



Program of Study:

Doctor of Education in Organizational Leadership with an Emphasis in Higher Education Leadership

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 Higher Education Leadership program prepares graduates to lead a higher education institution through strategy, financial management, and planning, both of the physical plant and of the human resources within the organization. Students learn about the foundation and history, organizational needs, and learning environment of higher education in order to lead the institutions of today and plan for the institutions of tomorrow.

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

EDU 805	The History and Politics in Higher Education	In order for higher education leaders to make informed decisions, both today and looking into the future, it is essential that leaders establish a working understanding of the history of higher education. This course will explore early conventions and foundational beliefs regarding higher education and attempt to articulate the relationship between these origins and the work that is led in higher institutions today. Furthermore, the historic influence of politics in higher education has served to shape its trajectory and this course explores the leader's role in managing this factor in relationship to the change process.	3
EDU 810	Funding and Budgetary Challenges in Higher Education	This course examines the complex world of funding in higher education. Higher education leaders in private and public institutions must be able to strategically evaluate funding and budgetary challenges and be able to establish systemic responses to the ongoing challenge of comprehensively supporting the needs of the organization. Funding sources in higher education today include Federal Title grants, income from tuition, and the support of alumni groups and various benefactors, just to name a few. Acknowledging the management of these funding resources in relationship to annual budget goals, while simultaneously being faithful to organizational values and beliefs, are the challenges this course will explore.	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
EDU 815	Curriculum Leadership and Development in Higher Education	Clearly, higher education leadership is defined to a great extent by the influence on the academic programming. Being cognizant of those factors that influence the instructional program is essential in this process, and this course examines how leaders think about these challenges and the steps they must take to consistently and strategically lead state-of-the-art teaching and learning experiences for the higher education students the leader serves. Consideration for national curriculum standards, labor needs, and other demographic issues that influence this process will also be explored.	3

EDU	820	Supervision and Staff Development in Higher Education	This course examines the responsibilities a higher education leader has in supervising and developing the staff connected with the work associated with higher education. Supervision is a process that is made increasingly complex by the legal parameters associated with human resources and the steps that are required in order to provide appropriate levels of feedback throughout the supervisory process. The research has made it clear that staff development is an extremely essential aspect to helping an employee be successful on the job, and this course will explore the leader's role in creating a systemic response to the need to develop the talents and skills of those working in institutions of higher education.	3
EDU	825	Facilities Management and Continuous Renewal	Leaders in higher education must be cognizant of the facility needs that are germane to the work of the institutions they serve. Those facility needs could include the management of the virtual networking hardware and software applications that are the lifeblood of the organization. Leaders must also consider various space options in which to conduct their business, including the maintenance of a campus learning environment and/or consideration of other satellite learning spaces. This course will comprehensively evaluate these challenges and examine the steps a higher education leader must consider in order to thoughtfully meet the needs of the learners and to plan strategically for future programming and administrative applications.	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.	3
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 Higher Education Leadership Credits: 61