

ED.D. IN EXECUTIVE LEADERSHIP (EXDL)

EXDL 801. Critical Issues in Leadership. 3 Credit Hours.

This course will provide students the opportunity to examine in detail several critical issues in their respective fields both from the perspective of those who favor making changes to better handle the issue and those who oppose making the change. Issues confront us every day. Perspectives are varied; voices are persistent. There are those who want to maintain the status quo, those who want to go back to the "good old days," and those who want to make major changes in the structures that currently exist and create a new concept for the field of education and educational organizations. Controversy is the basis of change and often improvement. Controversy prompts reexamination and perhaps renewal. Each student with colleagues will study in detail as a community of learners a critical issue with the lens of leadership, share with the class the pros and cons of the issue, and will have the opportunity to express in writing and presentation their personal and professional positions on the issue. In addition to learning about the issue each studies, every student will learn from their colleagues about other critical issues facing the world today and will have the opportunity to express an opinion and provide feedback on the issue as presented by their peers.

EXDL 802. Doctoral Seminar for Transformative Leaders. 3 Credit Hours.

This course begins to establish the concepts of transformational leadership. The learnings will explore strength-based leadership and establish a community of learners to develop research interests for doctoral work and beyond. The course will integrate the concepts of leadership, professional standards, process models, and personal and professional strengths within the structures of collaboration and case studies. There will be an introduction of the Global Jesuit Case Studies Series (GJCS).

EXDL 803. Culturally Proficient Leadership. 3 Credit Hours.

This course provides an opportunity for students to incorporate diverse perspectives in leadership and management within their own settings and in the settings of their colleagues. Students will integrate major frames for analyzing a local organizational culture by defining culturally responsive leadership skills, and seeking to understand the complexities of organizational change within a culture. Students will become more culturally responsive and proficient as they analyze the literature from varied perspectives and gain enhanced knowledge, skills, and dispositions toward solving the impediments to change within students' settings.

EXDL 804. Research Methods I. 3 Credit Hours.

Dissertation research is the capstone project in the Ed.D. in Executive Leadership Program. This course introduces qualitative and quantitative research methods for empirical research. Coursework ranges from the philosophical foundation of data-driven inquiry, the steps in the research process, different research designs to professional research writing. Students who complete the course learn how to plan, conduct, and evaluate qualitative and quantitative research, thus acquiring the needed knowledge and skills for developing their dissertation research proposal.

EXDL 806. Research Methods II: Qualitative Research Methods. 3 Credit Hours.

This course is designed to engage students in paradigm, process, and products of qualitative methods in education research. Students engage in qualitative research with emphasis on such qualitative methods as ethnographic, case study, focus groups, interviewing, and document analysis. Also, students develop a philosophical, organizational, and operational approach to a qualitative dissertation research study. The course is intended to develop competent qualitative researchers who value the lived experience as means of creating knowledge. These steps will be applied to the student's dissertation, if applicable, and to better analyzing qualitative data that is embedded in their work in the field. Content and skills developed here will be incorporated into their Dissertation Seminar EXDL 890B.

EXDL 807. Research Methods III: Quantitative and Statistical Research Methods. 3 Credit Hours.

The course is designed to provide executive leaders with a hands-on approach to analyzing and completing quantitative studies. Students will learn and apply research steps including: identifying research questions and hypothesis; clarifying the study variables; determining appropriate research designs; conducting an a priori power analysis; choosing the appropriate statistic for a problem; analyzing a data set; using IBM SPSS to test null hypotheses; interpreting results; applying skills to a multi-disciplinary team project and writing results. These steps will be applied to the student's dissertation, if applicable, and to better analyzing quantitative data that is embedded in their work in the field. Content and skills developed here will be incorporated into their Dissertation Seminar EXDL 890B.

EXDL 808. Transformational Change. 3 Credit Hours.

The purpose of this course is to acquaint students with central concepts of organizational and transformational change. Students are expected to read and discuss theories and paradigms related to change, to reflect on their own experiences in organization undergoing change, and to analyze an issue related to organization change. Students are expected to include multiple considerations, use/apply varying change structures, and discuss the cultural relevancy embedded in organizational and transformational change that is equitable for all stakeholders. The GJCS will be used as a basis for analyzing the change process.

EXDL 809. Lessons in Leadership. 3 Credit Hours.

This course explores the primary ideas, values and competencies required for modern day leadership. This course will challenge students to use what they have learned in readings and discussions about leadership to analyze both themselves and well known leaders. Using the case study method, students will consider how the concept of leadership is changing in our dynamic world and will write a case study on a leader. The concept of leadership has been examined and dissected since ancient times, in search of a replicable process which could be somehow infused to create great leaders. From classic theories to situational explorations, the power to lead can create a better town, a more successful company, a more equitable world.

EXDL 810. Ethical Leadership. 3 Credit Hours.

Through a multidisciplinary approach, we will examine ethical dilemmas in leadership as well as the foundations and context of moral implications of decision making within organizations and the impact upon all stakeholders. We will investigate the ethical challenges and decision criteria for ethical decision making. We will continue to design case studies that are focused on ethical issues. Ethical theories and principles used in administration and especially educational organizations will be explored. The GJCS will be used here as students highlight ethical dilemmas that leaders face. The practice of leadership is not confined to those in positions of authority but is required of every member of all professions. Leadership qualities and skills are essential requirements for expert practice in all settings. This course is designed to create opportunities to investigate the ethical and moral reasoning behind our decision making and to be informed by lessons learned in other professions. Emphasis is placed on the values of caring for the whole person and equity.

EXDL 811. Legal Issues for Executive Leaders. 3 Credit Hours.

This course will investigate the intersections of the multidisciplinary fields of education, health care, business and social work, as well as strengthening the basic knowledge of legal issues within each specific discipline. This multidisciplinary approach to legal issues allows for a broader dialogue from wider perspectives. This course is not intended to be an in-depth investigation of any one discipline, but rather their intersection and relevance to one another. Students will contribute knowledge and investigate specific issues relative to educational organizations with the outcome to develop a practical framework for comparing and contrasting the legal issues in various disciplines. The course will cover constitutional law as it applies to various disciplines. The course will cover constitutional law as it applies to various settings, labor law issues, civil rights, governance, regulatory compliance, contract law, legal issues relative to finance, among other areas. The course provides students with a working knowledge of the law regarding such issues as well as a functional ability to identify and analyze such legal issues and to ascertain the state of the law their regard.

EXDL 812. Socially Conscious Leadership for Community Engagement. 3 Credit Hours.

Leadership demands intention, commitment, and purposeful action. As a member of a global society that strives to be inclusive and sustaining, leaders in every field must consider their role in identifying and solving community challenges. Varied perspectives must be considered for understanding of a challenge to be developed, and actions to be implemented. Collaborating with other colleagues in class and a socially conscious community leader, the student will create an action research project that will be initiated in 812, and completed in 814. The expectation is for the student to develop their inner socially conscious leader and with involvement in the action research project. Working in conjunction with a community leader who embodies socially conscious leadership and provides modeling of skills, the student will develop a communication plan that speaks to the needs of the stakeholders to be involved in the project for sustainability to occur.

EXDL 813. Issues in Finance for Executive Leaders. 3 Credit Hours.

This course provides a conceptual and technical understanding of the business function in public and not-for-profit school systems, health care systems, social systems, higher education and other educational organizations. Topics include examination of the role of business managers, developing competencies in areas of budgeting, purchasing, fund accounting, state aid, property taxes, human resources, and long range fiscal planning.

EXDL 814. Transformational Leadership. 3 Credit Hours.

The concept of transformational leadership evokes definitions of worldliness and grandeur in ideas and actions. A leader who demonstrates transformational skills should have global, national, and local perspectives and experiences, and view the processes of problem-solving and decision-making through a variety of lens, including political, economic, intellectual and social. Le Moyne College has undertaken a partnership using case studies as a means of study and research, and this course will complement that partnership with a culminating activity that includes development and filming of a case study for use by other doctoral students. The focus of the case study will be on characteristics and skills of transformational leadership as defined by the literature, and as evidenced in a community project. This course will also afford the student the opportunity to complete the Action research Project from EXDL 812, and continue work with community leader. Integration of varied research topics and action research will allow collaborative groups of students to use research practices and contribute to a changing community.

EXDL 815. Leadership for Human Resource Development. 3 Credit Hours.

This course provides a conceptual and technical background in the human resources function. The course requires students to analyze the processes by which these entities can recruit, select, acculturate, develop, evaluate, compensate and retain the personnel necessary to accomplish its objectives. All categories of personnel, both professional and non-professional, will be discussed. Students will conduct research and practice problem solving and leadership skills as applied to human resources.

EXDL 890A. Dissertation Seminar a. 3 Credit Hours.

During Seminar A, candidates will be expected to integrate the inquiry and teachings based on major themes, program learning outcomes, institutional learning outcomes, professional standards and data relevant to their research interests from prior leadership and research courses with the initial steps of the dissertation process. Seminars will be held with the Dissertation Chair and the Candidate on a consistent basis in order to facilitate the completion of the dissertation steps. Dissertation steps to be completed include: Identify the Dissertation Chair; Explore initial research questions; Perform initial literature survey; Identify remaining membership of Dissertation Committee (i.e., methodologist, reader); and, Determine research question and begin literature review. Prerequisite: Admission to Candidacy.

EXDL 890B. Dissertation Seminar B. 3 Credit Hours.

During Seminar B, candidates will be expected to integrate the inquiry and teachings based on major themes, program learning outcomes, institutional learning outcomes, professional standards and data relevant to their research interests from prior leadership and research courses with the next steps of the dissertation process. The seminar will be held with the Dissertation Chair and the Candidate on a consistent basis in order to facilitate the completion of the dissertation steps. Dissertation steps to be completed include: Prepare Dissertation Proposal; Submit Dissertation Proposal to Dissertation Committee for approval; Successfully defend Dissertation Proposal; and, Obtain Institutional Review Board (IRB) approval, if required, after proposal defense.

EXDL 890C. Dissertation Seminar C. 3 Credit Hours.

During Seminar C, candidates will be expected to integrate the inquiry and teachings based on major themes, program learning outcomes, institutional learning outcomes, professional standards and data relevant to their research interests from prior leadership and research courses with the next steps of the dissertation process. The seminar will be held with the Dissertation Chair and the Candidate on a consistent basis in order to facilitate the completion of the dissertation steps. Dissertation steps to be completed include: Continue refining problem statement, literature review, and research method; and, Begin data collection and analysis.

Prerequisite: EXDL 890B.

EXDL 890D. Dissertation Seminar D. 3 Credit Hours.

During Seminar D, candidates will be expected to integrate the inquiry and teachings based on major themes, program learning outcomes, institutional learning outcomes, professional standards and data relevant to their research interests from prior leadership and research courses with the next steps of the dissertation process. The seminar will be held with the Dissertation Chair and the Candidate on a consistent basis in order to facilitate the completion of the dissertation steps. Dissertation steps to be completed include: Continue data collection and analysis; and, Prepare draft chapter summarizing results of data collection and analysis.

Prerequisite: EXDL 890C.

EXDL 890E. Dissertation Seminar E. 3 Credit Hours.

During Seminar E, candidates will be expected to integrate the inquiry and teachings based on major themes, program learning outcomes, institutional learning outcomes, professional standards and data relevant to their research interests from prior leadership and research courses with the next steps of the dissertation process. The seminar will be held with the Dissertation Chair and the Candidate on a consistent basis in order to facilitate the completion of the dissertation steps. Dissertation steps to be completed include: Finalize edits of chapters on problem statement, literature review, and research method; Finalize chapter on results summary; Prepare draft chapter summarizing conclusions and implications from the results; and, Complete Presentation and Dissertation Graphics.

Prerequisite: EXDL 890D.

EXDL 890F. Dissertation Seminar F. 3 Credit Hours.

During Seminar F, candidates will be expected to integrate the inquiry and teachings based on major themes, program learning outcomes, institutional learning outcomes, professional standards and data relevant to their research interests from prior leadership and research courses with the next steps of the dissertation process. The seminar will be held with the Dissertation Chair and the Candidate on a consistent basis in order to facilitate the completion of the dissertation steps. Dissertation steps to be completed include: Write Abstract; Complete Dissertation, obtain feedback from Dissertation Committee and finalize revisions; Submit final Dissertation to Dissertation Committee for approval to defend; and, Successfully defend Dissertation.

Prerequisite: EXDL 890E.