INTERDISCIPLINARY ED.D. PROGRAM IN LEADERSHIP

Program Director: Isabelle D. Cherney, Ph.D.
Program Office: Brandeis

GRADUATE STUDY IN LEADERSHIP

Program Goals
Graduates of the Ed.D. in Leadership demonstrate the following student outcomes with an interdisciplinary perspective:
1. Leadership skills that are rooted in faith, justice, and ethics with a global perspective.
2. A continued interest and utilization of reflective practices as a means for professional and personal growth, for themselves and those they serve and lead.
4. Understanding, integration and utilization of leadership theories and practices in practice.
5. Integration and utilization of change theory in practice.
6. Effective interpersonal and organizational communication.
7. Knowledge and application of funding and budgeting processes in organizations.
8. Knowledge and application of legal principles applicable to organizations.
9. Utilization of technology as a transformative agent in organizations.
10. Creativity in designing, developing, applying, and assessing research ideas to improve practice.

Faculty
Professors: I. Cherney, Ph.D. (Psychology), M. Danielson, Ph.D. (Communication Studies), C. Dickel, Ed.D., NCC (Education), G. Jensen, Ph.D., PT, FAPTA (Physical Therapy), B. Keegan, Ph.D. (English);
Associate Professors: B. Coppard, Ph.D., OTR/L, FAOTA (Occupational Therapy), A. Hoh, Ph.D. (Management), K. Huggett, Ph.D. (Medicine), S. Ishii-Jordan, Ph.D. (Education), K. Mu, Ph.D., OT (Occupational Therapy), R. Reed, Ed.D., RN. (Nursing), D. Wells, Ph.D. (Management);
Assistant Professors: K. Peck, PT, Ph.D., CSCS (Physical Therapy), A. Schoening, Ph.D., RN, CNE (Nursing);
Affiliate Faculty: P. Hawkins, Ph.D. RN BC CNE (former Program Director: Doctorate in Education and Associate Dean for Health Professions, College of Saint Mary), R. Joekel, Ed.D. (Education), J. Ihrig, Ed.D. (University of Nebraska—Lincoln, Department of Educational Administration), A. Seagren, Ed.D. (Director, Center of the Study of Higher and Post-Secondary Education, University of Nebraska), D. Wheeler, Ph.D. (Professor Emeritus of Leadership Studies, University of Nebraska-Lincoln).

Admission Requirements
Applicants must have a master’s or equivalent professional degree from an accredited institution and submit the following documents:
1. Completed application form and application fee.
2. Current resume, including leadership experience and personal statement of goals related to leadership.
3. Official transcripts from all colleges/universities attended (no photocopies are accepted).
4. Three recommendations by persons familiar with the applicant’s academic background, leadership potential, achievements, and personal qualities.
5. A minimum TOEFL score of 550 (paper-based) or 80 (internet based) for students from countries in which English is not the native language.
6. Creighton University reserves the right to request GRE scores or a personal interview.
7. Three samples of the applicant’s writing and/or research.
Doctorate of Education (Ed.D.) in Leadership

The Ed.D. Program in Leadership consists of 60 semester hours and a required master’s or equivalent professional degree. All students complete the 21 hours of leadership core program, 15 hours of elective credits, 3 hours of practicum, and 15 hours of research and dissertation as well as 6 hours of seminar. Students will tailor the Practicum experience and Dissertation to focus on their particular professional/workplace interests.

Ed.D. in Leadership Degree Requirements

**Leadership Core Program Core Courses:**

**All of the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ILD 801</td>
<td>Leadership Styles and Reflective Practice</td>
<td>3</td>
</tr>
<tr>
<td>ILD 802</td>
<td>Leadership and Applied Ethics</td>
<td>3</td>
</tr>
<tr>
<td>ILD 803</td>
<td>Strategic Planning and Management</td>
<td>3</td>
</tr>
<tr>
<td>ILD 804</td>
<td>Organizational Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ILD 805</td>
<td>Administrative and Policy Leadership Issues</td>
<td>3</td>
</tr>
<tr>
<td>ILD 806</td>
<td>Change Theory and Practice</td>
<td>3</td>
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<tr>
<td>ILD 807</td>
<td>Financial and Legal Leadership Issues</td>
<td>3</td>
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**Program Orientation/Learning Community:**

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<thead>
<tr>
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<tbody>
<tr>
<td>ILD 808</td>
<td>Leadership Seminar 1: Program Orientation and Formulation of Learning Community (on campus)</td>
<td>2</td>
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<tr>
<td>ILD 809</td>
<td>Leadership Seminar 2: Mid-Program Reflection &amp; Dissertation Design (online)</td>
<td>2</td>
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<tr>
<td>ILD 810</td>
<td>Leadership Seminar 3: Portfolio Review &amp; Dissertation Defense (on campus)</td>
<td>2</td>
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**Interdisciplinary Practicum**

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ILD 811</td>
<td>Interdisciplinary Practicum</td>
<td>3</td>
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**Research and Dissertation (15 credits required)**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ILD 850</td>
<td>Quantitative Research Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ILD 851</td>
<td>Qualitative Research Design and Methods</td>
<td>3</td>
</tr>
<tr>
<td>ILD 852</td>
<td>Mixed Methods Research</td>
<td>3</td>
</tr>
<tr>
<td>ILD 899</td>
<td>Dissertation Research</td>
<td>9</td>
</tr>
</tbody>
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**Electives**

**(Fifteen credits from the following:**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ILD 820</td>
<td>Jesuit and Ignatian Traditions</td>
<td>3</td>
</tr>
<tr>
<td>ILD 821</td>
<td>Quality and Accountability Issues</td>
<td>3</td>
</tr>
<tr>
<td>ILD 822</td>
<td>Human Resources Leadership and Management</td>
<td>3</td>
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<tr>
<td>ILD 823</td>
<td>Leadership in a Global Society</td>
<td>3</td>
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<tr>
<td>ILD 824</td>
<td>Social Justice and Faith-Based Traditions</td>
<td>3</td>
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Students, in consultation with their advisor, may choose one three credit online graduate course outside the Ed.D. program as electives as well.

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>MBA 701</td>
<td>Financial Reporting for MBAs</td>
<td>3</td>
</tr>
<tr>
<td>MBA 711</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 731</td>
<td>Information Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 741</td>
<td>Economic Analysis for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MBA 761</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 776</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>NDR 707</td>
<td>Negotiation and Conflict Resolution – Foundations I</td>
<td>3</td>
</tr>
<tr>
<td>NDR 757</td>
<td>Systems and Consulting for Conflict Specialists</td>
<td>3</td>
</tr>
<tr>
<td>NDR 771</td>
<td>Collaboration and Conflict Resolution in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NDR 777</td>
<td>Conflict Specialist Ally Roles</td>
<td>3</td>
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</table>
ILD 801 Leadership Styles and Reflective Practice (3)
This course introduces the student to the knowledge, skills, and values underlying reflective practice. Various theories and leadership styles will be examined from a historical and contemporary point of view. Students will identify leaders and leadership situations that are examples of the various theories and styles. Students will apply leadership theories using their own institution/organization as a laboratory. Special attention will be directed to leaders engaging in reflective practice. Through readings and exercises focusing on leadership styles and reflective practice, the student will develop a greater knowledge of self and will begin the deliberate, life-long practice of reflective thinking. Students will develop a clear personal philosophy of their leadership style as the culminating activity for the class.

ILD 802 Leadership and Applied Ethics (3)
Consistent with the ideal that leadership is not just an act but a way of being, this course will explore the ethical foundations that inform the leader’s personal and professional practices. Students will examine ethical theories and concepts applied to leadership challenges in real world situations. Emphasis will be placed on understanding ethical leadership for social and organizational change, the leader’s role as a moral agent, as well as the organization’s role as a moral agent in society.

ILD 803 Strategic Planning and Management (3)
Most entities fail in the execution of strategic plans, and not in planning itself. In light of that reality, this course emphasizes a deep understanding of building an institution's vision, developing competitive advantages, SWOT analysis, competitive strategies, Porter's Five Competitive Forces model, balanced scorecard, and strategic revolution/decay/renewal/resilience. The strategic planning process and, steps in executing strategic plans, and strategic control will also be emphasized.

ILD 804 Organizational Theory and Behavior (3)
This course explores the most important theories and models that explain the behaviors and attitudes of individuals (micro OB), teams and other groups (meso OB), as well as the "behavior" of entire organizations (macro OB). The course covers critical topics from organization theory and behavior, including such things as the relationship of environment, size, and technology to organization structure, organization culture, motivating followers, recognizing individual differences, decision making, creativity, leading groups and teams, exercising power, managing conflict, and job satisfaction and other work attitudes.

ILD 805 Administrative and Policy Leadership Issues (3)
This course examines the research on administrative issues and political power in decision making and the role of leaders in policy development. The course will address social, political, and economic influences on administration and policy development and the relationship between leadership and governance. Learners will review and critique public policy analytic frameworks and their application to contemporary policy issues. Administrative and policy leadership issues will also be applied to community relations and governing boards.

ILD 806 Change Theory and Practice (3)
Confronted with profound, rapid, and dynamic changes in the nature of their work and organizations, individuals are entering into a “permanence of change.” As such, leaders are required to develop their understanding of and skills necessary to lead and/or facilitate complex organizational change. This course is designed to help individuals explore organizational change theory, analyze research on the multiple perspectives on and elements of change, understand how change can promote a learning organization, and practically apply what they have learned regarding organizational structure and decision making within and across organizations.

ILD 807 Financial and Legal Leadership Issues (3)
This course has been designed to focus on the leadership skills related to the management of the financial and legal issues in organizations/institutions. Specific attention will be given to theories of economic and finance, financial planning, sources and uses of financial support, budgeting, the American legal system, institutions as legal entities, authority for governance and administration, employee rights and responsibilities, client/student rights and responsibilities and institutional and personal liability applicable to business, education and health organizations and institutions. Graduate students are expected to have a basic understanding of business, education or health organizations with practical experience and professional preparation and planning careers for leadership in these types of organizations/institutions.
ILD 808 Leadership Seminar I: Orientation and Formulation of Learning Community (2)
Students will be required to be present on campus for a Learning Community meeting that will provide an opportunity for relationships and community building among students and faculty. The relationships established during this residency will be important as students progress through their program. The philosophy and mission of the interdisciplinary Ed.D. in Leadership will be presented. The learning outcomes and expectations will be presented along with a review of the program requirements. A step by step explanation of how students will move through the program will assist students in understanding the requirements and navigating the program successfully. Attention will be given to distance education via online classes and students will learn how classes are formatted and delivered.

ILD 809 Leadership Seminar II: Mid-Program Reflection and Dissertation Design (2)
The second formal seminar, the mid-program review and dissertation design, is a formative, structured experience for students enrolled in the Interdisciplinary EdD in Leadership program. The seminar provides a structural tool, along with faculty guidance, for assisting students in moving forward with their portfolios and planning for their dissertations. Students will discuss the preparation of their portfolios, compare the process they are using to prepare their dissertation, share information about job opportunities or any new responsibilities they have been given, and cover any other topics appropriate to the cohort. This second formal seminar will provide a venue and structure for students to share across the areas of business, education, and health to emphasize the interdisciplinary aspect of the program. In addition, the Program Director or advisors will be able to share information about the program and its progress.

ILD 810 Leadership Seminar III: Portfolio Review and Dissertation Defense (2)
This seminar will be the concluding requirement of the program and will be held on campus. Students will present their portfolio to their supervisory committee, present their reflective journal, review a final self analysis of the Gallup StrengthsFinder, and share future professional and career goals/plans. At this time the oral defense of the dissertation will be conducted. Students will be given an opportunity to provide feedback to the committee about the Ed.D. program and share any suggestions on how to improve the program.

ILD 811 Interdisciplinary Practicum (3)
Students will arrange a practical field experience to further develop their skills and abilities in a professional or organizational setting where they will be engaged in interdisciplinary leadership in action. This could include working with another person on a major project or exploring an area outside the student’s own field (business, education, or health). The student will gain an understanding of researching internal or external elements related to personnel, policy, politics, economics, finance, governing relationships, elements of change, or other influences that challenge leadership, and then apply or recommend an innovative solution. The practicum experience will be arranged working with the practicum advisor.

ILD 820 Jesuit and Ignatian Traditions (3)
Jesuit education in the 21st century stems from philosophical values rooted in the humanistic tradition of Renaissance culture. This course will explore the historical backdrop that sparked the formation of organized Jesuit schools, including focus on a unique style of social leadership that has sustained the Ignatian tradition for over four hundred and fifty years. To enhance learning, students will engage in critical self-reflection on personal values, attitudes, ethics, and moral development in relation to societal expectations and norms.

ILD 821 Quality and Accountability Issues (3)
This course introduces students to concepts of program quality and assessment that can be applied to organizations and encourages students to engage in becoming familiar with issues related to the assessment of quality. Students are encouraged to apply the concepts they learn about quality, accreditation, accountability and standards to their organization and experiences. Attention will be given to strategic alignment and the role of values and propositions along with a focus on the utilization of several systems for assessing quality with specific focus on the “Balanced Scorecard” and the Baldrige National Quality Program and the criteria for performance excellence.
ILD 822 Human Resources Leadership and Management (3)
This course examines the knowledge base of Human Resources Development (HRD) and the organizational setting in which HRD occurs. Topics include the design and development of education and training programs, how change occurs in organizations; how career development can optimize the match between individual and organizational goals and needs; how to improve the performance in organizations by analyzing performance opportunities; and designing employee training to address these opportunities. Students apply knowledge of personnel/Human Resource principles, practices, policies, and procedures to the identification and solution of case problems.

ILD 823 Leadership in a Global Society (3)
In the ever-shrinking world of the new millennium, leaders are frequently challenged to work with and develop international teams. Building on the Ignatian leadership paradigm, this course will facilitate the formation of leadership skills for a rapidly changing global landscape. International market forces and technological changes that influence the global workplace will be described. Students will also have the opportunity to develop and practice communication skills necessary for leaders in a diverse, multi-cultural workplace.

ILD 824 Social Justice and Faith-Based Traditions (3)
In the contemporary era the service of faith and the promotion of justice has become a staple thread of identity in Jesuit education. This course will illuminate the historical perspectives and theoretical foundations of social justice in relation to Ignatian and other faith based traditions. A conceptual framework that incorporates individual, corporate, and sociocultural aspects of privileged and disadvantaged situations will be explored. In particular, students will reflect on personal context in relation to social structures encountered on a global spectrum. A variety of social injustices will be discussed including social power, privilege, authority, environment, race, gender, and disability.

ILD 850 Quantitative Research Design and Methods (3)
The course will examine theory and practice in the design, conduct, analysis and interpretation of experimental, quasi-experimental, and descriptive methods for research and evaluation. Basic core concepts of statistics such as the computation and interpretation of measures of central position, variability and correlation; introduction to sampling, probability, and tests of significance will be reviewed. Methods of assessing credibility of published research will also be discussed.

ILD 851 Qualitative Research Design and Methods (3)
The course will examine theory and practice in the design, conduct, analysis and interpretation of the broad approaches to qualitative research methods used for social and behavioral research. Methods of application of concepts through both critique and planning one’s own research will be basic tenets in the course.

ILD 852 Mixed Methods Research (3)
This approach to research has an interdisciplinary appeal because increasingly diverse worldviews and complex issues and problems require a blending of qualitative and quantitative data. Hence, mixed method designs provide researchers, across research disciplines, with a rigorous approach to addressing multi-dimensional research questions. The purpose of this class is to provide an introduction to mixed methods research, to discuss the steps involved in designing and conducting this form of inquiry, and to focus on the types of mixed methods designs.

ILD 899 Dissertation Research (3-9)
The dissertation research project is applied research done through a process of inquiry focused on practical issues related to the student’s workplace. The dissertation addresses real world problems or issues in applied settings. The student workplace or practice setting is the laboratory for development of the dissertation. The dissertation provides the structure for examination of the student’s practice in a thoughtful and systematic way. The candidate may register for 6 to 9 hours applicable toward the degree. The dissertation proposal must be approved as part of the first three (3) credit hours of dissertation credit earned. Students will not be able to register for additional credit hours until the dissertation proposal has been approved. This course is repeatable up to a maximum of 9 hours.