepts and approaches that support transformational learning on the individual, dyadic, and group levels. The learning model is in-depth reading and analysis applied to student or business case studies.

***AL3: Adult Learning and Motivation**

This course will focus on learning processes, from both cognitive and behavioral perspectives.

Covered topics will include:

- Understanding the difference in human nature
- Principles, phenomena, and laws of behavior and the underlying biological-evolutionary mechanisms
- Nature of science and evolutionary theory as they relate to attempts at discovering general laws of behavior
- Behavior theory perspective on human behavior
- Shifts in the scientific paradigm in psychology of learning and behavior theory

Educational psychology and neuroscience research related to development, learning, information processing, effective instruction, motivation and effective learning



***AL4: Designing Education and Training for the Adult Learner**

As you know from being enrolled in the KJI Program, Adult Education and Training has become a mainstay in the realm of continuous/life-long learning. Some adults continue learning through formal ways, and others through informal means. In addition, some take educational programs simply for pleasure, other's for Career advancement, and yet others as part of a goal. The point being there are many reasons for one being engaged in education and training. As you also know from the Catalogue and your orientation, this entire KJI Program is founded upon Malcolm Knowles work on Adult Learning. He has often been referred to as the "Father of Adult Learning/Education," and therefore it is expected that in this course you will study his work, and philosophy. This does not mean you need to focus entirely on Knowles work, nor does it mean you should do so, but it should be an important part of your research on Adult Learning Theory and Practice. Feel free to challenge the work, and/or pose different theories. It is simply important to understand the work of Knowles as part of the KJI Program since it is the principle methodology utilized here.

Critical analysis of selected theories and concepts of learning should be applied to the adult learning experience, learning styles, motivation in adult education programs, and workplace learning. This course is designed to provide students with a foundation on the nature of adult learning. In so doing there should be an examination of the psychological and social factors related to adult learning as well as other factors that entice adult individuals to learn and gain knowledge. In this course it will be important for the student to critically analyze how adults acquire, process, and apply knowledge. Students should research the major theorists (as mentioned) and practitioners who have contributed to the study of learning, in general, and to the understanding of adult learning and training, in particular. Emphasis, of course, will be placed on theories of andragogy and practices in adult learning. Thus, how adult learning is distinct from other forms of learning will be an important aspect of any research. Additional topics to be researched may include the history and philosophy of adult education, the nature of the adult learner, curriculum and teaching strategies for adult learners, agencies and programs in adult education and problems and issues facing the field.

AL5: Critical Assessment of the Modes of Learning

Successful development of human and organizational performance requires the accurate articulation of measureable performance outcomes, modeling the performance environment and context, and building adult learning strategies and products that are capable of delivering the expected capability development. The options for modes of learning continue to expand based on evolving improvements in the science of learning and the development of technology. Examples of modes of learning to be studied include: instructor-led classroom, mentored learning, online learning, e-learning, various forms of blended learning, instructor-led over the internet, webinars, etc. The course will provide techniques for comparing and contrasting the efficacy of the various modalities of learning given a particular set of learning goals.

AL5 teaches systemic and systematic techniques for assessing the efficacy of various modes of learning, across a wide variety of constructs including but not limited to: cognitive



engagement, adult learner engagement, competency development, processing styles, personality styles, materials design, and neuroscience-based techniques for cognitive restructuring. Modes of learning are assessed in the context of the performance environment. The multimodal assessment leads the student to making science-based of learning design and delivery modality grounded in relevant and comprehensive interdisciplinary data.

AL6: Methods for Analyzing the Efficacy of Adult Learning Programs

Adult education is the indispensable tool for the growth and advancement of both individuals and organizations. A critical role of the adult education expert is assess, design and ensure that the adult learning event is fulfilling the outcome requirements defined by the individual and/or the organization.

Assessing learning event design efficacy is complex and requires a multidisciplinary and multi-theoretical analytic approach. Analytics are consistently both quantitative and qualitative and are ubiquitously applied across all learning event modalities. All assessment strategies are completed within the context of the learning and performance environments.

Analysis tools and techniques will incorporate constructs that include: cognitive, behavioral, emotional , neuroscience, learning motivation, post-learning application performance, etc. Learning theories and theorists will include: adult learning, developmental psychology, clinical psychology, educational psychology, human performance, personality psychology, application performance assessment, organizational psychology, organizational development and others.

AL7: Theories and Approaches to Multi-Generational Learning

Organizations today are dealing with unique challenges presented by a workforce with a wider range of ages than ever before – from approximately 20 to 65 years of age. Baby Boomers are now peers with recent college graduates, and are supervised by people many years their junior which offers opportunities for the generations to learn from each other, as well as challenges for how to meet the learning needs of a diverse workforce. Faced with talent shortages and a constantly changing landscape, organizations must figure out how to prepare the multi-generational workforce for continual change by developing new ways of training them to be different types of leaders, and to develop new skills required for a changing marketplace. Because each generation has a unique learning style and preference, as well as specific motivators for engaging in the learning process, organizations need to develop generational intelligence through understanding current theory and new approaches to multi-generational learning.

This course will cover data-driven research from a range of disciplines including adult learning theory, transformational learning theory, research on generational differences in education, game-based learning across generations, psychology-based research on personality styles and learning styles, building trust and empathy across generational differences, research on collaboration across generational-differences and dialogue across differences. The learning model will be in-depth reading and analysis applied to student and business case studies.



AL8: Coaching and Mentoring: Facilitating Others' Growth and Transformation

This course explores the numerous aspects of coaching and mentoring including distinguishing between the two elements/processes as well as related practices such as counseling, consulting, facilitating, advising, and teaching. In addition, the course delves into the theoretical aspects of coaching and mentoring, with a focus on the skills and techniques that support effective mentoring and coaching experiences. Coaching and mentoring, though distinct processes, employ the common skills and art of presence, questioning, deep listening, establishing trust in collaborative mentor relationships, and assessing and addressing the needs of the person(s) being coached or mentored.

Methods of evaluating practical coaching and mentoring activities should be key and exploring and evaluating the potential impact of coaching and mentoring on individual, team and organizational performance will be important aspect of the research. Understanding the complex moral dimensions within coaching, mentoring and leadership are all important to these fields of study and practice.

The Coaching and Mentoring course is designed to enable you to develop critically reflective coaching, mentoring skills that can be applied to facilitate growth and transformation in individuals, teams, and organizations. In addition, coaching and mentoring activity are strongly associated with management and leadership. Coaching and mentoring are often employed as part of the leadership or management function, as well as in consulting roles, and other educational approaches.

You will find that Coaching along with Mentoring can be defined as a human development process that involves structured, focused interaction and the use of appropriate strategies, tools and techniques to promote desirable change or improve performance for the benefit of the coachee/mentee. Its popularity is growing, and across all economic sectors an increasing number of organizations are commissioning coaches to support their employees at different stages in their career. There are many aspects to coaching and mentoring, and the student is challenged to take a broad approach to the many theories, models, and practices that employed to facilitate growth and transformation of individuals for the sake of the individual, and also a team and/or organization. Once the broad approach has been thoroughly covered, it is expected that a more focused approach can then be researched and applied.

Neuroscience and Learning (Select 6)

The Neuroscience and Learning Specialization merges psychology, the science of the mind and neuroscience to further interdisciplinary study, theoretical development and methodology design for adult learning and cognitive development. Key questions to be answered are what sort of changes does learning produce in the neural networks of the brain and how do we facilitate those changes in the service of human development. The synthesis of psychology and biology are forging a new science of the mind.



NL1: Current Research in Neuroscience and Learning

Over the past three decades advances in science and technology have led to important new ways of studying brain activity, e.g., noninvasive technologies such as MRI (Magnetic Resonance Imaging) and fMRI (Functional Magnetic Resonance Imaging). These innovations, which allow us to see the brain in action, have provided a window into previously hidden neural processes affecting memory, learning, human cognition, affective and social behavior. As a result, there is an explosion of interest in brain research.

The volume of current research -- as well as the many different fields contributing to it -- make it challenging to stay abreast of current trends and findings in research. The practicing scholar may need to sift through research from neuroscience (including affective, behavioral and cognitive neuroscience), neurobiology (and subfields of interpersonal neurobiology and neurobiology of learning & memory), neuroanatomy, molecular chemistry, cognitive psychology, neuropsychology, biobehavioral science, and more. Depending on their interest, the student may also need to follow neuroscience developments that relate to genetics, computation, robotics, artificial intelligence, etc.

NL2: Neurobiology of Learning and Memory

How does the brain transform experiences into learning, knowing and memory? To understand this, the interdisciplinary field of neurobiology of learning and memory brings together research and theory from disparate fields including cognitive neuroscience, molecular neuroscience, behavioral science, genetics and psychology.

Learning is the process that allows us to acquire new knowledge about the world, and memory is the process that enables retention of that knowledge. Understanding these mechanisms is critical because they not only inform us about how an individual gains new knowledge, but they are also vehicles for cultural evolution.

This course will provide insights into the neurological basis of learning and memory from electrochemical signals at the cellular level through the complexities of the brain and nervous system. Neurons, dendrites, axons, synapses, and neurotransmitters are involved in the creation, encoding, consolidation, storage and retrieval of memories and all play a pivotal role in life-long learning. Also investigated are the roles of the brain chemicals in affect and learning including the neurotransmitters (dopamine, oxytocin, noradrenalin and serotonin) and the hormones (cortisol, adrenaline, estrogen and testosterone).

Likely applications of this new understanding of the neural bases of learning and memory range from education across the lifespan to the treatment of learning disabilities to the design of new artificial intelligence systems

NL3: Neuroanatomy and Learning

Neuroanatomy is the study of the structure of the nervous system including the brain with its structure and divisions, the spinal cord, the autonomic nervous system and their interrelations with the body.



Neurologist Dr. Wilder Penfield was the first to discover that the brain did not feel pain and that he could stimulate the brain with a probe while his patient was awake and reacting. In this way 52 areas of the brain were mapped.

Important areas of the brain we will consider include the Pre-frontal cortex, the Amygdala, Hippocampus and Hypothalamus with Neurotransmitters and their roles and functions in conveying information, storing and retrieving memory necessary for learning.

***NL4: Neuroscience and the Design of Learning**

New research from neuroscience on how the brain works is yielding insights on how to better design learning across the lifespan, from preschool and secondary school to university and adult learners. This course integrates foundational theories of learning with emerging brain science which explores the connections between brain chemistry and learning.

We investigate affective and cognitive processes as well as the social interaction involved in learning. We will also investigate the process of neurogenesis and detail under what learning conditions new neurons are generated, enabling learning. Importantly, we will examine the scientific validity of neuroscience research as it is applied to the design of learning, identifying approaches that may misapply neuroscience research.

The implications of the science have potential application for learning professionals in a variety of settings: instructors, academic advisors and administrators, counselors, instructional designers, corporate trainers, chief learning officers, and consultants working with individuals and groups.

NL5: Applications of Neuroscience in Coaching and Performance Improvement

The field of executive coaching and performance improvement is increasingly looking for evidence-based approaches to enhance its effectiveness. The research findings from neuroscience are an important source of information that can help professionals in various fields of practice (coaching, leadership development, training, therapy, etc.) improve their approaches to coaching and performance improvement through the practical application of science.

Insights from neuroscience are now being applied to change attitudes, mindsets and behavior through neuroplasticity. Applications of neuroscience constructs can bring a new perspective to classical coaching areas of habits, goals, motivation, decision-making, confidence, creativity and innovation as well as stress, resilience, emotional regulation and mindfulness.

Importantly, the concepts of neuroscience as applied to coaching and performance improvement are applicable to both personal and professional development and in different levels within organizations as well as across different ages, cultures, countries and industries.

NL6: Neuroplasticity and Approaches to Remapping the Brain Through Learning

Through most of history it was thought that upon reaching adulthood the brain was fixed and unchanging, declining as it aged. Recent advances in neuroscience have shown these beliefs to be false: that not only can the brain change, but it changes continuously



throughout the lifetime. The brain is best understood as a dynamic system that constantly modifies its circuitry based on the demands of the environment and individual goals. Through the processes of neurogenesis and neuroplasticity, new neurons and synapses are developed in response to everything we do and experience.

Neuroplasticity is the process by which all permanent learning takes place in your brain, such as playing a musical instrument or mastering a different language. Neuroplasticity also enables people to recover from stroke, injury, and birth abnormalities, overcome autism, ADD and ADHD, learning disabilities and other brain deficits, pull out of depression and addictions, and reverse obsessive-compulsive patterns.

In this course we will investigate how genetics, the environment, and life experience affect brain development and how cognitive and affective thoughts, feelings and learnings have the potential to remap and rewire the brain. Case studies and experimental research will be introduced that illustrate examples of brains changing in response to learning, tissue damage, changes in sensory input, learning and behaviors.

NL7: Cognitive and Affective Bases for Learning

This course investigates what neuroscience illuminates about the neural basis for human behavior, in particular, the cognitive and affective processes that influence learning. The course takes a deep dive into the neuroscience behind the functioning of the nervous system in relation to cognition and affect. Areas to be emphasized include perception, attention, decision-making, remembering, reasoning and problem solving, creativity and innovation, and the role of cognition and emotion in learning and memory.

While neuroscience has historically focused more on cognitive processes rather than affective, the emotional functioning of the brain lately has become more of a focus as scientists seek to understand how mental states can shape perceptions, memories, and thoughts. Our understanding of emotions is shifting from being seen as an obstacle to logic and reasoning and to instead be viewed as integral to human reason and intelligence.

Organizational Analysis and Design (Select 6)

The Organizational Analysis and Design Specialization is the study and application of the sciences of organizational and human behavior. Focusing on the interdisciplinary work at the intersection of organizations, human assets and business/operational systems, this Specialization will prepare students to be experts in the analysis, design and improvement of organizations in the service of the organization's vision and mission.

***OD1: Global Organizational Design Theory and Practice**

Business is changing at break-neck speed so leaders must be increasingly active in reorganizing their firms to gain a competitive edge, this is especially true with global organizations.

Global Organizational Design Theory and Practice uses organizational development and Organizational Behavior principles throughout. The study and practice of organizational behavior and development are an integration of many disciplines; psychology, sociology,



anthropology and business to name a few. When the organization is global in nature adding the intricacies of culture and cross-cultural dynamics into the mix further complicates effectiveness.

Global Organizational Design Theory and Practice provides students the opportunity to explore how these disciplines integrate into the ultimate design and structuring of organizations.

This course also provides students with a contemporary treatment of the ways managers attempt to increase organizational effectiveness by making organizational practice the centerpiece in the discussion and learning of global organizational design theory and practice.

***OD2: Organizational Assessment Qualitative and Quantitative Methods**

Organizational Assessment, Qualitative and Quantitative Methods provides students with a theoretical and practical foundation as students analyze, evaluate and ultimately create their own preferred methods for conducting organizational assessments.

The coursework emphasizes organizational assessment theory and trends, taking a deep look into Qualitative and Quantitative data gathering methods, and the differing perspectives of each, as well as the role of assessment and analysis as, ultimately, a vehicle for positive change.

The overarching purpose of this course is to provide the theoretical foundation and practice for students in the design of organizational assessment & research.

***OD3: Researching, Diagnosing and Intervening in Global Organizational Problems**

Building upon OD2 Organizational Assessment, Qualitative and Quantitative Methods, this course, OD3 Researching, Diagnosing and Intervening in Global Organizational Problems provides students with a comprehensive examination into three key skills within the Organizational Development discipline.

The coursework emphasizes the thinking, the theoretical foundations, and historical evolution of these core organizational development skills – Researching, Diagnosing and Intervening.

With there being an almost unlimited variety of Research, Diagnosis and Intervention methods available for application, this course requires the student to carefully critique and explore theoretical foundations as they develop their preferred ‘Research methods, Diagnosis and Intervention’ techniques when practicing organizational development.

The overarching purpose of this course is to provide the theoretical foundation and practice for students in determining the most effective research, diagnosis, and intervention approaches as they become their best scholar-practitioner in organizational development, and to do so in ways to meet the needs and desires of organizational leaders.

***OD4: Designing and Conducting Global Organizational Analyses**

The emphasis of this course is “Analysis”. Within OD4: Designing and Conducting Global Organizational Analyses, the student will learn and build upon the multiple theories of



organizational behavior and development already explored (in OD1, OD2 & OD3) and apply them to actual cases of organizational change. OD1, OD2 and OD3 are not prerequisites. This course can stand alone.

Organizations are groups whose members coordinate their behaviors in order to accomplish a shared goal. They can be found nearly everywhere in society. Organizations are as varied and complex as they are ubiquitous: they differ in size and internal structure; they can entail a multiplicity of goals and tasks (some of which are planned and others unplanned); they are made up of individuals whose goals and motivations may differ from those of the group; and they must interact with other organizations and deal with environmental constraints in order to be successful.

The overarching purpose of OD4: Designing and Conducting Global Organizational Analyses includes; to become familiar with a series of real-world organizational phenomena; to learn different theoretical perspectives that can elucidate these phenomena; and to apply sound ANALYSIS to these different ways of “seeing” and managing organizations. OD4: Designing and Conducting Global Organizational Analyses is designed to actively bridge theory and practice, exposing students to a variety of conceptual tools and ways to negotiate novel situations.

OD5: Design of Global Organizations and Teams

The emphasis of this course is “Teams”. Within OD5: Design of Global Organizations and Teams, the student will learn and build upon the multiple theories within the fields of organizational behavior and development already explored (in OD1, OD2, OD3 & OD4) and apply them to actual uses, or not, of teams as a global organizational design principle.

“Hierarchical organizational models aren’t just being turned upside down—they’re being deconstructed from the inside out. Businesses are reinventing themselves to operate as networks of teams to keep pace with the challenges of a fluid, unpredictable world.

To succeed in the global economy today, more and more companies are relying on a geographically dispersed workforce. They build teams that offer the best functional expertise from around the world, combined with deep, local knowledge of the most promising markets. They draw on the benefits of international diversity, bringing together people from many cultures with varied work experiences and different perspectives on strategic and organizational challenges. All this helps multinational companies compete in the current business environment.

The overarching purpose of OD5 Design of Global Organizations and Teams is to provide the student the opportunity to dig deep into theory and practice of designing global organizations using teams, dissecting opinion from fact, and developing their own expertise as scholar-practitioners.

OD6: Global Organizational Behavior Analysis

The emphasis of this course is “Organizational Behavior”. Within OD6: Global Organizational Behavior Analysis, the student will learn and build upon the multiple theories and approaches of global organizational behavior analysis and begin and or continue to build their organizational behavior specialization.



Organizational behavior (OB) is the study of individual and group behavior in organizational settings. OB looks at organizations as entities, the forces that shape them, and their impact on the members. The study of OB involves three levels within organizations: (1) Individual; (2) Group (or Team); and (3) Organizational

Organization behavior is a discipline that analyzes the behavior of people in group and attempt to create efficient and effective environment. Globalization is the process that improves the interaction through integration of society, culture, politics and business across the world. OD6: Global Organizational Behavior Analysis provides students to opportunity to explore deeply into the Global Organizational Behavior.

The overarching purpose of OD6: Global Organizational Behavior Analysis is to aid the student in the deep exploration of the discipline of Organizational Behavior, and develop their OB specialization as a scholar-practitioner.

OD7: Organization and Human Network Analyses and Design

The emphasis of this course is “Organizational Network Analysis (ONA)”. Within OD7: Organization and Human Network Analyses and Design, the student will gain the specific theories behind and practice of organizational network analysis (ONA) which is valuable knowledge and skill for an OB / OD scholar-practitioner.

“Over the past decade or so significant restructuring efforts have resulted in organizations with fewer hierarchal levels and more permeable functional and organizational boundaries. While hopefully promoting efficiency and flexibility, a byproduct of these restructuring efforts is that coordination and work increasingly occur through informal networks of relationships rather than through formal reporting structures or prescribed work processes. These seemingly invisible webs have become central to performance and strategy execution. Research shows that appropriate connectivity in networks within organizations can have a substantial impact on performance, learning, and innovation, and benefits also accrue from well-connected networks between organizations.

Organizational Network Analysis (ONA) or Human Network Analysis (HNA) can provide an x-ray into the inner workings of an organization – a powerful means of making invisible patterns of information flow and collaboration in strategically important groups visible.

The overarching purpose of OD7: Organization and Human Network Analyses and Design is to aid the student in the deep exploration of the discipline of Human Network Analysis as a tool in conducting value added Organizational Analysis

OD8: Global Multicultural Virtual Team Leadership

The emphasis of this course is “Global Virtual Teams”. Within OD8: Global Multicultural Virtual Team Leadership, the student will gain the specific theories behind and practice of virtual teaming which is valuable knowledge and skill for an OB / OD scholar-practitioner.

Today, working in cross-cultural virtual teams can be painful. Virtual teams constantly face intercultural challenges because they bring together a variety of sometimes very different work styles, which present obstacles to productivity and innovation. And, despite investing in technologies that make cross-cultural virtual teams easier than ever before, most



organizations still underinvest in the intercultural skills necessary to get the most out of that technology. Tech is developing, but humans need developing, too!

Language and time-zone differences are the most obvious hurdles to working on a multicultural virtual team. But some of the most common frustrations voiced by our survey respondents are things like “lack of participation,” “lack of engagement,” “low-context communication,” and “lack of ownership” issues – all of which are open to extreme interpretation based on your personal cultural context.”

Therefore the overarching purpose of OD8: Global Multicultural Virtual Team Leadership is to aid the student in the deep exploration of the discipline of virtual teaming, and the continued development of their OB / OD specialization as a scholar-practitioner.

OD9: Designing Organizations for Innovation

The emphasis of this course is “Innovation”. Within OD9: Designing Organizations for Innovation, the student will gain specific theories and practice behind new business development, growth efforts, moving research and development efforts into new business, and creating organization structures to support innovations [in general] which are all valuable knowledge and skills for an OB / OD scholar-practitioner.

Preamble:

- Designing Organizations for Creativity and Innovation focuses on frameworks for thinking about the organizational ecosystem, and how we can use a human-centered design process to effectively diagnose the causes of very common organizational problems (e.g., lack of coordination and trust between units, shortage of time for creative thinking, and loss of top talent).
- Within this course, the student has the opportunity to study the interplay among formal structure, routines, informal networks, and culture in shaping organizational performance, change, innovation, and employee engagement.

Therefore the overarching purpose of OD9: Designing Organizations for Innovation is to aid the student in the deep exploration of the processes hindering and leading to organizational innovation / business development and growth, and the continued development of their OB / OD specialization as a scholar-practitioner.

OD10: Leadership and Design of Non-Profit, Volunteer Organizations

The course is designed to explore how nonprofit leadership and leadership in Volunteer Organizations impact their organizations through the essential areas of Mission; Mission alignment; marketing; funding; growth; impact measurement, and collaboration. Leadership will be the lens through which the class will explore theory, policy, and management of nonprofit organizations and volunteer organizations. Non Profit and Volunteer organizations most often serve social missions rather than simply maximizing profits, however in order to serve their respective mission(s) effectively and ensure their own survival, they must also make enough profits and decisions typically associated with private organizations. In addition to being profitable, they must compete for funding, human resources, and consumers, they must manage and invest their resources efficiently, and they must innovate



over time. This can cause a tension in regards to Mission, values as well as implementation of their efforts, and must be dealt with through creative tension to move towards positive outcomes. As a result, nonprofit organizations confront a number of unique challenges to their success and growth compared with for-profit organizations.

As is the case in all KJI courses, there will be special attention on theory and practice, in this case related to effective management and leadership of nonprofit and volunteer organizations, with a heavy emphasis on practical application. Thinking through how nonprofits function in this ever-changing environment consisting of greater needs, concentrated wealth, increased poverty and decreased social mobility, and the effects on advocacy, collaboration, and program evaluation. Goals for this course are to give students a broad overview of the economic, organizational, and strategic concerns facing leadership in the non-profit/volunteer sector.

Organizational Psychology (Select 6)

The Organizational Psychology Specialization grounds students in the theories and techniques of analyzing, diagnosing and designing human and organizational systems and practices to optimize the human potential within an organization. Employing evidenced-based practices, graduates will be equipped to effectively lead or provide consultative services identify root causes to long-term problems, design solutions, and facilitate systemic change.

***OP1: Theories of Organizational Psychology in a Global Environment**

Organizational behavior is the science that integrates organizational, human and business systems. The world of many organizations and business is inescapably global and often virtual. Leading, managing and operating successfully in a multicultural international environment requires knowledge, skills and acumen related to the multiple disciplines of organization behavior such as business organizational design, human motivation, personality and group dynamic theory, and operation design and execution. All business and functional organizational activities and success begins with human factors and their effective design, development and positioning to support the global goals of the enterprise.

This course covers data-driven research on both the hard and soft sciences with real-life global application. Emerging global organization demands, socio-economic, cultural and market characteristics will be explored. Characteristics of international: enterprises, teams, collaborations, group dynamics, and operations will be analyzed from multiple organizational behavior and design principles and perspectives. Leadership and organizational psychology will be understood employing a method of integrating the following: personality psychology, team and group psychology and dynamics, international cultural adaptation demands, organizational and team designs, and leadership and followership in a multidiscipline global organization environment. The learning model is in the context of personal and noted business case studies.



***OP2: Psychological and Organization Tests and Measurements**

Examination and application of principles underlying the theory, interpretation and administration of psychological and organizational performance tests. Course will include study of basic psychometric concepts (e.g. reliability, validity) as well as the functional considerations of psychological and organizational testing. Commonly used tests from a variety of psychological and organizational subfields will be reviewed.

Students will apply real-life case studies or those provided in developing the skills and techniques of test administration and assessment. Additionally, students will be taught to assess the scientific validity and evaluate efficacy of individual tests. APE ethical standards will be incorporated throughout the course.

***OP3: Theories of Personality Psychology**

What is personality? Where does it come from? Are we born with a personality? For decades psychologists strived and continue to seek to understand how personality develops and its impact on how individuals think and behave. This course will study the psychology of personality, including how the concept is defined and conceptualized. Students will learn about the distinct but interrelated areas in the study of personality: theory, assessment and research along with a rich understanding of the various earlier and recent theoretical perspectives.

OP4: Social Psychology

Ever wonder why people do what they do? Social psychology is the fascinating study of social context and the way it influences our thoughts, feelings, and behaviors. In this course, students will be introduced to many intriguing topics including social influence and group behavior, gender roles, obedience, conformity, attitudes and persuasion, aggression prejudice. Students will explore and understand how social psychology is relevant to the world around us and to one's own experiences.

This course covers data-driven research from the hard and soft sciences on the influence of social processes and social context on human behavior. Early and current research studies that inform the field of social psychology will be reviewed. Students will gain understanding in how people are influenced by family systems, societal cultures, personality differences, group dynamics, and organizational systems of power and control. Students will learn about the psychology of small groups and the influence of organizational cultures and about the importance of valuing diversity in the field of social psychology. They will also study the history of the development of the field of social psychology and the different systems of thought that influenced its development. The learning model is in-depth reading and analysis applied to student and business case studies.

***OP5: Diagnosing and Designing Interventions to Organizational and Team Pathology**

Healthy and successful organizations and teams require that the people who work within them be focused on the strategic and operational goals of the organization, align organization and personal goals, and the opportunity to be personally satisfied, resilient and creative.



The analysis and assessment methodologies employed were chosen for the purpose of discriminating between *systemic* versus *symptomatic* issues. The primary objective of any assessment is to determine the ultimate source, or root cause, of anomalies which then makes it possible to design operational structures, and when necessary interventions, that will lead to long-term, sustained enterprise success. This approach is a systems approach to understanding the organization's behavior.

Pathology emerges when there are misalignments of operational, organizational and human systems, typically indicated by problems or behaviors that seem impervious to any attempts to change or solve.

This course covers data-driven research from the hard and soft sciences. The identification of analysis and design tools, the design of the analysis methodology, and an interdisciplinary systems approach is taught.

OP6: Multicultural Global Group Dynamics and Motivation

Today and the future require that our graduates be successful working and navigating a global multicultural work environment. Success of all leaders, teammates, colleagues and consultants is highly dependent on their ability to learn how to learn about different cultures and adapt to multiple cultures to: analyze the dynamics of multicultural and multinational teams, build relationships, motivate individuals and teams, influence others, communication, solve problems, etc. Building trust and global team synergy requires a deep understanding of a diverse set of psychological and cultural theories.

Students will learn approaches to learning, techniques for assessing, and skills to adapt in a multicultural and multinational environment. Methods for designing and building teams, designing communications and assessing team effectiveness will be applied to real-life case studies of the student's interest.

OP7: Team Analysis, Design, Development and Interventions

Whether or not teams work well can determine whether an organization thrives or struggles. Strong teamwork can be one of the greatest assets of an organization – just as poor teamwork can bring disaster. In social psychology, a team is defined as two or more individuals who are interdependent as an organized system that performs some function with a standard set of role relationships and norms. A social-psychological approach to understanding teams involves focusing on the team as a social system, or microcosm of the larger society, in which individual persons influence and are influenced by each other person. But teamwork does not come naturally in highly individualistic societies like the United States. For this reason, it is important to have concepts and tools that a consultant, HR professional, or leader can use to analyze, design, develop, and intervene in teams to help them become more effective at collaboration and problem solving in order to accomplish their work and achieve their goals.

This course covers research-based behavioral sciences on the influence of social processes and structures on human behavior in teams. Students will study concepts and tools for analyzing, designing, developing, and intervening in teams. Characteristics of teams, levels of group processes, and a range of approaches to analyzing teams will be covered. Students



will also study issues in team dynamics such as communication and trust; diversity in groups and teams; cohesion and collaboration; team formation and development; decision making and problem solving; managing and reducing conflict; influence, power, and leadership. Students will learn about the psychology of small groups, including covert processes in teams and inter- and intra-group conflict. The learning model is in-depth reading and analysis applied to student and business case studies.

OP8: Theories and Methods for Organizational Assessments

This course provides a comprehensive theoretical and step-by-step approach to assessing the health of an organization. Students will learn both systemic quantitative and qualitative approaches to identifying symptoms, discerning “symptoms” and root cause issues, and apply interdisciplinary tools, analytics and techniques to analyzing the data. These approaches can be applied ubiquitously to any profit or not-for-profit organization.

The selection and use of the most efficacious research methods will be reviewed in depth. Data collection, research and modeling will include organizational systems such as: human, structural, process and business. Real-life case studies, which could include those from the student’s work or internship environments, will be utilized to fulfill the in-depth requirements of the course.

OP9: Leadership and Motivation of Volunteers in Non-Profits

Leading and motivating staff and volunteers in a non-profit organization present unique challenges and opportunities for meeting the needs of society and their communities, including making a profound difference to the lives of their target constituencies. Students will review the most current research, theories and practices in the management and leadership of non-profits.

Attention is given to social entrepreneurship, accountability, transparency, organizational design and effectiveness, and the motivation of volunteers. Board relationship management, managing internal and external stakeholder relationships, and the development of strategies to attract, retain and mobilize the motivations of staff and volunteers will be practically applied to cases from the student’s community.

Instructional Design and Development (Select 6)

The Instructional Design Specialization prepares graduates to design, develop, and implement innovative adult learning experiences across a wide range of educational delivery modalities. The student will use andragogical principles and theories, the latest research, evidence-based practices and methodologies that are proven to optimize a particular delivery modality.

***ID1: Current Research in Instructional Design and Development for Adult Learners**

Instructional design is the creation of learning experiences and materials resulting in the acquisitions and application of knowledge and skills. It is the practice of systematically designing, developing, and delivering instructional products and experiences, both digital and physical, in a consistent and reliable fashion toward an efficient, effective, appealing,



engaging, and inspiring acquisition of knowledge. Adult learning theories focus on the needs and motivations of individual adult learners. Instructional designers need to incorporate adult learning theories into course design during conception, development, and execution to facilitate an effective learning process. All businesses and organizations depend, to some degree, on the successful integration of instructional design approaches and adult learning theories in order to develop a workforce with the skills and knowledge needed for success of the enterprise. This course will focus on current research on instructional design and development for adult learners.

This course covers both the art and science of designing and developing instructional design for adult learners. Through researching and incorporating instructional theories and models of instructional design with adult learning theories, students will be able to synthesize approaches to instructional design that are effective and engaging. Students in this course will review the evolution of instructional design and of several prevalent adult learning theories, such as andragogy, experiential learning, and transformational learning. They will study current research on instructional design for adult learners and the forces that facilitate or inhibit learning and change, as well as environmental influences such as culture, race, population characteristics, and density on learning will be analyzed. Students will be able to describe how understanding adult learning theories can help developers of instructional design to: 1) create relevance by mapping courses with perceived learner needs; 2) devise instructional strategies in alignment with real learning contexts; 3) choose technology that best supports the instructional strategy, and; 4) plan instructional strategies relevant for digital-age and on-the-go learners. The learning model is in-depth reading and analysis applied to student or business case studies.

***ID2: Adult Learning Theories and Practices**

Instructional design is the creation of learning experiences and materials resulting in the acquisitions and application of knowledge and skills. It is the practice of systematically designing, developing, and delivering instructional products and experiences, both digital and physical, in a consistent and reliable fashion toward an efficient, effective, appealing, engaging, and inspiring acquisition of knowledge. Adult learning theory, developed by Malcolm Knowles, is focused on the needs and motivations of individual adult learners. Knowles suggests that adults learn differently than children because they are more self-directed, internally motivated, and ready to learn. Adult learning theory has been described as an honest attempt to focus on the learner instead of on the goals of learning experiences. In this sense, it provides an alternative to the methodology-centered instructional design perspective. All businesses and organizations depend, to some degree, on the successful integration of instructional design approaches and theories of learning in order to develop a workforce with the skills and knowledge needed for success of the enterprise. This course will focus on understanding adult learning theory in the context of instructional design.

This course covers both the art and science of designing and developing instructional design for adult learners. Through researching and incorporating instructional theories and models of instructional design with adult learning theories, students will be able to synthesize approaches to instructional design that are effective and engaging. Students in this course will review the evolution of instructional design and of learning theories, principles of adult



learning, and different theories of knowledge. Forces that facilitate or inhibit learning and change, as well as environmental influences such as culture, race, population characteristics, and density on learning will be analyzed. Students will be able to distinguish different learning theories and the situations in which different theories will be most effective to meet organizational needs. The learning model is in-depth reading and analysis applied to student or business case studies.

***ID3: Models for Cognitive Development and Adult Learning**

Learning is a natural process that leads to behavioral changes in increasing our knowledge and what we can do. Learning is a defined process that leads to a change in a learner's disposition and capabilities that can be reflected in a behavior. Within the learning process, we absorb large quantities of information within our brains.

A Learning theory involves a set of constructs linking observed changes in performance in what we perceive forms those changes. Learning theories are built on three basic components. (1) The results, what changes will occur due to the theory. (2) The Means, what are the processes that occur by the results. Hypothesized structures that are assumed. (3) The inputs, these are the trigger points that the processes occur. What are the resources or experiences that materialize the basis of learning?

The emphasis will be on the science behind how we learn and how learning theories triggers strong transfer of knowledge. Specifically, the course will provide a foundation for instructional design, history and types of instructional models, cognitive and instructional theories past and present.

ID4: Conducting Organizational Needs Assessment and Design of Curriculum

Organizational needs assessment's goal is to accurately articulate and quantify the developmental requirements critical to the success of the performance of the enterprise. The needs assessment process includes deconstructing the organization's strategies and goals into operational tasks, competencies and skills. Based on the measured performance of the various operations and workers, a developmental curriculum is created.

Students will learn theoretically sound and practically applied disciplined methodologies for conducting multidisciplinary needs assessment and curriculum design. Curriculum design options will be aligned with the development needs and include multimodal options.

***ID5: Instructional Design for Classroom Programs for Adult Learners**

Students will learn theories and techniques for designing rich experiential adult learning experiences. Instructor-led classroom education offers the opportunity to fully engage a student's cognitive and skill development. Design topics will include: learner motivation, personality and learning styles, educational psychology, ADDIE, development of measurable performance objectives, learning evaluation, post-learning performance assessment, learning neuroscience, case study development, etc. Leading theorists and latest research will be studied.



The sciences of learning, instructional design and learner motivation are relatively new and students will be expected to advance the body of knowledge through their research and applications to real-life scenarios.

ID6: Online, Distance and Hybrid Course Design

Curriculum refers to the content of a specific area of study that included multiple courses. Instructional systematic design is the process of incorporating instructional theories into an instructional design plan through a systematic process of producing highly effective instruction. Course design is a collaborative effort between an instructional designer and a subject matter expert. An instructional designer is an individual who is leading the process of designing the instruction. A subject matter expert is a person who is highly knowledgeable in a specific area to provide content and resources to the topic or subject needing to be designed.

Asynchronous is learning that follows a schedule and due dates, but the class does not meet at any specified time. Courses that this method of instruction is considered 100% online. Synchronous instruction refers to the instructor and students meeting together at a prescribed time. A combination of both asynchronous and synchronous modalities is referred to as a blended or otherwise known as hybrid course design. The percentage of asynchronous and synchronous varies by the organization.

This course covers both the art and science of designing and developing both 100% online and hybrid instructional experiences. Through researching and incorporating instructional theories and models of instructional design. The student will be able to synthesize select proven methods to design and develop online, distance, or hybrid learning experiences that cultivate motivating and stimulating courses that achieve a high level of transfer of knowledge.

***ID7: Learner and Performance Evaluations**

Learner and the learner's performance evaluation is the process of determining the accomplishment, measurable behaviors, developed thinking capability, merit, worth or value of a developmental experience. Evaluations are best accomplished in the context of the learning process and the application of the learned abilities in the environment in which the learner needs to perform.

Students will learn how to assess both the learner's personal growth and their performance on the job. The relevant standards will be determined by both the personal goals of the learner and those set by the organizations in which they need to be successful. Theories, tools, techniques and methodologies will be taught that apply to all learning modalities. Students will develop analysis and creative skills to adapt application performance methodologies to any organization. Real-life cases of the student's choosing will be the context of which they build evaluation models and plans for implementation.

ID8: Theories and Methods for Talent Assessment

From selection to development to on the job performance, there is a valuable assessment approach for competencies, job performance, goals and potential. When organizations invest in talent management and assessment, they are investing in identifying, measuring



and developing talent that will enable their organizations to successfully execute their strategies and goals.

The student will learn about and evaluate a multitude of assessment resources and tools including personality, cognitive ability, aptitude, emotional intelligence, culture, behavioral, situational judgment, self and team development and pre-employment evaluations. Graduates will be able to translate organizational goals, tactical and strategic, to ensure organizational competencies are met in the hiring process and throughout an individual's employment. Students will survey best practices, build assessment plans for real-life case studies and create practical recommendations to support the success of the enterprise.

ID9: Methods and Tools for Analyzing the Efficacy of Adult Learning Programs

Research has revealed that learning assessment practices can have the most positive impact on learner achievement and the design of instructional opportunities that meet the performance needs of both the learner and their organizations.

This course enables the student to conduct science-based, theoretically sound assessments on adult learning events resulting in both qualitative and quantitative evaluations of the efficacy of the learning event design and the learner's real-life application performance. Methods and tools are taught that encompass the broad spectrum of learning modalities and within those modalities the efficacy of the learning design measured by expected outcomes and design of performance post-learning event.

Students will study adult learning, cognitive development, personality psychology and neural learning theories, theorists and models to develop their abilities to conduct multidisciplinary analyses and to apply effective practices to their work as adult learning practicing scholars.

Organizational Leadership Studies (Select 6)

The Organizational Leadership Studies Specialization enables graduates to navigate the future of their organizations through an uncertain future that will evolve year-over-year. Students will focus on global strategic planning, organizational and change management, communication strategies, optimizing human asset development and performance, multicultural team development and ethical practices adapted to multinational contexts.

***LS1: Leadership Theory and Practice**

This course will deal with concepts, tools, applications and practices that develop competencies and behaviors in Leaders primarily related to Strategic Thinking, Change Management, setting Vision, and leading for the present and future. Huge changes are taking place in the economy, the global marketplace, competition, and the environment just to name several. Varied leadership styles are vividly abundant right now around the world, and these varied styles must be examined for short and long-term effectiveness. In relation to the changes mentioned, and changes in our organizations, the question before us is - how can leadership change to keep up with, and stay ahead of these local and global dynamics? This course will provide provocative questions, future leadership and organizational



scenarios, and look at recent local, national and international disturbances, as well as topics to stimulate critical thinking related to the needs of current and future leaders. The tools learned in this course will be applied to your one's own circumstances, and those that you wish to focus on for your own learning, implementation and application. The focus will be on how each individual can influence her or his respective organization (or future perceived organization) related to these initiatives through the use of concepts, positive values, and concrete tools/methods.

Learners in this course will be challenged to think about Leadership as it relates their own styles, and what they (and current research) consider *best practices* for leaders of today and in an ever-changing world. Content will focus on leading in times of change, times of crisis and complexity, and leading in a diverse world. Critical Thinking Skills, Systems Thinking, and Strategic Change Management are foci all in support of enhancing one's ability to think and act Strategically as a Leader.

***LS2: Virtuous Leadership in a Global World**

This course focuses on the changing/expanded role of leadership from domestic focus to a global one, and the ethical considerations of leading with a global mindset. The course delves into the practice of leading through authenticity, ethical behaviors and taking a high moral ground. Now more than ever it is important to recognize the changes taking place in organizations due to the process of globalization and the requirements for leadership. Contemporary organizations have become increasingly focused on both the global marketplace and global competition, but what does this mean for leaders. How has leadership changed? How should it change? How do ethics come into play for leaders who cross boundaries; culturally, socially, politically, and with a global market economy?

Large organizations frequently have physical locations and employees in numerous countries around the globe, but many relatively small organizations compete on a global scale even if physically located in one or a few countries. One consequence of the global marketplace is that organizational leaders need a global mindset in order to be effective in their leadership roles; that is, an awareness of the impact of differing cultures on factors such as work-related values, norms, and expectations so that cultural differences are an automatic part of leader and organization decision-making.

LS3: Neural Science and Leadership

Research in the cognitive sciences is providing us with profound understanding of how to improve personal and leadership abilities, behaviors and on the job performance. The course provides theoretical foundations and hands-on application of concepts, techniques and methodologies deriving from the latest findings in neuroscience and psychology.

In-depth reviews of topics will include: leadership neural patterns, the power of neuroplasticity in unleashing brain agility and resilience, neuroscience applications for leadership development, evolving mindsets, emotions and mindfulness techniques, cultural adaptations, and the usefulness of approaches such as yoga and meditation.

Students will study real-life case studies, apply analysis tools, and create models for research and potential application.



LS4: Leadership of Creativity, Innovation and Breakthrough Thinking

The sweeping waves of technological breakthroughs supplemented by emerging markets, cross-industry/cross-sector research & sharing, geopolitics, and world-wide social & economic changes, often undermine the rigidity and viability of corporate structures as we know them. This allows an opportunity for a new era of creative thinking, innovation, opportunities and growth. The overall scope of this course will be wide and varied, looking at many areas of Innovation in organizations, with the main focus of how to unleash and sustain innovation within our organizations by Leadership. Leadership in this instance is pertaining to all levels of leadership, not only those at the top of the organization, but rather the focus concentrates on the frameworks, tools, and methods necessary for leading innovation in a team and/or organization with the intent to create strategic and competitive advantage, as well as economic and/or positive social value.

The course examines the process of innovation within a multidimensional framework; emerging technologies, changing markets, organization culture, world economy, competitive pressures with an emphasis on leadership. The issue of uncertainty as a by-product of innovation and how organizations recognize uncertainty and respond by modifying their organizational structures, including the structure of executive leadership, is examined. To add to the complexity of it all, the role of cross-functionality, of technical communications, of external relationships, and of intra-organizational and inter-organizational networks in promoting innovations is assessed and explored.

LS5: Leadership and Motivation of Volunteers in Non-Profits

This course is designed to introduce students to leadership of nonprofit organizations, their governance, organizational structure, volunteerism, and survival in a rapidly changing funding environment. The course will explore the fundamentals of volunteer engagement as a professional practice in the nonprofit setting. Students will identify and analyze emerging trends in volunteerism and learn how to be effective advocates for good volunteer stewardship as a key element of nonprofit sustainability. Although students should research the full range of volunteerism, two classifications of volunteers are critical; one being the *service volunteer*, and the second being the *governance or otherwise called policy volunteer*, (e.g., directors or trustees of nonprofit boards). Both types of volunteers should be studied as part of a comprehensive view of volunteers and how it may differ (from for profits) to recruit and lead these volunteers. Volunteers are the lifeblood of many public and nonprofit organizations. Thought should be given to volunteerism from a systems perspective - from recruiting prospective volunteers to issues surrounding the departure of a volunteer from the organization, as well as such elements as motivations, training, and risk management.

This course will address important Leadership challenges facing non-profit executives, and students should gain comprehensive knowledge about nonprofit leadership. The complexities of leading a non-profit will be explored such as those areas essential to effective leadership in today's nonprofit organizations, including director and board responsibilities, fund development, financial accountability, legislation, human resources, and volunteer management. The course aims to deepen student understanding of the nature of the nonprofit world, and its organizations, using both theoretical and practical lenses to



do so. Students are expected to demonstrate critical thinking skills through analysis of leading non-profits, motivating volunteers and the differences between “theory” and the real-world applications. The course focuses heavily on the broad trends shaping the sector, predominantly in the United States, but making connections to global trends as well. Many sectors are either impacted by non-profits or play a role in the respective functioning which may include education, research, health care, art, culture, religion, communications, social welfare and services, advocacy, legal services, international assistance, foundations and mutual benefit professional and trade associations. Nonprofit organizations most often serve social missions rather than simply maximizing profits, but in order to serve those missions effectively while ensuring their own survival, they must also make many of the decisions typically associated with for-profit, private firms. They must compete for funding, human resources, and consumers, they must manage and invest their resources efficiently, and they must innovate over time. As a result, non-profit organizations confront a number of unique challenges to their success and growth which should also be explored through this course.

LS6: Global Multicultural Virtual Team Leadership

Virtual teams, in particular global international virtual teams, have become the norm. The world has been flattening, talent and expertise must be tapped within the markets, the operating environments, and the locations in which it resides. According to recent research, 84% of people work in virtual teams for at least part of their time. The success of any business or organization depends on its ability to engage and synergize talent and activities regardless of logistical and geographic distance and challenges. This is a leadership course that integrates the critical theories, constructs and practices enabling global team leaders to build, manage, and deliver successful virtual team products and services. Business operations, team development, organizational behavior, social psychology, cultural adaptation and virtual complex problem solving and decision-making are amongst the constructs to be addressed. Analysis, design, leading and managing of teams will be understood through the use of industry and student personal case studies. Students will assess their personal leadership styles to gain insights as to personal challenges to leading and adapting in a global virtual environment

LS7: Leadership of Global Organizational Change

Change is constant and rapid in today’s world. Leading change in organizations is a systemic and interdisciplinary that transcends structure, process, people and culture. Change leadership is both an art and science, requiring a sophisticated labyrinth of knowledge, cognitive abilities and skills when applied to global multicultural environments.

Students will become grounded in the latest multidisciplinary research and theories related to global organizational change. In-depth reviews for effective change leadership will include: essential leadership skills, organizational and operational analysis, change process and management methodologies, stakeholder analyses, organizational culture, the psychology and influence of change, and leading individual change. Students will design a global change plan for a personal or provided real-life case study intended to have practical organizational results.



LS8: Leadership Communication, Influence, and Negotiations

This course will deal with concepts, tools, applications, and practices that develop competencies and behaviors in Leaders primarily related to communication, influence, and negotiation. A variety of leadership styles are visible on the world and organizational stages right now, and these styles will be examined for short- and long-term effectiveness. An analysis of these styles will lend itself to questions and discussion of how leadership communication, influence, and negotiation styles and skills may need to change to deal with the complexity of issues facing organizations today.

Leadership happens at all levels in organizations. Students in this course will be challenged to think about their own communication, influence, and negotiation skills as leaders. The tools learned in this course will be applied to the student's own circumstances, and those that you wish to focus on for your own learning, implementation, and application. The focus will be on how each individual can communicate effectively, influence her or his respective organization (or future perceived organization), and/or provide leadership in negotiations related to the student's circumstances through the use of concepts, positive values, and concrete tools/methods.

Learners in this course will be challenged to think about Leadership best practices for effective communication, influence, and negotiation from a range of leadership theories and approaches such as the trait approach, skills approach, styles approach, situational approach, contingency approach, path-goal theory, leader-member exchange theory, transformational and authentic leadership approaches, among others. Students will take into account gender differences, culture differences, and global differences when considering possible best practices.

***LS9: Motivating a Global Workforce**

Motivation is an inner drive propelling individuals to achieve. Creating opportunities for individuals to become motivated and expanding those strategies to teamwork is of the most challenging responsibilities for leaders. Truly motivated workers and volunteers take initiative, over perform, overcome obstacles, and expend significant personal energy.

Creating motivational opportunities in a multicultural, multinational environment is the current and future critical skill for all enterprise and team leaders. Students will learn how to learn about different cultures, build activities for multicultural team development, and teach team members to adapt their behaviors in the multicultural service of the teamwork, and design operational plans to adapt to multicultural demands. The latest research in global workforce effectiveness and theories in psychology, motivation, culture, multinational collaborative work, economics, communication, influence and leadership in the context of motivating an integrated global workforce.

***LS10: Strategic Global Leadership**

This course provides insight into the nature and scope of global leadership as well as a look at global leadership successes, limitations and failures in the past and presently. The focus is on many types of organizations including corporations, NGO's and IGO's. Students will examine the core traits, behaviors, and values of what makes effective leaders in a Global



environment. Of critical importance are the changes in organizational design and communication that must be implemented in multicultural organizations. The course will focus on the human side of leadership in a global context, exploring how successful leaders have built effective organizations and companies through essential competences, relationships, visions and interaction within and across organizations. The course will also evaluate the importance of cross-cultural and intercultural leadership with a sensitivity towards a variety of social, ethical and diversity issues.

The focus of the course is developing an understanding of the changing global environment, how these changes influence operational and strategic issues within global organizations and how you as a global leader can develop the appropriate communication leadership skills to help organizations meet these new challenges. It provides concepts, mental frameworks, and skills for socially responsible and ethical leadership of international teams and organizations.

Non-Profit Organizational Leadership (Select 6)

In the United States, the nonprofit sector champions the common good and promotes democracy. Because of this, non-profit organizations are incubators of innovation, laboratories of leadership, and responders in times of trouble. The nonprofit sector has grown beyond the corner community center or after school program to now include academia, healthcare, and philanthropic organizations around the globe.

To keep pace with the new demands of nonprofit organizational leadership, leaders must have an understanding of the globalization of the sector, diversity, cross-cultural dynamics and cultural intricacies for the purpose of selecting organizational structure and ensuring stability and sustainability.

A specialization in nonprofit organizational leadership requires the study of organizational design theory and organizational behavior. This focus integrates many disciplines including but not limited to psychology, sociology, anthropology and business. Coursework in this specialization also includes board, employee and volunteer motivation, recruitment, legal and ethical issues, building partnerships and community collaborations and resource development.

Students will be able to select the focus of nonprofit organizational leadership in areas such as:

- Community based service delivery organizations
- Global non-governmental organizations
- Education non-profit organizations
- Leadership in non-profit healthcare organizations
- Social justice organizations



NP1: Non-Profit & NGO Global Organizational Design Theory and Practice

To keep pace with the new demands of nonprofit organizational leadership, leaders must have an understanding of the globalization of the sector, diversity, cross-cultural dynamics and cultural intricacies for the purpose of designing organizational structures, developing human asset potential and ensuring stability and sustainability.

Non-Profit & NGO Global Organizational Design Theory and Practice provides students with the latest research on advances and challenges in leading domestic and global non-profit organizations, with a multidisciplinary integration including but not limited to multi- and cross-cultural engagements, psychology, sociology, multinational engagement, organizational systems, and business.

NP2: Researching, Diagnosing and Interventions in Non-Profit Organizations

The overarching purpose of this course is to provide the theoretical foundation and practice for students in determining the most effective research, diagnosis, and intervention approaches while serving in a practicing-scholar organizational development role.

Domestic and global non-profit and NGO organizations will be the focus of the student's study.

Students will study and employ processes that research root cause systemic problems and then employ broad set of diagnostic tools to ensure solutions are designed to result in sustained organizational success. Intervention approaches learned will include interdisciplinary methods to optimize the performance design of the organization, the development and optimization of the firm's human assets, and the methods to navigate the ongoing synergistic evolution of the organization.

NP3: Global Social and Cultural Psychology

What is needed to effectively serve different communities? How can nonprofits integrate into the specific social and cultural psychology? Building trust and synergy requires a deep understanding of a diverse set of psychological and cultural theories. Understanding that culture exists in the mind as well as in the environment, and that globalization creates multi-cultural spaces in contemporary societies is paramount in the nonprofit sector. Success of all leaders, teammates, colleagues and consultants is highly dependent on the ability to learn about different cultures and adapt to multiple cultures to: analyze the dynamics of multicultural and multinational teams, build relationships, motivate individuals and teams, influence others, communication, solve problems, etc.

Social psychology, in the context of a multicultural world, is the fascinating study of social context and the way it influences our thoughts, feelings, and behaviors. In this course, students will be introduced to many intriguing topics including social influence and group behavior, gender roles, obedience, conformity, attitudes and persuasion, aggression prejudice. Students will explore and understand how social psychology is relevant to the world around us and to one's own experiences.

Early and current research studies that inform the field of social psychology will be reviewed. Students will gain understanding in how people are influenced by family systems, societal cultures, personality differences, group dynamics, and organizational



systems of power and control. Students will learn about the importance of valuing diversity in the field of social psychology. They will also study the history of the development of the field of social psychology and the different systems of thought that influenced its development. The learning model is in-depth reading and analysis applied to student and business case studies.

NP4: Multicultural Global Group Dynamics and Motivation

As globalization has increased over the last decades, workplaces have felt the impact of working within multicultural teams. Today's and future leaders particularly in the nonprofit sector require working and navigating a global multicultural work environment. In this course students will learn key practices that are recommended to those who are leading multicultural teams or working in a multicultural work environment creating motivational opportunities and use diversity as a critical advantage.

Topics will include team and organizational dynamics, leading and synergizing community engagement, recruiting and motivating volunteers, developing benefactor relationships, and building multicultural teams to serve the cause of the non-profit endeavor.

***NP5: Leadership and Design of Non-Profit, Volunteer Organizations**

The course is designed to explore how nonprofit leadership and leadership in volunteer organizations impact their organizations through the essential areas of mission; mission alignment; marketing; funding; growth; impact measurement, and collaboration. Leadership will be the lens through which the class will explore theory, policy, and management of nonprofit organizations and volunteer organizations. Non profit and volunteer organizations most often serve social missions rather than simply maximizing profits, however in order to serve their respective mission(s) effectively and ensure their own survival, they must also make enough profits and decisions typically associated with private organizations. In addition to being profitable, they must compete for funding, human resources, and consumers, they must manage and invest their resources efficiently, and they must innovate over time. This can cause a tension in regards to mission, values as well as implementation of their efforts, and must be dealt with through creative tension to move towards positive outcomes. As a result, nonprofit organizations confront a number of unique challenges to their success and growth compared with for-profit organizations.

As is the case in all KJI courses, there will be special attention on theory and practice, in this case related to effective management and leadership of nonprofit and volunteer organizations, with a heavy emphasis on practical application. Thinking through how nonprofits function in this ever-changing environment consisting of greater needs, concentrated wealth, increased poverty and decreased social mobility, and the effects on advocacy, collaboration, and program evaluation. Goals for this course are to give students a broad overview of the economic, organizational, and strategic concerns facing leadership in the non-profit/volunteer sector.



NP6: Strategic Leadership for Nonprofit Organizations

A nonprofit's strategy determines whether the organization will sink or swim. Nonetheless, nonprofit leaders are often unable or unwilling to plan in the short-term to achieve long-lasting social change.

This course will help students develop successful strategies to achieve organizational goals and make strides towards meaningful impact. Using social problems such as homelessness, social justice, food insecurity, and childhood obesity as real world examples, you will learn how to undertake the basic elements of strategy: defining the problem, identifying stakeholders, designing a theory of change and logic model, and establishing assessment criteria. With this foundation, you will be able to develop strategies that will ensure long-term impact for nonprofit organizations—rather than the illusion of results.

***NP7: Nonprofit Governance**

This course concentrates on developing your understanding of board development, management roles, strategic issues and the responsibilities of nonprofit board members. Students will learn what it means to effectively manage the important relationship between organization executive members and board members and a successful transformational nonprofit organization. This course includes a number of specially selected topics that concentrate on the everyday, real-world responsibilities of nonprofit board members including:

- Nonprofit Governance: Roles and Responsibilities of Directors
- Nonprofit Law for Board Members and Executives
- The Board Cycle
- Evaluating Boards and Individuals
- The Corporate Reality of the Nonprofit Board
- Board Committees and Task Forces
- Producing an Efficient Board Meeting
- Interpersonal Board Dynamics

All nonprofit organizations need a board of directors. But, how do you build a board that does more than just satisfies your legal obligations? How do you build a board that supports, guides, and multiplies your work? Learn how to establish a productive and useful board.

NP8: Program Leadership, Development and Evaluation

Critical to all non-profit success is effective and efficient program development. This intensive course examines the necessary components of a successful program; such as a highly integrated, ongoing set of activities, resource planning, goals and objectives, organizational capacity, community partners and outcomes and evaluation. Students will learn key methods to planning, implementing and evaluating quality programs along with volunteer recruitment and motivations strategies for those they serve. The dynamics of team



development, community engagement and volunteer motivation and management will be studied as they related to program leadership.

NP9: Fund Development Leadership

As the number of nonprofit organizations seeking individual, corporate, and foundation philanthropy has multiplied, the demand for highly-skilled fund development professionals has increased dramatically. Nonprofit institutions seek individuals with proficiencies in multiple areas, including a thorough understanding of the philanthropic marketplace, mastery of key fundraising techniques, and grant writing. The Fund Development Leadership course is a highly focused, rigorous course of study designed to educate students in the essential tools of fundraising, fund development, donor cultivation and grant writing.

The course is appropriate both for individuals who are planning to enter the nonprofit sector either as fundraisers or as managers, as well as for those already in the field who wish to broaden their skills in pursuit of professional advancement.

NP10: Building Partnership and Collaborations

To tackle the world's most difficult development challenges, nonprofit organizations cannot do it alone. Strong partnerships, working relationships with other organizations, businesses, government agencies, or international agencies are necessary to create sustainable social change. Yet getting different groups of people to agree to a single plan is no simple task: it requires tact, creativity, and skill.

This course provides students with frameworks, guidelines, and tools to help establish effective partnerships. From identifying potential partners to signing partnering agreements to managing effective relationships, students will learn how to navigate the initial stages of the networking, partnering and collaborations processes.

NP11: Nonprofit & Healthcare Organization Design

Nonprofit health organizations are health-focused groups that advocate for and are held accountable to the community leaders who serve as trustees and represent the local neighborhoods they strive to serve. Rather than making a profit for private owners, these nonprofit groups use earnings to reinvest in the health and well-being of the general public.

In the U.S., non-profits play a key role in delivering health services to those in need across the country. Today, "about 60 percent of community hospitals are nonprofit, all community health centers are nonprofit, almost 30 percent of nursing homes are nonprofit, and about 17 percent of home health care agencies are estimated to be nonprofit."— Alliance for Advancing Nonprofit Health Care

This course is designed to facilitate the student understanding of the fundamentals of the U.S. health care delivery system. The curriculum will explore the human and financial capital, as well as the information technology utilized in delivering health care today. Following health care delivery will be the various system processes to include integrated health systems. The course content will also examine the outcomes of the health care system and how those outcomes are addressed through policy.



NP12: Multicultural Conflict Analysis, Management and Negotiations

The emphasis of this course is on recognizing and dealing positively with “conflict” with the assumption that effective conflict management comes often with mutually agreeable negotiations. Within Multicultural Conflict Analysis, Management and Negotiations, the student will gain specific theories and practice behind Conflict Management from a multicultural perspective and sensitivity. The overarching purpose of Multicultural Conflict Analysis, Management and Negotiations is to provide the student in the deep exploration of the processes hindering and leading to effective multicultural conflict management and process of effective negotiations, with the ultimate goal of creating win/win sustainable relationships and the continued development of the students scholar-practitioner approaches.

Master’s Comprehensive and Thesis

Students have the option to complete a Master’s research thesis or a Comprehensive Assessment. Both are designed to develop the student’s investigative skills, illuminate issues encountered in the student’s professional contexts, and to continue to evolve the student’s interdisciplinary research, analysis and design skills as a Practicing-Scholar. The Thesis and Comprehensive Assessment learning process build skills necessary for completing the Doctoral Dissertation.

MA1: Comprehensive Assessment/Master’s Thesis (6 credits)

The Comprehensive Assessment or a Master’s Thesis demonstrates the student's ability to integrate their work across a variety of knowledge areas. The student will synthesize their knowledge of theories, research, techniques and skills as a scholar and reflective practitioner. This is an opportunity for the student as an adult learner to demonstrate he knowledge gained during the assessments in the Knowledge Areas.

Doctoral Dissertation

Every Ph.D. candidate is required to successfully complete and defend a dissertation to qualify for degree conferral. The dissertation is the student’s opportunity to contribute new knowledge, theory or practices to their field. The goal is to come up with an entirely new concept, develop it and to defend the value of their work.

KJI encourages imaginative inquiry and does not restrict students to specific research methodologies. KJI dissertations should include an interdisciplinary, with the possibility of transdisciplinary, component. Students are encouraged to begin working on their research proposals 12 months after their enrollment.

DD1A: Concept Paper (1 credit)

The Concept Paper provides an overview of the student’s proposed plan of work, including general scope of your project, basic research questions, research methodology, and the overall significance of their study. The proposal demonstrates student understanding how to conduct discipline-specific research within an acceptable time-frame to the dissertation committee.



DD1B: Dissertation Proposal (2 credits)

The dissertation proposal helps you clarify your thoughts, approach to your topic and persuades your committee that your dissertation pursues a worthwhile question. Students are supported by their mentor, who also serves as their dissertation chair, and dissertation committee to ensure their hypotheses follow from the assumptions, ideas and research outlined in their proposal.

DD1C: Doctoral Dissertation (8 credits)

Evolving from the dissertation concept paper and proposal, the dissertation is the culmination of a graduate student's academic experience. Selecting a topic of interest, researching and then writing about the findings of an academic investigation becomes the basis of professional proficiency and making a contribution in an area of specialization. A comprehensive Dissertation Handbook will help guide the students through this complex and critical process.

Non-Credit Optional Courses

The following optional non-credit courses are available to the student to help improve their writing. Scholarly writing is required in every course. These optional courses are particularly helpful in preparing the student for their Master's Thesis, Master's Comprehensive, and Doctoral Dissertation writing.

Scholarly and Critical Thinking Writing Seminar

Scholarly writing in the context of producing quality research articles is something which all academics engage and critical thinking is an intrinsic part of such writing. In this course, students will gain an in-depth knowledge of the elements of reasoning, universal intellectual standards, and intellectual traits through readings, discussions, and practical application activities to support their academic writing.

APA Writing Seminar

This writing seminar follows the organization of the seventh edition of the Publication Manual and is intended to provide students with a comprehensive overview of all the necessary requirements and detailed methods including the following:

- APA Style headings
- Mechanics of Style
- Crediting Sources
- Endnotes
- Tables
- Reference List for online and print sources for writing term papers, research reports, and journal articles



APPENDIX B: The Admissions Application

Study without desire spoils the memory, and it retains nothing that it takes in.

Leonardo da Vinci

Educating the mind without educating the heart is no education at all.

Aristotle



Dear Prospective Student,

Thank you for your interest in the Knowles Johnson Institute of Graduate Studies.

The Knowles Johnson Institute reveres the spirit, research, and practices of adult learning pioneered by Malcolm Knowles and personified by Leo Johnson. The Institute's mission is to provide a preeminent, learner-centered, scholarly-practitioner doctoral education for lifelong learners who wish to make a difference in others' lives.

Ensuring extraordinary academic discipline, the Knowles Johnson Institute uniquely integrates theory, research methodology, specialized training, and pragmatic application into a practicing-scholar learning model. The curriculum's andragogy places control in the adult learner's hands, leading to profound personal transformations and lifelong practicing-scholar learning skills.

The cornerstones of the student experience include mentor-mentee relationships, one-on-one faculty engagements, student-defined learning contracts, academic and industry research projects, and structured student-defined and faculty-supported learner groups. All faculty are devoted to developing KJI students and have extensive experience in their fields, particularly in developing learner potential.

Students receive personal face-to-face mentoring from their chosen faculty mentor and, in collaboration with faculty, build learning contracts and development plans for each knowledge area (course). Coursework is accomplished independently, in collaboration with fellow learners, with close guidance from faculty, optional seminars, and additional creative self-defined learning methods.

Student Requirements

- Mid-career through third-career adults who are self-directed learners
- Minimum of 5 years of professional work experience
- Ability to be self-reflective, self-directed and a motivation to expand personal boundaries
- Ability to participate in learning clusters and work effectively one-on-one with faculty and mentors
- Have experience writing professional reports or scholarly papers
- Bachelor's degree from a regionally accredited institution.

Application Review and Student Interviews

The Admissions Committee applies a holistic review process to all applicants and considers both academic and personal experience in judging qualifications. Additionally, the applicant will have a minimum of one interview with a member of the Admissions Committee to ensure appropriate alignment of the applicant's goals with KJI's curriculum and their readiness for doctoral-level learning and research.



Additional Documentation Required

- Official transcript from last educational institution attended
- Resume or CV
- Completed Admissions Application (see below)
- Three references (1 personal and 2 professional)

Fees

A non-refundable application fee of \$100.00 is required. Payment can be made by check or entering a credit card on the Knowles Johnson Institute of Graduate Studies website.

Completed Applications

Completed applications can be emailed in PDF format to ADMISSIONS@KNOWLESJOHNSONINSTITUTE.ORG.

The admissions process is structured, engaging and designed for KJI and the prospective student to learn about each other. Once an application is received, student candidates interview with up to three faculty which will be scheduled within 14 days of the student's application submission. Acceptance decisions are made within 14 days of the candidate's final interview.

Non-Discrimination

Knowles Johnson Institute of Graduate Studies does not discriminate based on race, color, creed, religion, sex, national origin, age, disability, veteran status, marital status, genetic information, sexual orientation, gender identity, pregnancy, or another protected characteristic in providing and administering educational programs, student recruitment, services, and Institute activities.

The Institute declares and reaffirms a policy of equal employment opportunity, equal educational opportunity, and nondiscrimination, where applicable, in providing educational services to the public. The Institute will make all decisions regarding employment recruitment without discrimination on the grounds of race, color, creed, religion, sex, national origin, age, disability, veteran status, marital status, genetic information, or other protected characteristics, which cannot lawfully be the basis for an admissions/employment decision.



Optional Self-Identification

- Black or African American
- Hispanic or Latino
- Asian
- Caucasian
- Other (unidentified)
- Other identified: _____
- Veteran

List all schools attended: (attach additional pages if necessary)

Institution	Beginning Date	End Date	Degree Earned

Three Personal References

Three references (1 personal and 2 professional) who can speak to your learning ability and professionalism.

The references should include:

- Reference's name and title
- Relationship with the KJI applicant
- How long they have known the applicant
- Telephone number and email

The references can be emailed directly to
ADMISSIONS@KNOWLESJOHNSONINSTITUTE.ORG.

Certification

I certify the information provided by me to the Knowles Johnson Institute of Graduate Studies is complete and accurate. I understand any misrepresentation may be cause for the refusal of admission.

Signed:

Date:



PERSONAL ESSAY

Your personal statement will help KJI learn about who you are, how your history has led you to seek out a transformational graduate education, and your life's aspirations. Your work should not exceed 10 pages. Your sharing is critical to assessing your fit for a Knowles Johnson Institute of Graduate Studies transformative education.

Include the following topics, but do not feel limited to them:

- Your personal history. Where you grew up, your greatest influences (both positive and negative), and how your life experiences impact how you live your life.
- What are your life aspirations? When you are in your sunset years and talking to your children, grandchildren, and other important people in your life, how will you describe your life as well-lived? What would you have accomplished, and what type of person did you become? In other words, who do you want to become?
- Who and how have specific mentors (formal or informal) and influencers impacted your life? Describe your growth and how they helped to facilitate that.
- How would you assess where you are today?
- What are your professional and personal ambitions?
- Describe your learning style and who you are as a learner. Describe one of your impactful learning experiences and include the form of the experience and a teacher, if relevant, whom you found had a profound impact on you.
- What would you like to be the focus of your studies? What research are you hoping to accomplish?
- What do you believe you bring to your fellow learners and the Institute that will add value to their experiences and the value of a KJI education?
- Why are you considering KJI as your school of choice?
- Anything else you feel would help the Admissions Committee to learn about who you are.

It is important for you to “show” not just tell in your piece. This means providing real-life examples throughout.



APPENDIX C: THE BOARD OF TRUSTEES, ADMINISTRATION, AND FACULTY

Over the years...the research evidence keeps piling up, and its points strongly to the conclusion that a high degree of empathy in a relationship is certainly one of the most potent factors in bringing about change and learning.

Carl Rogers

The things I want to know are in books; my best friend is the man who'll get me a book I ain't read.

Abraham Lincoln



Knowles Johnson Institute Board of Trustees



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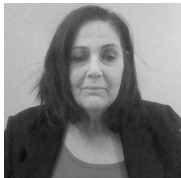
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Independent Board Trustee



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Founding Faculty and Mentor



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Chief Information Officer



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Director of Development and Marketing



Christina Dexter
Founding Social Media Manager



Douglas M. LePelley, Ph.D.
Academic Dean
Founding Faculty and Mentor, Knowles Johnson Institute of Graduate Studies



Judith A. Carr, Ph.D.
Faculty and Mentor
Chair of Dissertation Program



Nancy R. LaPelle, Ph.D.
Founder
Founding Faculty and Mentor
Chair of Academic Research



Paula F. Goulden Naitove, J.D.
Founding Faculty and Mentor
Chair of Academic Writing



James Webber, Ph.D.
Founder
Founding Faculty and Mentor
Founding Board Trustee
Chair, Webber School of Interdisciplinary and Transdisciplinary Studies



Jay Isaac, MD
Founding Faculty and Mentor
Founding Board Trustee
Chair of the Neuroscience and Learning Specialization



Mark Fazioli, Ph.D.
Chair, Instructional Design Specialization
Founding Faculty and Mentor



Resident Faculty



Ande Diaz
Founding Faculty and Mentor
Chief Diversity Officer, Saint Anselm College

Degrees

Ph.D. Fielding Graduate University, Doctorate in Human and Organizational Development
M.A. Fielding Graduate University, Masters in Human and Organizational Systems,
Ed.M. Harvard University, Masters in Education
B.A. Yale University, Bachelors in American Studies/Social Sciences

Selected Publications

A New Rubric for Assessing Institution Wide Diversity” co-authored with J. Kirmmse. [Diversity & Democracy](#), Association of American Colleges & Universities, Summer, 2013.
“Sustained Dialogue and Civic Life: Post college impacts” co-authored with R. Perrault. [Michigan Journal of Community Service Learning](#), U. of Michigan. Fall 2010 issue.
“Dialogue on Campus: An overview of promising practices” co-authored with S. Gilchrist. [Journal of Public Deliberation](#), Fall 2010.
‘I Was the One Percenter:’ Manny Diaz and the Beginnings of a Black-Puerto Rican Coalition” co-authored with S. Lee. [Journal of American Ethnic History](#), July 2007.

Selected Memberships

2014-present National Association for Diversity Officers in Higher Education (NADOHE)
2004-present American Association of Colleges and Universities (Higher Education)
2007-present National Association of School Personnel Administrators (Student Affairs)

Selected Civics and Service work

2019-2020 Advisory Board for the New Hampshire Race and Equity Series
2006-2020 Advisory Board member, The Democracy Imperative.
2006-2010 Advisory Board of the Center for Women’s Intercultural Leadership at Saint Mary’s College.

Special Interests

Democracy building, dialogue facilitation, racial equity work, winemaking, and Jazz.



Deborah Ferro Burke, Ph.D.
Founding Faculty and Mentor

Degrees

PhD Human and Organization Systems, Fielding Graduate University
MBA Columbia University, 1984: Harriman Scholar
BA Smith College, Government and French



Selected Publications

Big Companies and Big Gurus...Can They Still Make Big Impact?, Social Change in the Modern Workplace: New Research and Scholarly Reflections, Fielding Graduate University Monograph Series, Volume I, 2014.
Was the One Percenter: 'Manny Diaz and the Beginnings of a Black-Puerto Rican Coalition' co-authored with S. Lee. *Journal of American Ethnic History*, July 2007.
The GE Work-Out: How to Implement GE's Revolutionary Method for Busting Bureaucracy & Attacking Organizational Problems...*Fast!* (Ulrich, Kerr and Ashkenas, McGraw-Hill, 2002)
Using Mysterious Forces In Organizations, WEST - Women in the Enterprise of Science and Technology, Greater Boston and Hudson-Mohawk Association for Talent Development

Selected Memberships

International Coach Federation
Organization Development Network
National Association of Business Economists
Women in the Enterprise of Science and Technology (Greater Boston)
Coaching Ourselves Global Network, McGill University Montreal
2020 Women on Boards

Special Interests

Trustee, Boston Early Music Festival
Chair, Literacy Network of South Berkshire (3 terms), Finance Advisory Committee
Founding member of the following:
Lenox Affordable Housing Committee and Trust
Economic Development Committee, AIDS Community Team, "How To Do Local Gov-101"
Advisory Board Member, Berkshire United Cerebral Palsy



Richard J. Burke, Ph.D., FRINA
Founding Research Faculty

Degrees

Ph.D. Industrial Engineering and Operations Research, University Of Massachusetts
S.M. Naval Architecture and Marine Engineering, Massachusetts Institute of Technology
B.Engr. Naval Architecture, Maritime College of the State University of New York

Selected Publications

Awakening the Dragon's Breath: Biostatistics, Competency and Competition in the Pharmaceutical Industry, Managing Technologically Driven Organizations: The Human Side of Innovation and Change, IEMC '03, Troy, NY
Biostatistics: The Hidden Path to Life Science Innovation, Technology Management in the Knowledge Era, Portland International Conference on Management of Engineering and Technology.
Progressive Sampling: A Retrospective Multi-Period Sampling Approach, IEEE Transactions on Systems, Man, and Cybernetics – Part C, Applications and Reviews, Vol. 30, No. 4, pp. 418-26.

Selected Professional Affiliations

Fellow, The Royal Institution of Naval Architects
Member, Society of Naval Architects and Marine Engineering
Honorary Member, American Salvage Association, 2017-present
Member, American Statistical Association, 1988 - 2017



Special Interests

Golf, fishing, especially fly fishing for trout, writing fiction and poetry, and music, both jazz and classical and Trinity Episcopal Church, Lenox, MA leadership



Judith A. Carr, Ph.D.
Faculty and Mentor
Chair of Dissertation Program

Degrees

B.A. Central Washington University
M.S. Central Washington University
M.A. Fielding Graduate University
Ph.D. Fielding Graduate University
Strategic Computing John F. Kennedy School of Government, Harvard University
Certified Executive Coach, The Center for Executive Coaching

Selected Memberships

International Coach Federation – ICF Professional Certified Coach

Special Interests

Organizational issues in technology environment
Workforce of the future
Leadership
Personality assessments



Paul L. Dann Ph.D.
Founding Faculty and Mentor

Degrees

Ph.D. Fielding Graduate University, Human and Organizational Systems
M.A. Fielding Graduate University, Human and Organizational Systems
B.S. Northeastern University, Human Services

Selected Publications

Leading and Managing Nonprofit Organizations: A Framework for Success, Wiley Publishing.
Introduction to Human Services: Policy and Practice, Pearson Publishing
Leadership Development in Action, Tobias Leadership Conference Paper Presentation
Dissertation entitled, “Emergent Leadership Models and Generative Leadership: Research Toward New Leadership Paradigms in Nonprofit Organizations

Selected Memberships

Executive Director, NFI North, 1993-Present
Board Member, Alliance for Addiction and Mental Health Services, 1998-Present
Board Member, Child and Family Provider Network, 2002-Present
Research Fellow, Institute for Social Innovation, 2006-2008



Board President, Havenwood Heritage Heights, 2008-2011
Board President, Hopkinton Independent School, 1999-2009

Special Interests

Nonprofit Leadership, Organizational Development, Organizational Culture and Program Development. In addition, Dr. Dann is the front man for a regionally recognized blues band; Dr Dann and the Brothers Blues Band.



Mark Fazioli, Ph.D.
Founding Faculty and Mentor

Degrees

Ph.D. in Education – Instructional Design for Online Learning, Capella University
Master of Science in Instructional Media & Technology, Southern Connecticut State University
Bachelor of Science in Information & Multimedia Technology, Charter Oak State College –

Selected Publications

Fazioli, M. P. (2009). Effects of personalized narration on motivation in a web-based environment.
ProQuest Publication.

Selected Memberships

Online Learning Consortium
Quality Matters
Association for Educational Communications and Technology

Special Interests

Instructional Theories
Instructional Design Models
Distance Education Administration and Leadership
Multimedia Learning and Cognition
Instructional Technologies



Francesca Gino, Ph.D.
Faculty Member and Mentor

Degrees

Doctor of Economics and Management (Ph.D.), Sant'Anna School of Advanced Studies (Pisa, Italy)
Master of Economics and Management (M.S.), Sant'Anna School of Advanced Studies (Pisa, Italy)
Visiting Fellow, Harvard University
Master of Education (M.Ed.), Boston University
Bachelor of Arts in Business Economics, Magna Cum Laude, (B.A.), University of Trento (Trento, Italy)

Professional Affiliations

Association for Psychological Science
Academy of Management
Society of Judgment and Decision Making



Selected Publications

Business Articles

- Minson, J. & Gino, F. (2022). Managing a polarized workforce. How to foster debate and promote trust. *Harvard Business Review*, March-April, 100(2), 63-71.
- Gino, F. & Coffman K. (2021). Unconscious bias training that works. *Harvard Business Review*, September–October, 99(5), 114-123.
- Gino, F. (2019). Cracking the code of sustained collaboration. Six new tools for training people to work together better. *Harvard Business Review*, November–December, 97(6), 73-81.
- Gino, F. (2018). The business case for curiosity. *Harvard Business Review*, September–October, 96(5), 48-57.

Books

- Gino, F. (2018). *Rebel Talent: Why It Pays to Break the Rules at Work and in Life*. Dey Street Books, HarperCollins Publishers, New York, NY.
- Gino, F. (2013). *Sidetracked: Why Our Decisions Get Derailed and How We Can Stick to the Plan*. Harvard Business Review Press, Boston, MA.

Selected Memberships

Association for Psychological Science
Academy of Management
Society of Judgment and Decision Making

Current Academic Pursuits

Preparing for your Worst Days; Working Effectively Across Difference; Learning from Adversity; Managerial and Organizational Behavior; Impact at Scale



Cheryl Harrison, Ph.D.
Retired Dean at Manhattan College
Former Board Chairperson, Founding Board Trustee
Founding Faculty Member and Mentor

Degrees

Doctor of Education (Ed.D.), Harvard University
Master of Education (M.Ed.), Harvard University
Master of Education (M.Ed.), Boston University
Bachelor of Arts (B.A.), University of Southern California

Professional Affiliations

Association for Business Simulation and Experiential Learning | Member
Academy of Management | Member
National Black MBA Association
Organizational Behavior Teaching Society
Society for Human Resources Management

Community Involvement

Altrusa International
My Sister's Place | Board Member & Program Committee Member
Leadership Greater Hartford
Odyssey Community School
Coalition of 100 Black Women



Kathleen Healy, Ph.D.
Founding Faculty and Mentor
Founding Board of Trustee

Degrees

Ph.D. Fielding Graduate University, Santa Barbara, CA
M.A. Fielding Graduate University, Santa Barbara, CA
M.Ed. Cambridge College, Cambridge, MA
B.S. Psychology, St. Lawrence University, Canton, NY

Selected Memberships

The International Mentoring Association, Conference on Diversity in Mentoring
The National Association of Workforce Boards, Conference on Education and the Workforce
The National Shipbuilding Research Panel,
The Massachusetts Department of Education, Conference on Early Numeracy
The Massachusetts Department of Health and Human Services, Conference, “Ounce of Prevention”

Special Interests

Dr. Healy is passionate about youth and adult learning and is committed to leveling the playing field for disadvantaged youth and providing avenues for adult learners to excel.



Jay Isaac, MD
Internal Medicine, Family Physician
Founding Faculty and Mentor
Founding Board Trustee
Chair of the Neuroscience and Learning Specialization

Degrees

MD, State University of New York, Downstate Medical School
B.A., Biology, City College of New York

Residencies:

A Einstein College M-Yeshiva University, Internal Medicine

Albert Einstein College of Medicine Affiliated Hospitals

Montefiore Medical Center

Languages Spoken

English, Italian, Tamil, Spanish, Portuguese

Personal Philosophy

Dr. Isaac believes that primary care should not just be about providing treatment for acute health conditions, but rather providing a comprehensive health plan that is based on the patient and focuses on disease prevention and wellness. He developed this belief as a child when Dr. Isaac was given a novel on medical ethics, “The Citadel” by A. J. Cronin, during a hospitalization. Every person has different needs and deserves to optimize their health and well-being. Each patient should be viewed as a whole and not the sum of their diagnoses.



David W. Jamieson, Ph.D.
Visiting Faculty

Degrees

PH.D UCLA, Organization Design and Development
BS Business Administration, Drexel University

Selected Publications

“Strategic Business Partner Role: Definition, Knowledge, Skills & Operating Tensions” (co-author with Sue Eklund & Bob Meekin) in Rothwell, W & Bencotter, G (Eds.). *The Encyclopedia of Human Resource Management, Volume III: Topical Essays*. San Francisco: Pfeiffer/Jossey-Bass. (2012)-
“Values, Ethics and OD Practice” (Co-author with Bill Gellermann) in B. Jones and M. Brazzel, *The NTL Handbook of Organization Development and Change*, NTL/Jossey-Bass (2006); 2nd Ed (2014)
“Advancing Thinking and Practice on Use of Self” (with Jean Davidson). *OD Journal*, Special Issue on Use of Self, v 37, no 1, pp 39-54 (Spring, 2019). Selected as Best Article for 2019 in *OD Journal*
“Design as the Bridge between Intention and Impact” (with Cino Adelson and Laura Dye). Special Issue of *Organization Development Practitioner*, 47,2. pp 7-14. (Summer, 2015)

Selected Memberships

Lifetime Association for Talent Development
OD Network
Academy of Management

Special Interests

Mentoring next generation
Movies (for meaning making and relaxation)



JJ Kennedy, PhD.
Visiting Faculty

Degrees

M.Sc., in passing, Organisational Neuroscience, Monarch Business School, Switzerland, Zug.
Professional Doctorate, DProf. Organizational Neuroscience, Monarch Business School, Switzerland, Zug.
Ph.D. Psychology, Organisational Research, Bircham University, Spain.
B.Soc. Sci. Psychology, Rhodes University, Grahamstown, South Africa.

Selected Publications

The Neuroscience of Organisational Wellbeing, 2021, ISBN 978-1-5297-0486-0, SAGE Publications, UK.
Integrating a Portable Biofeedback Device into Call Centre Environments to Reduce Employee Stress: Results from Two Pilot Studies August 2008, *Journal of Workplace Behavioral Health* 23(3)
DOI:10.1080/15555240802243096. Author: Justin James Kennedy
NEUROCARDIAC AND NEUROFEEDBACK MEASUREMENT OF FINANCIAL EXECUTIVE PERFORMANCE AS ASSOCIATED WITH HRV METRICS. January 2009 Authors: Justin Kennedy Miranda Pretorius UGSM-Monarch Business School



Selected Memberships

- Institute of Coaching, Harvard University, McLean Hospital Associate, member.
- Institute of Organisational Neuroscience, co-founder, member, fellow.
- International Coaching Federation, member.

Honors and Awards

Founding President and Chief Learning Officer at IONforum.org, Insitute of Organisational Neuroscience, Australia.

Won a TEDx talk Award: Outstanding Contribution Award

Healthcare City Award: HCP training, for integrated neuroscience and biotechnical for Dubai Healthcare City and supervisory training for health practitioners.

TEDx talk, Johannesburg, South Africa.

Special Interests

Challenges of starting a non-profit organization, in Australia, Brisbane.

Keys to running a successful entrepreneurial business: Startup in South Africa, campaign

Creating and managing programs that provide health care practitioners and coaches, tools in wellness at work.



Max Klau, Ph.D.

Founding Faculty and Mentor

Degrees

Ed.D. Harvard Graduate School of Education, Human Development and Psychology

Ed.M Harvard Graduate School of Education Human and Organizational Development

MS. Miami University, Master's in College Student Personnel

B.A. The George Washington University, Speech Communication

Certifications

Master Integral Coach, Integral Coaching Canada

Selected Publications

Klau, M. (2017), Race and Social Change: A Quest, A Study, A Call to Action. San Francisco, CA: Jossey Bass.

Klau, M., Hufnagel, J., (2016). Strengthening Communities through Adaptive Leadership: A Case Study of the Kansas Leadership Center and the Bangladesh Youth Leadership Center. In Schuyler, K.G. (ed). Leadership for a Healthy World: Creative Social Change. Bingley, UK: Emerald Group Publishing.

Klau, M. (2011). City Year: Developing Idealistic Leaders Through National Service. In S. Snook, N.

Selected Memberships

International Leadership Association

Temple Shir Tikva, Wayland MA

Special Interests

Music, art, exercise, meditation, travel



Magali Balayn Lelong, Ph.D.
Visiting Faculty

Degrees

PhD Educational Science and Adult learning, Université de Tours
Master degree Strategy and Training Design in Adult Education
Bachelor in Economics

Selected Publications

Value of formation, value of adult education: study of emancipation and authorization processes in adult learning, *Navigating through Contemporary World with Adult Education Research and Practice*, (ESREA, 2020)
Autoformation kairos: testimonials of identity building in adult learning, *Adult education as a resource for resistance and transformation: Voices, learning experiences, identities of student and adult educators* (ESREA, 2020)
Autoformation Kairos as a research methodology for studying emancipation and authorization process in adult learning, *Colloque international de l'Education et de la Formation* (Rennes, France, 2018).
From disorienting dilemmas to emancipatory lifelong learning experiences: A study of autoformation kairos, *Contemporary dilemmas and learning for transformation* (Milan, Italy, 2018).

Selected Memberships

ESREA : (European Society of Research on the Education of Adults)
AESCE : (Association des Enseignants et Chercheurs en Sciences de l'Education France)
Lean In Women in Research Paris Circle (Founder)
Lean In Business Women in Paris Chapter

Special Interests

Reviewer for European Journal for Research on the Education and Learning of Adults (RELA)
Facilitator for the Lean In Together in Minneapolis-ST Paul (MN) Circle



Nancy R. LaPelle, Ph.D.
Founder
Founding Faculty and Mentor
Research Chair, Knowles Johnson Institute of Graduate Studies

Degrees:

Fielding Graduate University - M.A. in Organization Development, Ph.D. in Human and Organizational Systems
Cornell University. M.A. in Linguistics.
University of Pennsylvania. B.A. in French.

Selected Publications

Formative Research on Knowledge and Preferences for Stool-based Tests compared to Colonoscopy: What Patients and Providers Think. [J Community Health](#).
Using Cognitive Pretesting in Scale Development for Parkinson's Disease: The Movement Disorder Society Unified Parkinson's Disease Rating Scale (MDS-UPDRS)
Staging mammography nonadherent women: a qualitative study. [J Cancer Educ](#).
Simplifying Qualitative Data Analysis with General Purpose Software Tools in *Field Methods*



Special Interests:

Nancy LaPelle, Ph.D., is an independent consultant providing qualitative-research based services to clients in the health care sector, including medical school researchers, health science libraries, and departments of public health. Her focus is to provide clients with data-based summary recommendations needed to inform decision-making related to medical and public health intervention design, process/program improvement and evaluation, individual behavior change (patient and/or physician), cognitive testing of assessment instruments, and health-related information needs.

Certifications and Awards

SDP-certified as a Woman-Owned Business in the state of Massachusetts
Approved vendor for department-specific contracts with Department of Public Health and Department of Early Education



Douglas M. LePelley, Ph.D.
Academic Dean
Founding Faculty and Mentor

Degrees

Ph.D. Fielding Graduate University, Human and Organizational Systems
M.A. Fielding Graduate University, Human Development
M.S. CASE Western Reserve University, Organizational Development & Analysis
B.S. Hiram College, Business & Finance

Selected Publications

LePelley, D. *Stretch Goals*. Psychology Press / Routledge, part of the Taylor and Francis Group, with Edwin Locke and Gary Latham. *New Developments in Goal Setting and Task Performance* (textbook Nov. 2012)

LePelley, D. *Leadership Styles & Factors Contributing to Adaptability*. The Fielding Graduate Institute, Santa Barbara, CA published via ProQuest.

A modern series (6 article series) of research based cases studies including, Strategic, Leadership, Organizational Development, Culture and Change Management detailing my career experiences and lessons learned, published first by University of Phoenix (internal to their programs), 2005, updated & re-edited by *Knowledge Resource Commons* (2008/2009), Nashville, TN.

Bixenmen, M & LePelley, D, *Beyond the Balance Scorecard*. Knowledge Resource Commons, Nashville, TN.

Selected Memberships

Family Firm Institute: organization supporting entrepreneurial endeavors and family firms.
OD Network
Jack Welch Management Institute

Community Service and Social Contributions

Church volunteer
Volunteer work for Community Development
Fayette County, GA Chamber of Commerce
Greater Orlando Leadership Forum



Anne H. Litwin, Ph.D.
Founding Faculty and Mentor

Degrees

Ph.D, Fielding Graduate University, Santa Barbara, CA
MA, Fielding Graduate University, Santa Barbara, CA
MA, Marist College, Poughkeepsie, NY

Selected Publications

Global OD Practice: The Legacy of Colonialism and Oppression, *The NTL Handbook of Organization Development and Change: Principles, Practices and Perspectives*, 2nd ed., 2014
New Rules for Women: Revolutionizing the Way Women Work Together. Third Bridge Press, 2014 (book).
Creating Inclusive Organizations: The OD Consultant as Guerilla Change Agent, *Challenging Organizations and Society; Positive Deviance Dynamics in Social Systems*, Vol.4, Issue 1, 2015, 650-662.
Women's Leadership Development Programs: What Is Working Well Now?, *CGO Insights*, Briefing Note Number 44, September, 2018.

Selected Memberships

NTL Institute of Applied Behavioral Science
ILA (International Leadership Association)
ICF (International Coach Federation)

Special Interests

Adult development and women's leadership in organizations



Richard Maybury, Ph.D.
President and Founder
Founding Board Trustee
Founding Faculty and Mentor

Degrees

Ph.D. Fielding Graduate University, Santa Barbara, CA
M.A. Fielding Graduate University, Santa Barbara, CA
B.A. North Adams State College North Adams, MA

Selected Publications

“Communicating With Influence”, *Pericles Publishing Company*, “Leading and Managing Change”, *Pericles Publishing Company*,
Colloquium on Leadership and Teams: Seizing the Opportunity and Leading from Anywhere”, U.S. Department of Defense

Selected Memberships

UPCEA (University Professional & Continuing Education Association)
Advisory Board for the Feigenbaum Foundation Grant to the Massachusetts College of Liberal Arts Science Centre
AACE (American Association for Adult and Continuing Education)
American Psychological Association
New England Psychological Association



Special Interests

Adult education research, community service, research in neuroscience in learning, global multicultural consulting, Roman Republic history, psychological assessments for leaders, historical leaders, youth coaching and mentoring



Richard Montanaro Ph.D.
Founding Faculty and Mentor

Degrees

PhD Human & Organization Systems -Fielding Graduate University
MS Organization Development - Fielding Graduate University
MS Industrial Relations - University of New Haven
BS Social Work - Southern Connecticut State University

Selected Publications

After the Fall: An exploration of the coping behavior of positive reappraisal in midcareer adults' responses to involuntary job loss, dissertation
Lessons from a problem plagued learning initiative, Technology, Training & Human Resources (TT&HR)
Developing and Delivering an Effective eCompliance Training Curriculum - An eLearning Case Study, Journal of Interactive Instruction Development

Selected Memberships

Society for Human Resources Management (SHRM)

Special Interests

Leatherwork

Honors and Awards

2019 – Received an Honorary Baldrige Scholar from Post University
2016 – Inducted as Honorary member of Alpha Chi National Honor Society
2014 – Inducted as Honorary member of Delta Mu Delta Business Honor Society
2010 – Nominated for the John Robert Gregg Award in Business Education



Paula F. Goulden Naitove, JD
Founding Faculty and Mentor
Chairperson, Academic Writing

Degrees

J.D. Northeastern University School of Law
M.S.O.D. University of Pennsylvania (expected May, 2024)
B.A. Swarthmore College

Selected Publications

Medical Science and The Law: The Life and Death Controversy, Co-Editor (Facts On File Publications, 2nd ed.).
Political Profiles in *The Nixon and Ford Years* (Facts On File Publications).
Biographies in *The Annual Obituary* (St. Martin's Press).



Selected Memberships

Graduate School Alliance for Education in Coaching
International Coach Federation
Association of Corporate Executive Coaches
Philadelphia Society of People and Strategy

Community Service and Social Contributions

Advancing Civics Education: volunteer program of Philadelphia Bar Association
Gender Justice: volunteer program of Unitarian Universalist Service Committee
Bicentennial of the U.S. Constitution: volunteer program of Boston Bar Association
Board of Historical Architectural Review, Wyncote, PA
Board of Directors, Conservancy of Montgomery County, PA
Board of Trustees, Reform Congregation Keneseth Israel, Elkins Park, PA

Bar Admissions

Pennsylvania
Massachusetts



Dennis Reina, Ph.D.
Founding Faculty and Mentor

Degrees

Ph.D. Fielding Graduate University, Human and Organizational Systems
M.A. Fielding Graduate University, Human and Organizational Development
MS. Miami University, Master's in College Student Personnel
A.B. Art History, Wellesley College

Selected Publications

Dissertation entitled, "Eliciting Open-Mindedness: A Phenomenological Study of Acceptance of Same-Gender Marriage by Vermont Residents"

Selected Memberships

2014-present St. Johnsbury Reparative Justice Center, member reparation board
2014-present St. Johnsbury and Vermont Business and Professional Women



Roger Ritvo, Ph.D.
Visiting Faculty, Knowles Johnson Institute of Graduate Studies

Degrees

Ph.D. Case Western Reserve University, Organizational Development
M.B.A. George Washington University, Health Administration
B.A. Western Reserve University, Psychology



Selected Publications

Nonprofit Organizations: Principles and Practices.
Ethical Governance in Healthcare.
Exercising Ethical Leadership

Selected Memberships

NTL Institute of Applied Behavioral Sciences

Special Interests

Travel, mentoring nonprofit leaders, serving on ethics commissions



Candace Jane Strang, Ph.D.
Founding Faculty and Mentor

Degrees

Ph.D. University of California, Los Angeles, Biophysics
B.S. with American Chemical Society certification, Outstanding Senior in Chemistry
Southern Illinois University at Carbondale, IL

Selected Publications

Structural Studies on Complement Component C1, Ph.D. dissertation, 1982, with Verne Schumaker,
UCLA
Complement Activation in the Central Nervous System: A Biophysical Model of Immune Dysregulation in
the Disease State, *Frontiers in Molecular Neuroscience*, 2021, People, NA, Strang, CJ

Special Interests

Research scientist with a specialty in neuroimmune processes and translational medicine
Entrepreneur - <https://ippin-bio.com>
Dept of the Army
Military Outstanding Volunteer Award, Veteran's Administrative Hospital



Scott Wakefield, Ph.D.
Founding Faculty and Mentor

Degrees

BGS University System of New Hampshire
M.Ed Notre Dame College also NH
M.A Fielding Graduate University
Ph.D. Fielding Graduate University

Selected Memberships

Board of Directors, Swimmer's Inc, New Hampshire
Member National Training Labs Institute of Applied Behavioral Sciences (NTL)
Member Covey Institute



Executive coaching Salon, Fielding Graduate University

Special Interests

Immunity To Change concept Kegan and Lahey
Teams
Personality assessments

Honors

Meritorious Service, United States Army
Outstanding volunteers, The Mental Health Ctr, New Hampshire
Who's Who among Students in American Universities
Graduate, Command and General Staff College

Awards

Governor of NH's Best Practices, Leadership Development, NH
Pastoral Counseling Center's Good Samaritan Award, New Hampshire
Achievement Medal for Civilian Service, Dept of the Army
Military Outstanding Volunteer Award, Veteran's Administrative Hospital



James Webber, Ph.D.

Founder

Founding Board Trustee

Founding Faculty and Mentor

Chair, Webber School of Interdisciplinary and Transdisciplinary Studies

Degrees

PhD, Human and Organizational Development, Fielding Graduate University
MBA, Harvard Business School with High Distinction
BS, Mechanical Engineering, University of Pennsylvania, Tau Beta Pi

Selected Memberships

Association for Interdisciplinary Studies
The American Association for Adult and Continuing Education

Selected Publications

Creating Paths of Change: Managing Issues and Solving Problems, Thousand Oaks, Sage Publishing
Board Evaluation and Appreciation, Edgeware: Lessons from Complexity Science for Health Care Leaders,
Irving, TX, VHA, Inc.
Strategic Thinking: New Frontiers of Hospital Management, Chicago, American Hospital Association
Effective Planning Committees for Hospitals, Harvard Business Review

Professional and Academic Presentations

Preparing a Transformative Feast of Ideas
Critical Thinking about Critical Thinking
How to Create Compelling Frameworks for Your Ideas
Frameworks of the Heart
Applications of Neuroplasticity: The Changeable Brain
Wisdom and Humor
Creating Business Models for Organizational Innovation

Current Academic Pursuits

Interdisciplinary Studies, Systems of Systems Thinking, Managerial and Organizational Cognition,
Strategic Thinking, Strategy as a Practice, all in conjunction with the formation of the Knowles Johnson
Institute



Visiting Faculty



Tamara Bliss, Ph.D.
Visiting Faculty

Degrees

Ph.D. in Human and Organizational Systems, Fielding Graduate University, Santa Barbara, CA.
M.S.W. in Community Organization. Boston University School of Social Work
B.A. in Literature, Antioch College, Yellow Springs, Ohio

Selected Publications

Citizen Advocacy Groups: Corporate Friend or Foe? in *Unfolding Stakeholder Thinking: Theory, Responsibility and Engagement*. 2002 Greenleaf publishing Limited.
The Doing Book: An Experiential Approach to Consumer Education Middlesex Community College

Honors and Awards

Founding President and Chief Fundraiser for Newton at Home, a grassroots organization that enables Newton residents to age at home through a membership-based organization that offers access to comprehensive practical services and fosters social support and a sense of community.
Elected President of Antioch Alumni Board.
Won a Honeywell Outstanding Contribution Award for collaborating with technical experts to design and implement a pioneering division-wide Managing by Management Information Systems Seminar that integrated technical and supervisory training for more than 200 field engineering managers and executives.

Special Interests

Creating and managing volunteer programs that provide excellent services for clients and purpose for volunteers.
Challenges of starting a non-profit organization.
Aging in community, especially the Village Movement.
Keys to running a successful citizen advocacy campaign



Kathryn G. Dodge, Ph.D.
Visiting Faculty

Degrees

B.A. Biblical Literature, King College, New York, NY
M.A. Guidance and Counseling/Student Personnel, Montclair State University, Montclair, NJ
M.S. Human Development, Fielding Graduate University, Santa Barbara, CA
Ph.D. Human and Organization Systems, Fielding Graduate University, Santa Barbara, CA



Selected Publications

Your State: Practical Tips for Proactive Engagement, Career Education Review, Green Bay, WI
Value of State Authorization Reciprocity Agreement (SARA), Panelist at Educational Symposium on establishing SARA. Indianapolis, IN

Panelist at Educational Symposium on establishing SARA. Indianapolis, IN
Regulation and Accreditation: A United States Local State Perspective. Presentation at the 2nd Athens International Conference on University Assessment. Athens, Greece

Selected Memberships

Accrediting Commission for Career Schools and Colleges (ACCSC), Public Member, Vice Chair
Education Commission of the States (ECS), Gubernatorial appointment
Higher Education State Higher Education Executive Officers (SHEEO)
National Council – State Authorization Reciprocity Agreements (NC-SARA), Founding Board Member

Special Interests

Hiking, yoga/Pilates, adjunct faculty and on student committees in doctoral programs: New England College (EdD) since 2012, University of New Hampshire (PhD) since 2013



Susan M. Gallant, Ph.D.
Visiting Faculty

Degrees

Doctor of Education (Ed.D.), Boston University
Master of Education (M.Ed.), Plymouth State College
Bachelor of Science (B.S.N.), University of Maine
Executive MBA, Whittemore School of Business and Economics, UNH (Sponsored)

Selected Publications

Gallant, Susan and Riós, Daisy. *The Organization Development (OD) Consulting Process*. In The NTL Handbook of Organization Development and Change (2nd Ed). San Francisco: CA: Wiley, 2014.

Gallant, Susan M. *Is This Coaching? Holding the Role Boundary*. 2013

Gallant, Susan and Rios, Daisy. *Entry and Contracting Phase*. In The NTL Handbook of Organization Development and Change. San Francisco: CA: Pfeiffer, 2006.

Gallant, Susan M. *Cultural Assumptions in Cross-Cultural Relations*. In Reading Book for Human Relations Training, (8th Ed.). Alexandria, VA: NTL Institute for Applied Behavioral Science, 1999.

Special Interests

Professional focus is primarily leadership and organization development, executive coaching, organizational and cultural change, strategic planning, diversity management, employee engagement, talent development, and developing high performing teams.



Paul Spiers
Visiting Faculty

Visiting Faculty lecturer

Paul Spiers, Founder, The New P&L Brand Purpose Institute

Degrees

Bachelor of Arts (Honours) in Criminology & International Political Relations.

Selected Publications

Podcast host: The New P&L – Principles & Leadership in Business podcast series: a global business podcast focused on principled leadership and purpose-led businesses

Author of: The New P&L TO THE POINT – The First 50 (due for release Q2 2023)

Contributed chapter to: IMPACT - Inspiring Motivational Powerful Acronyms for Cognitive Thinking. Chapter provided alongside a range of US leadership experts.

Special Interests

Founder, The New P&L Brand Purpose Institute

Judge, Worldwide Partners Inc (world's largest network of independent advertising networks), annual advertising awards recognising excellence in advertising.



Cami Travis-Groves
Visiting Faculty

Degrees

Bachelor of Fine Arts, Columbia College, Graphic Design and Illustration

Selected Publications

Get Out of Your Rut!, Stories of Quantum Physics, Caterpillars and Cilantro to Help You Get—and Stay Out of Your Rut ([link](#)), 2011

Inner Growth for Creatives, The Journey from Scarcity to Abundance, 2023

Community Service and Social Contributions

Founding Mentor Advisory Board Member and Volunteer Mentor with ADPList.ORG

Past Vice President and Past President for The Freelance Exchange of Kansas City

Past Board Member, AIGA



Michael Monteforte Jr., JD
Visiting Faculty, Knowles Johnson Institute of Graduate Studies

Degrees

Juris Doctorate • MAY 2001 • Suffolk Univ. Law School
Bachelor Of Science • May 1998 • Salem State College

Selected Publications

Planning Ahead, Everything You Need to Know About Estate Planning & Elder Law. Published 2018. 2nd Ed. 2021.
The Long Game. The Top 10 Reasons Why Your Massachusetts Long Term Care Application Will Be Rejected. Published 2020.
Your Business Your Money: The Ultimate Estate Planning Guide for Successful Business Owners. Published 2021

Selected Memberships

Admitted January 2002, Supreme Judicial Court of Massachusetts
Admitted August 2014, State Supreme Court of New York
Lawyers of Distinction Recognized Excellence in Elder Law 2020 Award
Lawyers of Distinction Recognized Excellence in Estate Planning 2021 Award
Admitted April 2021, State Supreme Court of New Hampshire
America's Most Honored Lawyers - Top 10% 2021

Special Interests

Three-time published book author, and author of numerous written articles and reports
Frequent speaker at seminars and events on estate planning and elder law
Creator of Monteforte Law Scholarship at Wilmington High School