



Program of Study: Doctor of Education in Organizational Leadership with an Emphasis in Effective Schools

Program Description

The Doctor of Education in Organizational Leadership program develops leaders capable of generating new knowledge and responsibly applying knowledge to achieve organizational outcomes. Students will study the major bodies of literature in leadership, will reflect critically on existing theory, and will identify appropriate applications of theory in educational, business, and other organizational environments. Students will develop academic and organizational research expertise through the study of statistics and research methodology. The program of study is consistent with Grand Canyon University's mission to develop students who are global citizens, critical thinkers, effective communicators, and responsible leaders.

The Doctor of Education in Organizational Leadership with an Emphasis in Effective Schools program ensures that educational leaders apply leadership theory and practice to topics of interest and issues transforming the current educational system. The program provides the knowledge and skills that educational leaders need to conceive new strategies of practice by forecasting the future of the educational system, the institutions, and the constituencies they serve.

Course Number	Course Title	Course Description	Credits
RES 811	Introduction to Advanced Graduate Studies and Scholarship	This course introduces students to the principal elements of research and scholarly writing. Learners will explore approaches to synthesizing literature and the application of the major components of APA form and style, and will learn to coordinate literature searches. Furthermore, they will learn how to discern principal arguments, analyze research questions, and clearly identify the key scholarly attributes to journal articles and other sources of scholarly data. This course will also introduce learners to the University's overarching values and beliefs regarding research and the responsibility scholars have in continuing a tradition of contributing to an ever-growing body of knowledge.	2
LDR 802	Progressions in Leadership Thought	This course provides an overview of seminal leadership theories and models. Students will focus on understanding the development and evolution of leadership theories and the range and emphasis of leadership research.	3
LDR 800	Ethical Dilemmas and Stewardship	This course examines multiple ethical frameworks, principles, and theories as they apply to the study and practice of leadership. Corporate social responsibility will be addressed from the perspective of ethical decision making.	3

EDA 805	Effective Schools Research	The aim of this course is to assure that students know and understand the philosophy, core beliefs and values, and findings of the effective school beginning in the late 1960s to the present. In addition, the students will explore the effective schools research, focusing on the correlates of effective schools as they have evolved over the years. Students will learn how this large and growing body of research has come to serve as the foundational work for most of the current models for school improvement as well as most state standards and accountability programs.	3
EDA 810	Case Studies of Effective Schools	Students will conduct critical reviews of various case studies of individual schools and school districts that have used the effective schools philosophy and research findings as their framework for school improvement. The course will provide students with the opportunity to examine the research and practice implications of the effective schools research in the context of different school and district types (elementary, middle, secondary, rural, and urban). Prerequisite: EDA 805.	3
RES 861	Analysis of Existing Research	A deep knowledge base of scholarly work is required for any student interested in making a meaningful contribution to his/her field. This course emphasizes the approaches used in comprehensively evaluating previously conducted research, learning how to weigh the merits of certain seminal works, and finding patterns in the research over time that have led the discipline to its current state. The learner will be prepared after taking this course to coordinate a comprehensive and cogent literature view that demonstrates deep content knowledge and helps to identify gaps and tensions that exist in the current body of research. This exploration will also help the learner see the trends in methodology and approaches to research that have been conducted in the past as a means of informing future research initiatives. In a dissertation, this work is done in chapter 2 and learners will leave the class ready to write this chapter.	3
RSD 801	Residency I: Identifying the Topic and Process	This residency orients students to the academic community. The nature of scholarly inquiry is discussed. Sessions address topics such as scholarly discourse, scholarly engagement, and membership in the scholarly community. Major streams of literature in leadership are discussed and areas of opportunity for future research are identified.	2
LDR 809	Servant Leadership	This course examines the essence of what makes servant leadership distinct from other styles of leading. The focus on the needs of others rather than self, leading without ego, and creating interdependence rather than dependency are examples of topics that will be examined. The pathway to becoming a servant leader will also be explored, including the concept that one chooses to serve first and then is compelled to lead in order to fulfill that service.	3
LDR 825	Strategic Planning and Change	This course provides an overview of the impact of leadership and the effects of behaviors on the formulation and execution of strategy within an organization. Topics include the increasing importance of resilience and change in today's global and turbulent economy.	3
EDA 815	Leadership for Continuous School Improvement	Educational leaders explore a proven theory of action that will give them the knowledge and skills needed to initiate and sustain a continuous school improvement effort based on the effective schools framework. The course will present and illustrate the steps and stages necessary to design and deploy a process of continuous school improvement that is research-based and data-driven. The tools needed to support this theory of action will be provided and discussed. Prerequisite: EDA 810.	3
EDA 820	Leadership and Sustainable Educational Change: The District Context	Schools exist within a nested system that includes the school district and the state in which it resides. The course will focus primarily on the traditional central office roles and functions as well as school board policies that must change in order to support ongoing and continuous school improvement at the individual school level. This course will consider the various change forces that schools and districts are currently confronting. Prerequisite: EDA 815.	3

EDL 810	Staff Development and Deep Organizational Learning	Leaders today must be comprehensively cognizant of the steps they can take to lead deep organizational learning. Specifically, the evolution of brain research, adult learning theory, and the exploration of contemporary conventions on leading learning organizations have given us new insights into the tools we need to help adult learners make their learning organization as thoughtful and forward-thinking as possible. This course will, therefore, explore contemporary leadership strategies associated with adult learning theory and talk about the steps leaders can take to ensure that their school is leading the learning in the most effective way possible.	3
RES 862	Understanding Research and Methodology	In order to explore research findings, scholars must be clear in their explanation of the steps that were taken to gather the data. This course will examine the choices a scholar must make when choosing a methodology and the impact those approaches will have on the study and the results. The course will also review research methods and will discuss criteria to be considered in the choice of data collection methods, including the consideration of interactive methods for the collection of qualitative data (interview and focus groups), quantitative data (survey, experiment), and mixed methods. This course will provide exposure to the basic concepts and tools that leadership students and practitioners need in order to understand and analyze data and to utilize research findings in decision making and problem solving. Prerequisite: RES 861.	3
RSD 851	Residency II: Dissertation	This residency allows students to begin developing their skills as academic researchers. Residency sessions address topics such as research question development, design, item generation, subscale development and analysis, and basic hypothesis testing. Students will have hands-on experience with quantitative and qualitative analysis software. Prerequisite: RES 801.	2
RES 871	Developing the Prospectus and Formal Proposal	The best researchers know how to strategically define their research agenda with the necessary clarity to inform the scholarly community and to establish a blueprint for analysis and replication. In this course, learners focus on these issues by exploring development of chapter 1 of their dissertation proposal. Learners are asked to create a problem statement; identify research questions and/or hypotheses; identify the data required to answer those questions; summarize the methodology they will use to investigate the problem; and provide a discussion of significance of the study, purpose of the study, limitations/delimitations and assumptions, operational definitions, and an introduction to the problem as well as a summary of the chapter in order to demonstrate their understanding of effective research application. The development of this knowledge will result in the formation of the learner's dissertation proposal. Prerequisite: RES 862.	3
LDR 804	Leading Across Cultures	This course explores the opportunities and challenges facing leaders in the global environment. The course topics focus on aspects of leading global and diverse workforces, and on theories of leadership and leadership development in diverse and global cultures.	3
LDR 805	Innovation: The Last Frontier of Competitive Advantage	In the face of rapidly changing customer needs, the importance of innovation to the survival of businesses cannot be overemphasized. Innovation has become the fundamental source of competitive advantage and new value for companies facing the threat of extinction. The purpose of this course is to develop an understanding of the leadership skills and capabilities required to foster, lead, and sustain innovation in organizations operating under either the 'steady state' or change environment. The fundamental role of leadership in the innovation process will be explored by evaluating the relationship between key leadership and innovation theories.	3

DIS 955	Dissertation I	One of the most essential aspects of bringing research findings to the scholarly community is mastering the discipline of approaching this task in an unbiased, benign manner. This course emphasizes the steps scholars must take in taking their findings and establishing a reporting mechanism that presents the outcomes of the research in a way that clearly articulates the fruits of the researcher's labors without distracting or misinforming the audience. This work is typically done in chapter 4 of a dissertation. Also included in this content will be the organization of data sets and the application of tables, charts, and graphs.	3
DIS 960	Dissertation II	While chapter 4 focuses on the benign presentation of results, chapter 5 of the dissertation seeks to make sense of these findings in relationship to the overarching body of work that currently exists. Reflections include the synthesis of findings, comparing those findings to previous work done in the area; consideration of issues related to the research process used and the potential challenges and advantages of the approaches used; and thoughts on implications of these findings on the current body of work. In addition to this aforementioned course content, students will learn to present the opportunities for further research that might have emerged as a result of this work and the potential that lies ahead for others to follow. Prerequisite: DIS 955.	3
DIS 965	Dissertation III	This course emphasizes the finalization of the dissertation and provides learners guidance for finding the appropriate venues and approaches in publishing their research findings. This will include the final steps necessary in pulling together what might have been earlier versions of chapters 1, 2, and 3, as well as the proofing and dissertation editing strategies that are required and the steps scholars can take to make sure their results are, in fact, shared with other scholars. This will include an exploration of writing research articles, preparing to present scholarly papers, as well as other publication venues. Prerequisite: DIS 960.	3
RSD 881	Residency III: Presentation of Progress or Results	This residency will prepare students to present their scholarly work and to thoughtfully critique the work of others. Students will orally present papers developed in their own classes and respond to questions from colleagues. Students will be further prepared to become active members in academic communities by learning how to review papers and provide comments. Prerequisite: RES 851.	3

Total Doctor of Education in Organizational Leadership with an Emphasis in Education and Effective Schools Credits: 61