Chair: Dr. Lisa M. Sullivan

DOCTORATE IN EXECUTIVE LEADERSHIP PROGRAM

Coordinator: Dr. Donaldo R. Batiste

DOCTORAL PROGRAMS IN EXECUTIVE LEADERSHIP
UNIVERSITY OF HOLY CROSS—NEW ORLEANS

Thank you for your interest in the doctoral programs offered in the College of Counseling, Education and Business at the University of Holy Cross-New Orleans. The Ed.D. degree and Ph.D. degree are the most advanced and only degrees of these kinds in Executive Leadership that are offered in the New Orleans area. We, in the metropolitan area acclaim these degrees to be one's *"Gateway to Greatness!"* Each UHC degree program offers coursework applicable to careers in business, non-profit management and leadership, education, counseling, allied health, government, politics, religion and more! Both degrees emphasize preparing leaders for the 21st century and beyond and promote reflective practice.

STATEMENTS OF PURPOSE

Doctor of Education Degree in Executive Leadership (Ed.D.)
The Doctor of Education (Ed.D.) in Executive Leadership is multi-disciplinary by design, and blends rigor, relevance, theory, and applied research with practice. This program is intended to prepare effective leaders for administrative careers in fields of practice. This program is geared for the candidate who wants to become a conscientious transformative leader within his or her organization.

Doctor of Philosophy Degree in Executive Leadership (Ph.D.)
The Doctor of Philosophy (Ph.D.) in Executive Leadership is intended for those who plan an inquiry into the issues of executive leadership through a theoretical framework. Like the Ed.D. program of studies, this program is also multi-disciplinary in its design and blends a stronger reliance on research and theory versus practice. This program is geared toward those planning careers in university teaching, in research departments, state agencies, or in any related professional practice requiring a research orientation.

STAGES FROM APPLICATION TO COMPLETION FOR Ph.D.
1. Apply online to UHC's Admissions Office.
2. Submit scores from the Miller Analogies Test (MAT). The MAT must have been taken within 5 years of application. Foreign students who do not hold a degree from a

United States college or university must submit scores of the Test of English as a
Foreign Language (TOEFL).[1]
3. Be accepted by the Doctorate in Executive Leadership Program (DIELP) Screening
   Committee.
4. Take the Departmental Placement Assessment Battery.
5. Undergo an oral interview with DIELP Graduate Faculty.
6. Receive *conditional acceptance* into DIELP.
7. After 18 hours of coursework (including 9 hours of core courses), write the
   QUALIFYING EXAMINATION.
8. Complete most courses INCLUDING Research Tools.
9. Establish a Doctoral Committee.
10. Submit a Pre-Dissertation Research Project.
11. Write the GENERAL EXAMINATION.
12. Propose, complete, and defend the Dissertation.

(*) The screening committee may admit an applicant to take the doctoral core courses if the
committee judges the applicant's background and interests as appropriate for doctoral work, and
the applicant submits MAT SCORES that are judged to be acceptable on the internal screening
scale. If an applicant has scores less than the minimum, the screening committee may petition the
Department Chair to waive this standard on the basis of other information found within the
application.

STAGES FROM APPLICATION TO COMPLETION FOR Ed.D.
1. Apply online to UHC's Admissions Office.
2. Be accepted by the Doctorate in Executive Leadership Program (DIELP) Screening
   Committee.
3. Take the Departmental Placement Assessment Battery.
4. Undergo an oral interview with DIELP Graduate Faculty.
5. Receive *conditional acceptance* into Program of Studies.
6. Conduct and present a completed action research project (Chapters 1-5).
7. Establish a Doctoral Committee.
8. Propose, complete, and defend the Dissertation.

THE QUALIFYING EXAMINATION
A student who has gained unconditional admission into the Ph.D. program will take the Qualifying
Examination after 18 hours of coursework, 6 hours of which must be doctoral core courses. A
student may take the Qualifying Examination during the semester when he/she is completing the
last 9 hours of coursework that constitutes 18 hours. The student must request permission to take
the Qualifying Examination through the Program Coordinator.

The Qualifying Examination consists of a few questions about executive leadership issues and/or
concepts to which the student is expected to apply literature and learning from prior coursework.
The total writing time is three hours. Committees of the faculty in Executive Leadership write and
read the examination and judge its quality as doctoral writing. If the committee finds the responses

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[1] Test of English as a Foreign Language (TOEFL).

inadequate, an oral interview with the student may be requested, or the committee may ask the student to write a second Qualifying Examination. After two unsuccessful written examinations, the graduate faculty may request the Department Chair to release the student from the doctoral program.

While the primary purposes of the Qualifying Examination are to determine whether a student appears to be capable of successfully completing doctoral study and to discontinue doubtful students at an early date, the examination also serves to identify weaknesses and strengths of a student's preparation, permitting intelligent planning of coursework and research programs.

The Qualifying Examination should be scheduled early in the program because at least 18 semester hours of coursework must be taken and completed prior to passing this examination. Upon the reporting of successful completion of the Qualifying Examination, a student is **fully admitted** to the **D**octorate **i**n **E**xecutive **L**eadership **P**rogram (**DIELP**).

The Pre-Dissertation Research Project

After a student completes most of the program of coursework and all of the research-tools courses, the student writes a pre-dissertation research project and submits this work to the Program Coordinator. A Master's degree thesis may be acceptable as the pre-dissertation research project.

The project must involve the major elements of original research, but is carried out on a scale smaller than the dissertation research project. Those elements include the posing of a research question, a review of literature on related research and concepts, the design of an inquiry process, the gathering of data, and the analysis and interpretation of data.

The General Examination

The General Examination is the culmination of a student's program in coursework. In most cases, the remainder of time following the General Examination is devoted to concentrated work on the dissertation and preparation for the final examination (defense of the dissertation). A committee of three faculty, most appropriate for the interests of the student, is appointed to write questions for the General Examination and evaluate the student's responses. This committee is usually the same as the doctoral defense committee.

Nature of the General Examination

The General Examination is the most comprehensive test in the program. The examination will take both written and oral forms. The written examination covers the major field (executive leadership courses) and minor or related fields when appropriate. It will be problem-oriented and will require the student to outline a procedure or course of action for real or hypothetical situations facing the executive leader. In the oral exam, the student will be asked to explain and defend positions taken in the written examination.

Purpose of the General Examination

The purpose of the general examination is to make a comprehensive assessment of the student's learning in the doctoral program. The examination is structured to cover as many content areas as possible. Its objectives are (a) to assess the student's knowledge in the major field of study; (b) to assess the student's ability to synthesize, apply, and evaluate knowledge for the major field of study; (c) to assess the student's ability to synthesize, apply, and evaluate knowledge from selected areas outside the major field of study as it relates to the major field; (d) to assess the student's

knowledge in the minor or related fields of study when appropriate; and (e) to assess the student's ability to organize, communicate, and effectively defend ideas presented.

Eligibility for the General Examination
A doctoral student becomes eligible for the General Examination after successfully completing the pre-dissertation research project (described above) and demonstrating adequate academic and professional aptitude to his or her advisory committee. In addition, the research tools requirements should be nearing completion. The General Examination may be taken only twice.

COURSE REQUIREMENTS-Ed.D. Track   COURSE REQUIREMENTS-Ph.D. Track

Minimum of 94 hours beyond the Baccalaureate Degree. Unless otherwise noted, Course Requirements apply both to the Ed.D. and the Ph.D. Programs. All requirements in course blocks are minimum requirements.

CORE COURSES- (12 hours)	CORE COURSES AND EXPECTATIONS- (9 hours)
EXL 801	QUALIFYING EXAMINATION
EXL 802	EXL 802
EXL 805	EXL 805
EXL 809	EXL 809
SPECIALIZATION COURSES- (15 hours)	SPECIALIZATION COURSES-(15 hours)
EXL 803A	EXL 803A
EXL 806	EXL 806
EXL 808A	EXL 808A
EXL 810	EXL 810
EXL 811	EXL 811
REQUIRED DOCTORAL PREP-(9 hours)	REQUIRED DOCTORAL PREP-(9 hours)
EXL 800A	EXL 800A
EXL 800B	EXL 800B
EXL 800C	EXL 800C
ELECTIVE COURSES-(9 hours)	ELECTIVE COURSES- (9 hours)
EXL 812	EXL 812
EXL 814	EXL 814
EXL 817	EXL 817
EXL 822 (if needed)*	EXL 822 (if needed)
RESEARCH TOOLS-(9 hours)	RESEARCH TOOLS-(18 hours)
EXL 801 (already counted as Core)	EXL 801
EXL 803A (already counted-specialization)	EXL 804
EXL 804	EXL 807
EXL 807	EXL 823 Program Evaluation and Statistics
	EXL 824 Advanced Statistical Methods in Research
	EXL 825 Advanced Qualitative Research Design and Analysis
DISSERTATION RESEARCH-(12 hours)	DISSERTATION RESEARCH-(12 hours)
EXL 813	EXL 813
EXL 819, 820, 821 (at least 9 hours)	EXL 819, 820, 821 (at least 9 hours)
	ADDITIONAL REQUIREMENTS
	Acceptable MAT Scores
	Qualifying Examination (after 18 hours)

	General of Comprehensive Examination
TOTAL HOURS: 63 HOURS	**TOTAL HOURS: 72 HOURS**

THE DIELP FACULTY

Batiste, Donaldo R., Ph.D.
University of New Orleans
Professor and Program Coordinator

Ditcharo, Bobbie, Ed.D.
Southeastern NOVA University
Visiting Professor

Becker, Thomas E., Jr., Ph.D.
University of New Orleans
Visiting Professor

Douglas, Valencia F., Ed.D.
Harvard University
Visiting Professor

Carter-Watts, Alicia, Ed.D.
Nova Southeastern University
Visiting Professor

Ducote, Kenneth, Ph.D.
University of New Orleans
Visiting Professor

Hill, O. Cleveland, Ed.D.
University of New Orleans
Associate Professor

Lewis, Henderson, Jr., Ph.D.
Mississippi State University
Associate Professor

Jones, Leslie F., Ph.D.
Louisiana State University
Professor and Assessment Coordinator

Muntean, Brooke M., Ph.D.
University of New Orleans
Associate Professor

Lee, Silas, Ph.D.
University of New Orleans
Visiting Professor

Salgado, Roy, Ph.D.
University of New Orleans
Professor

Student Learning Outcomes of the DIELP:

Upon successful completion of the Doctorate in Executive Leadership Program, candidates will

1. Apply the action research principles developed through dissertation research to solve actual problems in their relevant organizations;

2. Develop access to a network of successful executives, senior managers, and effective organizations to support intellectual, professional, and career development;

3. Apply and synthesize the essential knowledge, skills, and dispositions required of effective executive leaders;

4. Apply ethics and integrity in decision-making, especially when facing moral dilemmas; and

5. Apply the principles of collegiality and collaboration in planning, goal setting, and developing a vision, mission, and philosophy for the respective organization.

ADMISSION PROCEDURES TO UNIVERSITY OF HOLY CROSS

Applicants who apply to the Doctoral Program in Executive Leadership must first be admitted to the University. To be considered for admission to the University, applicants must submit the following:

1. a completed official graduate application form (online application);

2. official transcripts for all prior undergraduate and graduate course work;
   A record of graduate-level study predictive of success in a doctoral program requires a Master's degree from an accredited college or university, ideally with a cumulative Grade Point Average of 3.5 or higher on a 4.0 scale, or proof of equivalent training at a foreign university.

   (Official transcripts from every institution ever attended must be submitted to the University of Holy Cross. Transcripts must be sent directly to the Office of Admissions from each institution attended.)

3. three letters of recommendation written by persons qualified to evaluate academic potential and personal and professional promise; and

4. a professional resumé that highlights leadership experience

The above-listed criteria should be received by the Office of Admissions by February 15 for consideration for Summer admission.

DOCTORAL PROGRAM SELECTIVITY

The above-listed criteria for admission to the University should be received by the Office of Admissions. The application is online at www.uhcno.edu and at the Office of Admissions. Applicants who meet the preliminary requirements for admission will be invited to participate in an interview process, which includes both oral and written components.

Admission to the Doctoral Program in Executive Leadership is competitive, and meeting the minimum academic requirements does not guarantee admission to the program.

Foreign and ESL Students

A foreign or ESL (English as a Second Language) applicant must present evidence of satisfactory proficiency in reading, writing, and speaking English. The applicant may do so by presenting a satisfactory score on the TOEFL (Test of English as a Foreign Language). A score of 550 is considered acceptable, or a score of 79 is satisfactory if the iBT (internet-based test) is taken. For information about TOEFL, the applicant is required to write to TOEFL, 1755 Massachusetts Avenue NW, Washington, DC 20036.

Letter of Good Standing

Students enrolled in graduate programs at other institutions who wish to register for transfer credit must submit a Letter of Good Standing and are not required to submit complete transcripts. The Letter of Good Standing must come from the Dean of the student's graduate school.

Course Load

To be classified as a full-time doctoral student, a student must register for at least nine (9) credit hours in a regular semester and at least six (6) credit hours in a summer term. An overload of three (3) semester hours may be approved by the Chair of the Department. However, the program of study in the Ed.D. Executive Leadership Program is based on nine (9) semester hours in all semesters, including summer semesters.

Exceptions or Special Circumstances

University of Holy Cross has determined that enrollment in one (1), three (3) credit-hour, or (6) credit-hour dissertation classes **only** is considered equivalent to full-time for enrollment purposes and is recorded as such. The courses included in full-time enrollment are either EXL 819, EXL 802, or EXL 821. This exception is allowable only if a student has completed all other academic course requirements and is at the end of the doctoral program.

Transfer Credits

Doctoral credits from another institution may be transferred to the Doctoral Program in Executive Leadership. These courses must be verified by an official transcript from the institution where the courses were taken. Approval of all transfer credits must be obtained from the Coordinator of the Doctorate in Executive Leadership Program at University of Holy Cross and approved by the Education Department Chair.

GRADE POINT REQUIREMENTS

An overall Grade Point Average of 3.00 or higher on a 4.00 scale is required for the maintenance of good standing in the Doctoral program. Passing grades for Doctoral students are "A" and "B." A graduate student who earns a "C" in any course is automatically placed on probationary status, and a remediation plan is designed by the Retention Committee of the Graduate Education Faculty. The student's status is then subject to periodic review by the Graduate Education Faculty. A maximum of one grade of "C" may be applied to a program of study. Doctoral students whose semester average in course work is below 3.00 are placed on *probationary status*. To be removed from *probationary status*, the graduate student must complete nine hours with an earned grade not less than "B" and a cumulative Grade Point Average of at least 3.00 at the end of those nine hours. If the Doctoral student on probation for falling below a 3.00 overall Grade Point Average is unable to remedy the deficient overall Grade Point Average at the end of nine semester hours of the probationary period, the student is dropped from the Doctoral Program. In order to progress to candidacy, Doctoral students must have an overall graduate GPA of at least 3.50.

Procedures for Dismissal for Other Than Academic Reasons

In addition to terminating students for academic failure, students may be dismissed for ethical violations and/or personal unsuitability for the profession.

Time Limit

A maximum of ten (10) years from the first semester in attendance is allowed in order to complete the requirements for the Doctoral Program in Executive Leadership. If the time limit is exceeded, the graduate student must apply for readmission to the Doctoral Program in Executive Leadership and document in writing the reason(s) for a need of extension. Readmission is an extension and does not qualify the applicant to begin anew the ten-year requirement.

Major Advisor

Each student, upon *conditional admission* to the Program, is assigned a major advisor. The major advisor aids the student with his or her program of study and registration. The major advisor should not be confused with the major professor, who guides the doctoral student in his or her dissertation journey. Since the major advisor may also serve as the candidate's major professor, these roles are not mutually exclusive.

REQUIREMENTS BEYOND COURSES, EXAMINATIONS, AND THE DISSERTATION

The Doctorate in Executive Leadership Program involves a serious commitment of time and energy. Requirements for completion of the degree go far beyond completion of courses, examinations, and an action-research dissertation.

General Examination

Students must complete a general examination after all course work is completed, which is designed in collaboration with each student's major professor. The examination is evaluated by the faculty of the Doctorate in Executive Leadership Program, and students must pass the examination in order to successfully defend their dissertation research.

Dissertation Research

Students must design an action-research study in collaboration with their major professor and dissertation committee. Once the topic of study has been approved, students prepare a dissertation proposal, consisting of the first three chapters, and then orally defend this proposal to their dissertation committee. Once a study has passed the oral defense, it is submitted to the University's Human Subjects Protection Review Committee (HSRPRC) for approval to begin the study. Once the dissertation research is completed, the final product must again be defended orally.

Application for Graduation

The requirements for graduation, as outlined by University of Holy Cross, must be followed. Applications are available in the office of the Registrar. It is the student's responsibility to file the Application for Graduation by the due date published in the Academic Calendar and to pay the appropriate graduation fees.

DOCTORAL PROGRAM OF STUDY

Please refer to the *Doctorate. in Executive Leadership Handbook* for sequencing of the required coursework.

EXL 800A	Research Core Battery I: APA Fundamentals
EXL 800B	Research Core Battery II: Intensive Writing Seminar
EXL 800C	Public Communications
EXL 801	Applied and Action Research
EXL 802	Leadership: Historical and Contemporary Perspectives
EXL 803A	Executive Leadership Field Experience I: Action Research
EXL 804	Introduction to and Application of Statistical Methods in Research
EXL 805	Change and Entrepreneurship
EXL 806	Leadership, Forecasting, and Strategic Planning
EXL 807	Qualitative Research Design and Writing
EXL 808A	Executive Leadership Field Experience: Strategic Planning
EXL 809	Organizational Assessment and Evaluation
EXL 810	Human Capital and Human Resource Management
EXL 811	Financial Stewardship for Executive Leaders
EXL 812	Doctoral Seminar: Critical Trends in Education, Business, and Health Care
EXL 813	Guided Dissertation Seminar 1
EXL 814	Policy, Law, Ethics and Social Considerations
EXL 817	Leading Globally Diverse Organizations
EXL 819 **EXL 820** or **EXL 821**	Guided Dissertation (A minimum of 9 hours)

EXL 822	Special Topics Executive Leadership (if needed)
EXL 823	Advanced Program Evaluation (Ph.D. track)
EXL 824	Advanced Statistical Methods in Research (Ph.D. track)
EXL 825	Advanced Qualitative Research Design and Analysis (Ph.D. track)

Note: Beginning Summer 2021, all courses transition from EDD to EXL to reflect the focus on knowledge, skills, and dispositions related to Executive Leadership content.

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GRADUATE EDUCATION
DOCTORAL LEVEL

EXL 800 A **RESEARCH CORE BATTERY I:** **3 sem. hrs.**
APA FUNDAMENTALS

This course unpacks the APA Fundamentals for doctoral students. In this course, students are introduced to the American Psychological Association (APA) style of citing and referencing sources. The course is designed to help prepared doctoral students for successful scholarly writing experiences in coursework and beyond. Students learn the core concepts of in-text citations, references, and paper formatting and practice applying those concepts through discussions and a variety of assessments. Each student completes a personal plan for continued development of APA skills.

EXL 800 B **RESEARCH CORE BATTERY II:** **3 sem. hrs.**
INTENSIVE WRITING SEMINAR

This is an intensive writing course in which students have extensive practice learning and using effective writing strategies to advance their scholarly writing skills. In a supportive environment, students practice the intermediate and terminal concepts of research, synthesis, evaluation, and revision and apply those concepts through discussions and a variety of assignments. Students compose an evaluative essay for their final course project. Students also complete an assessment of their skills and personal plan for continued development of their scholarly writing skills.

EXL 800C **PUBLIC COMMUNICATIONS** **3 sem. hrs.**

This course focuses on communications, public information and politics, and messaging in executive leadership. The course prepares students for public interviews and development of a public relations strategy for their organization. Students create protocols and products that can be used in their organization.

EXL 801 **APPLIED ACTION RESEARCH** **3 sem. hrs.**

This course explores action research and the associated theories, methodologies, and practices that have been used by successful transformational leaders to achieve organizational change. Candidates examine the basic tenets of action research, including action research and organizational improvements models; the components of a literature review; and strategies for solving organizational problems and for improvement through systematic inquiry and reflection. The course also explores the identification and application of a theory in relation to each candidate's research problem. Individual and collaborative research are explored.

EXL 802   **LEADERSHIP: HISTORICAL AND**   **3 sem. hrs.**
                     CONTEMPORARY PERSPECTIVES

This course explores historical and contemporary leadership theories. Students examine social, political, and cultural contexts as contributing factors in developing a leadership perspective. Particular emphasis is directed toward contemporary culture and its influence on evolving leadership views. Servant and transformational leadership perspectives are emphasized as appropriate approaches to leading modern organizations. Students examine underlying principles of leadership, including values, beliefs, and organizational culture. The focus is on personal mastery as students move to develop their informed personal leadership plans.

EXL 803A   **EXECUTIVE LEADERSHIP FIELD EXPERIENCE I**   **3 sem. hrs.**

Within an organization, candidates conduct a field experience that demonstrates they understand inquiry as a basis for decision making. Students conduct a mini-simulated action research project. The project is begun in the fall semester and completed in the spring semester. This project simulates a shift in thinking for the candidate to focus heavily on understanding root cause analysis as the basis of problem solving.

EXL 804   **INTRODUCTION TO AND APPLICATION OF**   **3 sem. hrs.**
                     STATISTICAL METHODS IN RESEARCH

This course provides an introduction to basic statistical concepts and practices in the field of empirical research design, including descriptive statistics, probability in sampling, hypothesis formation and testing, inferential statistics, and non-parametric statistics.

EXL 805   **CHANGE AND ENTREPRENEURSHIP**   **3 sem. hrs.**

This course examines leadership and the change process. Leaders are viewed as catalysts for transformation with examples from historical and contemporary leadership serving as models. Creative thought is presented as a necessary component for organizational renewal and as a springboard for fostering a culture and climate of innovation. Organizational leaders from varied disciplines discuss and engage students in current and emerging trends in their industries. Techniques for forecasting these trends are presented, shared, and used by students to identify emerging issues and plans for change.

EXL 806   **LEADERSHIP, FORECASTING, AND**   **3 sem. hrs.**
                     STRATEGIC PLANNING

This course considers two aspects of strategic planning: problem finding and problem solving. Candidates learn to assess and evaluate organizational needs by applying data analysis techniques, exploring future trends, and investigating collective beliefs and values. Consideration is also given to the role of shared values and participatory decision-making in formulating visions for the future. Problem-solving focuses on developing a framework for aligning the vision, mission, and goals of the organization.

EXL 807   **QUALITATIVE RESEARCH DESIGN AND WRITING**   **3 sem. hrs.**

This course provides an overview of the qualitative research method, including history, traditions, conceptual frameworks, and justifications. Candidates examine the approach to determine distinctions, similarities, practical utility, and problems in the collecting, managing, analyzing, and

reporting of data. Candidates also focus on the distinction between data and evidence, the technical approaches and applications used to determine data validity and reliability, and substantiating evidence within the context of research and organizational outcomes. Additional focus on group data collection and survey is emphasized as they relate to executive leadership.

EXL 808A   EXECUTIVE LEADERSHIP FIELD EXPERIENCE: 3 sem. hrs.
**   STRATEGIC PLANNING**

Within an organization, candidates conduct a field experience that demonstrates they understand strategic planning. Students develop a strategic or business plan. This work is begun in the Summer semester and completed in the Fall semester immediately following.

EXL 809   ORGANIZATIONAL ASSESSMENT AND EVALUATION   3 sem. hrs.

The focus of this course is problem identification and formulation in organizations and the factors that impact the process. Considerations include the environmental context of identification and solutions, processes formulating problem definitions, and emergent themes of problem identification and formulation within organizations. Emphasis is placed on the identification, collection, and analysis of data that impact organizational problem solving, and the use of the results to guide future decisions. Organizational metaphors provide lenses through which organizational behavior is viewed and shaped. By integrating metaphorical tools with their knowledge of classical and contemporary organizations, candidates analyze their own organizations and develop plans for enhanced performance and continuous improvement. This course also includes operations management, organization behavior, and management of information systems. The case study method is highlighted.

EXL 810   HUMAN CAPITAL AND HUMAN RESOURCE   3 sem. hrs.
**   MANAGEMENT**

The understanding of Human Capital is a major component of executive effectiveness. Topics include (but are not limited to) employee recruitment, professional development, performance management systems, salary and pay systems, evaluation, legal issues, FERPA, and collective bargaining.

EXL 811   FINANCIAL STEWARDSHIP FOR   3 sem. hrs.
**   EXECUTIVE LEADERS**

This course examines the financial and related business management and ethical issues confronting contemporary organizations with respect to planning, finance monitoring and maintaining, reporting, developing, operating, and protecting the tangible assets of the organization. Practicing professionals discuss extant and emerging issues in the organizations. Current legal and financial principles for resolving current issues are presented through case studies. Students analyze emerging financial and legal issues and apply appropriate principles to develop strategies and find solutions. Candidates are required to complete (1) a final budget project and (2) an internal fiscal control project and present their results to system leaders.

EXL 812   DOCTORAL SEMINAR: CRITICAL TRENDS IN   3 sem. hrs.
**   EDUCATION, BUSINESS, AND HEALTH CARE**

This course guides candidates to study critical trends in their field. Executive effectiveness is enhanced when critical trends are considered. Candidates collaborate with groups of candidates with similar interests.

EXL 813   GUIDED DISSERTATION SEMINAR I   3 sem. hrs.

This course is designed to support candidates in the continuing development and refinement of their dissertations. Assistance is provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. This course requires permission of the dissertation chair and Program Director to register.

EXL 814   POLICY, LAW, ETHICS, AND   3 sem. hrs.
**   SOCIAL CONSIDERATIONS**

The moral and ethical dimensions of leadership are the focus of this course, with the concept of emotional intelligence viewed as a foundation for leadership excellence. Concerns of social justice, especially in an urban environment, including equity, diversity, and democracy in the work place are considered. Presentations by leaders from various professions on issues that concern social justice, equity, and fairness are the focus of discussions in this course. Students are asked to apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

EXL 817   LEADING GLOBALLY DIVERSE ORGANIZATIONS   3 sem. hrs.

This course provides foundational information concerning our multicultural society, since diversity poses both challenges and opportunities within the workplace. Technology, globalization, human movements, and the explosion of information serve as catalysts for a rapidly changing world and workplace environment. This course helps the student to develop awareness of these challenges and opportunities and strategies designed to manage and leverage workplace diversity. Students explore the importance of learning and understanding cultural similarities and differences and, ideally, come to understand deeply that humans are more alike than unalike.

EXL 819   GUIDED DISSERTATION   3 sem. hrs.

This course is designed to support candidates in the continuing development and refinement of their dissertations. Assistance is provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. This course requires permission of the dissertation chair and Program Coordinator to register. Graded S/U.

EXL 820   **GUIDED DISSERTATION**   **6 sem. hrs.**

This course is designed to support candidates in the continuing development and refinement of their dissertations. Assistance is provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. This course requires permission of the dissertation chair and Program Coordinator to register. Graded S/U.

EXL 821   **GUIDED DISSERTATION**   **1 sem. hr.**

This course is designed to support candidates in the continuing development and refinement of their dissertations. Assistance is provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. This course requires permission of the dissertation chair and Program Coordinator to register. Graded S/U.

EDD 822   **SPECIAL TOPICS IN EXECUTIVE LEADERSHIP**   **3 sem. hrs.**
            Prerequisites: Consent of Department and Major Professor.

This course has been designed to supplement and extend students' previous coursework in Executive Leadership. Topics for this course are determined by faculty expertise and student needs. The course may be repeated, but total Special Topics credit may not exceed six (6) semester hours.

EXL 823   **ADVANCED PROGRAM EVALUATION**   **3 sem. hrs.**

This course is designed to provide students the research and evaluation skills required to implement various program evaluation models for a variety of career fields (e.g., counseling, education, business, allied health, government, legal and non-profit management). Topics include quantitative and qualitative models and methods of program evaluation, and grant proposals and other sources of funding. This course is also intended to provide the student with skills necessary for National Joint Committee on Standards for Program Evaluation, as required by state certification guidelines.

EXL 824   **ADVANCED STATISTICAL METHODS IN RESEARCH**   **3 sem. hrs.**

This course addresses multivariate methods of analyzing complex relationships among many variables.

EXL 825   ADVANCED QUALITATIVE RESEARCH   3 sem. hrs.
**   DESIGN AND ANALYSIS**

This course examines the theoretical, conceptual and epistemological frameworks for qualitative research methods, including training in qualitative data analysis, participant observation, organizational observation, structured and non-structured interviewing, discourse analysis, and interpretation and presentation of original research.