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## **DOCTORAL Course Catalog**

*College of Business,  
College of Education and Health Services,  
College of Liberal Arts, College of Science and  
Moser College of Adult and Professional Studies*

As of 2/9/12

### **Doctorate in Values-Driven Leadership**

**DVDL 725 Leading Self I: Your Career Leadership Legacy.** This course has three primary objectives: (1) build strong working relationships among cohort members, (2) provide an initial introduction to leadership theory and practice, and (3) allow each cohort member to strengthen their leadership vision and capacity by identifying and leveraging their unique strengths as a leader. Students will be introduced to the field of leadership, complete a series of assessments and personal development activities to help clarify their leadership vision and strengthen their leadership capacity, and engage in activities to build cohesion on the cohort group. 4 quarter hours.

**DVDL 735 Leadership Theory, Research & Practice.** This course focuses on understanding the major theoretical streams in the leadership literature and practice. Emphasis will be placed on comparing and contrasting historical trends such as trait, behavioral, contingency, and charismatic theories of leadership and also exploring contemporary approaches such as transformational leadership, servant leadership, authentic leadership, positive leadership, and shared leadership. Practical application projects will allow students to develop and apply their personal leadership theory. 4 quarter hours.

**DVDL 745 Leading Teams.** Although most of us have been in various kinds of groups throughout our lives, we seldom take time to systematically observe and analyze how groups function and consider how they could be shaped and structured to function better. Yet observation and analysis are the first steps in understanding groups, shaping their dynamics, and ultimately improving their performance. In this course, you will have the opportunity to analyze your own group processes, while learning from and applying the best of the group process and development literature. 4 quarter hours.

**DVDL 755 Moral & Ethical Foundations of Leadership.** This course explores social, moral, and ethical philosophy as it relates to leadership in the corporate arena. Specific attention will be paid to comparing and contrasting theories on the purpose of business, human nature and relationships, ethical decision making, and the meaning of relational accountability on an organizational, societal, and global level. Students will relate these theoretical perspectives to their own purpose, values, and commitments as leaders, their approach to leading and enriching the lives of others, and the role they play in shaping the vision, mission, priorities, and strategies of their organizations. 4 quarter hours.

**DVDL 765 Leading & Developing Others.** This course provides an in-depth exploration of the theory and practice of leadership development. It focuses on three primary areas: (1) human development theory, particularly from the perspective of the new and emerging field of positive psychology and strength-based leadership, (2) theories of group dynamics and team leadership, and (3) the dynamics of executive coaching. Students will put theory into practice via application projects both in class and in their organizations. 4 quarter hours.

**DVDL 775 Leadership & Corporate Social Responsibility.** This course provides an overview of the origins, evolution, and leading thinking around the theory and practice of corporate social responsibility. Students will explore current trends, leading literature, theory, and case studies while participating in experiential exercises and interactive projects in order to gain practical insights into how society's increasing expectations are impacting the firm's social license to operate. The goal of this course is for students to better understand how business relates to society and the ways in which corporate social responsibility can be integrated into all facets of organizational life to drive the creation of shared value. 4 quarter hours.



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**DVDL 785 Leading Corporate Sustainability.** This course builds on Leadership & Corporate Social Responsibility and focuses specifically on turning sustainable business practices into competitive advantage. The program is designed to cover a range of issues on the topic of sustainability that are central to leaders in the 21st century, including how to maximize business and environmental objectives while managing complex stakeholder relationships and how to gain competitive advantage through environmentally sustainable practices such as product and process innovation and sustainable supply chain management. It also explores best practices across industries in the area of environmentally sustainable business and the leadership skills to enable action. 4 quarter hours.

**DVDL 795 Lecture Series Seminar I.** Through the leadership lecture series, we invite the world's top scholars to Benedictine to present to the broader Chicagoland community and interact personally with our Ph.D./D.B.A. students on leading-edge topics around leadership, sustainability and corporate responsibility. There will be two lecture series seminars per year, one in the fall and one in the spring. 2 quarter hours. *Course Repeatable. Maximum number of units allowed 4.*

**DVDL 825 Leading Self II: Your Life's Leadership Legacy.** This course is designed to enable students to move beyond their career legacy to their life's legacy. Students will be introduced to historical and theoretical trends in legacy leadership, complete a series of assessments and personal development activities to help clarify their life leadership vision and strengthen their leadership capacity, and design a project and process to embark on their legacy journey. 4 quarter hours.

**DVDL 835 Leading Change & Developing Organizations.** This course examines the theories and research regarding organizational culture, design, and change. Attention is devoted to understanding the structural and cultural leverage points that allow leaders to create highly-ethical, highly-reliable, high-performing organizations. Attention is also paid to the processes and dynamics of leading successful large-scale organizational change from a senior executive position. Case studies, simulations, and application projects are used to translate theory into practice. 4 quarter hours.

**DVDL 845 Strategic Leadership.** This course focuses on the role of senior leadership in developing and executing corporate strategy. It examines historical and contemporary approaches and the underlying theories that support them. It addresses governance, economic, political, legislative, organizational, and process issues that affect successful strategy formation and implementation. Particular emphasis is placed on the unique challenges and opportunities of developing socially responsible corporate strategy. 4 quarter hours.

**DVDL 855 Leading in the Global Economy.** This course explores the application of economic, legal, and political theory to the task of leadership in today's global context. Included are discussions of historical and current economic and political trends and their relationship to corporate strategy and leadership decision-making. Specific emphasis will be placed on the future of global business, approaches to successful economic development of organizations, risk assessment and management, issues relating to governmental regulations, and leading in cross-cultural settings. Case studies of successful and unsuccessful global leadership will be analyzed. 4 quarter hours.

**DVDL 865 Research Methods I: Scholar-Practitioner Strategies.** This is the first in a series of three research methods courses including: (1) scholar-practitioner strategies, (2) quantitative research methods, and (3) qualitative research methods. This course is designed to help students develop an initial familiarity with statistics and quantitative, qualitative, and mixed-methods approaches to research. Attention will also be given to understanding the unique requirements of applied and scholar-practitioner approaches to research and writing. 4 quarter hours.



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**DVDL 875 Research Methods II: Advanced Quantitative Methods.** A companion to Qualitative Research Methods, this course is designed to help students develop proficiency in quantitative analysis for interpreting social and organizational data. Includes experimental, quasi-experimental, and several multivariate designs as well as analysis of quantitative studies and an examination of the ethics involved in research. Appropriate statistical techniques are discussed, critiqued, and applied. 4 quarter hours.

**DVDL 876 Advanced Topics I (D.B.A.).** This course is offered to students in the D.B.A. track who elect not to take Research Methods II; specific focus TBD. 4 quarter hours.

**DVDL 885 Research Methods III: Advanced Qualitative Methods.** A companion to Quantitative Research Methods, this course is designed to develop proficiency in collecting, analyzing and reporting qualitative data, using a variety of qualitative tools. Included will be ethnography, narrative, case studies, grounded theory, and generative theory. Attention will be given to their history, traditions, conceptual bases, and applications. In addition, the course includes analysis of exemplar qualitative studies. 4 quarter hours.

**DVDL 886 Advanced Topics II (D.B.A.).** This course is offered to students in the D.B.A. track who elect not to take Research Methods III; specific focus TBD. 4 quarter hours.

**DVDL 895 Lecture Series Seminar II.** The leadership lecture series builds on a concept that has been successfully implemented in our O.D. programs for over 40 years - inviting the world's top scholars to Benedictine University to present to the broader Chicagoland community and interact personally with our Ph.D./D.B.A. students. There will be two lecture series seminars, one in the fall term and one in the spring term. 2 quarter hours. *Course Repeatable. Maximum number of units allowed 4.*

**DVDL 896 Global Exchange/International Trip.** Students and faculty travel to different parts of the world to engage in high-quality learning exchanges with top scholars and executives from other countries and cultures. 8 quarter hours.

**DVDL 898 Dissertation.** Students in the Ph.D. track earn their degree by completing a scholarly dissertation based on original research, while students in the D.B.A. track earn their degree by completing an applied dissertation based on the implementation analysis of an application project. While the program is a three-year initiative, the dissertation is designed to be integrated throughout all years of study. Students are encouraged to begin reviewing dissertation possibilities upon acceptance into the program and to continue to explore and develop dissertation topics throughout their coursework. Students are encouraged to select topics consistent with the major research themes within the program. During the first and second years of the program, it is expected that students present papers at local or regional professional meetings as part of the learning and feedback process. In the final year of the program, during completion of the dissertation, students are expected to present their work at national meetings and submit papers for publication. 12 quarter hours. *Course Repeatable. Maximum number of units allowed 24.*

### **Higher Education and Organizational Change**

**HEO 700 Higher Education in the United States.** Explores the history and scope of higher education in the United States. Surveys philosophical bases; types of mission, organizational structure and governance [not-for-profit and for-profit]; characteristics of faculty, students, and curricula; regulatory role of government and accrediting agencies. 4.5 quarter hours.



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**HEO 710 Quantitative and Qualitative Methods in Educational Research.** Introduces methods for conducting inquiry. Provides an overview of sampling and research design strategies, instrumentation, data collection techniques, and analysis performed with commonly used statistical software packages. Reviews use of organizational and social science theory to analyze postsecondary education. 4.5 quarter hours.

**HEO 720 Dissertation Research Seminar I.** Introduction to dissertation Planning, including selection of dissertation topic, review of literature, assessment of institutional culture, and identification of a methodology employing clear measurables and the use of valid quantitative or qualitative instruments. Review of APA citation and bibliographic standards. Winter. 4.5 quarter hours. Typically offered Winter Term.

**HEO 730 Student Development and Services.** Analyzes effective program components for enhancing student learning and student growth and development outside the classroom, including residence life, counseling, health, student government, athletics, community involvement, and values education. 4.5 quarter hours.

**HEO 740 Cultural Assessment and Cultural Change.** Reviews enrollment management strategies to maximize tuition revenue, with a focus on recruitment, retention, marketing, pricing philosophy and strategies, and student aid policy. Analyzes impact of demographic change on the student recruitment pool, with special attention to minority populations. 4.5 quarter hours.

**HEO 750 Advancement Strategies in Higher Education.** Analyzes current trends in private giving by corporations, foundations, individual donors and alumni. Reviews strategies for obtaining gift support to sustain current operations and capital growth. Emphasis on the development of case statements, grant writing, and solicitation methods. 4.5 quarter hours.

**HEO 760 Human Resource Management.** Reviews policies and practices related to employee relations, compensation and benefits, performance management, employee communications, supervisory and management training, organizational design and effectiveness, and career transition services. Strategies for career advancement in higher education administration. 4.5 quarter hours.

**HEO 770 Patterns of Public Funding for Higher Education.** Analyzes current trends in local, state, and federal funding of the not-for-profit and for-profit sectors of Higher Education. Reviews role of interest groups and political strategies for winning public funding, with special attention to developing case statements and implementing political advocacy campaigns. Fall. 4.5 quarter hours. Typically offered Fall Term.

**HEO 800 Modes of Pedagogy.** Designed to prepare administrators in the field of conflict mediation, including labor relations. Provides opportunities to analyze case studies, critique basic assumptions of conflict theories and role-play appropriate behavior in conflict scenarios. Topics include analyzing background information, preparing a mediation plan, conducting mediation sessions and caucuses, resolving impasses, and documenting agreements. 4.5 quarter hours.

**HEO 810 Financial Management in Higher Education.** Provides administrative generalists with a basic understanding of financial structure, accounting issues, auditing procedures, financial analysis, cash management, capital structure, long-term debt, investment of institutional assets, and risk management in both private and public institutions. Winter. 4.5 quarter hours. Typically offered Winter Term.

**HEO 820 Business Process Design.** An introduction to the key role of institutional research and data systems in supporting student services, human resources and other administrative and educational functions in contemporary higher education institutions. An opportunity to look at the business processes that underlie university administration. 4.5 quarter hours.



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**HEO 830 Dissertation Research Seminar II.** Working with advisor and faculty in an intense seminar setting, students will develop a formal dissertation proposal to define and test an intervention to achieve a best practice result. The proposal will incorporate a literature review; a method for assessing the institutional culture in which the intervention will take place, and a quantitative methodology to capture and analyze the results. Draft proposals will be submitted to faculty and peers for discussion and revision. Final proposals will be submitted to doctoral committee for approval, following which students will be admitted to candidacy status. Spring. 4.5 quarter hours. Typically offered Spring Term.

**HEO 840 Principles and Practices of Budgeting.** Introduces strategies for effective administration of operating and capital budgets, with special attention to revenue-generating profit centers and cost-containment opportunities. Summer. 4.5 quarter hours. Typically offered Summer Term.

**HEO 850 Conflict Resolution and Mediation.** 4.5 quarter hours.

**HEO 860 Enrollment Management.** Review of enrollment management strategies to maximize tuition revenue, with a focus on recruitment, retention, marketing, pricing philosophy and strategies, and student aid policy. Analyzes impact of demographic change on the student recruitment pool, with special attention to minority populations. Fall. 4.5 quarter hours. Typically offered Fall Term.

**HEO 870 Career Management in Higher Education.** Introduces strategies for promoting career growth in an era of changing skills requirements. Focus will be on setting career goals, packaging talents to the hiring market, and using networks of professional peers to identify and pursue new job opportunities. Fall. 4.5 quarter hours. Typically offered Fall Term.

**HEO 891 Dissertation I.** Working with the advisor and HEOC staff, students will complete research based on the formal dissertation proposal. 9 quarter hours.

**HEO 892 Dissertation II.** Working with the advisor and HEOC staff, students will complete analysis of the intervention. 9 quarter hours.

**HEO 893 Dissertation III.** Working with the advisor, students will complete writing of the doctoral dissertation reporting on the results of the intervention. 9 quarter hours.

**HEO 894 Results.** Students present and defend the completed dissertation before the class and the doctoral committee to satisfy the requirement of a final oral comprehensive examination. 9 quarter hours.

**HEOC 700 Higher Education in the United States.** Explores the history and scope of higher education in the United States. Surveys philosophical bases; types of mission, organizational structure and governance [not-for-profit and for-profit]; characteristics of faculty, students, and curricula; regulatory role of government and accrediting agencies. 3 semester hours.

**HEOC 705 Issues in Higher Education.** Students will review major issues and events influencing the history and development of US education. Considerations include its purposes, variety, curriculum, diversity of students and personnel, governance, oversight, funding, and quality. Particular attention will be directed to current and emerging issues, including global and on-line developments, which students will analyze and address in the contexts of policy and practice. 3 semester hours.





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**HEOC 710 Quantitative and Qualitative Methods in Educational Research.** Introduces methods for conducting inquiry. Provides an overview of sampling and research design strategies, instrumentation, data collection techniques, and analysis performed with commonly used statistical software packages. Reviews use of organizational and social science theory to analyze postsecondary education. 3 semester hours.

**HEOC 715 Research Methods.** Students will learn quantitative and qualitative methods for conducting meaningful educational enquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods. They will review the use of organizational and social science theory to analyze postsecondary education. 3 semester hours.

**HEOC 720 Patterns of Public Funding for Higher Education.** Analyzes current trends in local, state, and federal funding of the not-for-profit and for-profit sectors of higher education. Reviews role of interest groups and political strategies for winning public funding, with special attention to developing case statements and implementing political advocacy campaigns. 3 semester hours.

**HEOC 725 Policy, Politics and the Law.** Students will study aspects of education law and legal issues particularly pertinent to leadership. They will explore the design, intent, development, function and effect of policy within educational institutions. They will gain appreciation of the roles of political forces, political and governance organizations and other entities involved in policy development. 3 semester hours.

**HEOC 730 Advancement Strategies in Higher Education.** Analyzes current trends in private giving by corporations, foundations, individual donors and alumni. Reviews strategies for obtaining gift support to sustain current operations and capital growth. Emphasis on the development of case statements, grant writing, and solicitation methods. 3 semester hours.

**HEOC 735 Organizational Development, Change and Innovation.** Students will gain an understanding of organizational culture and explore the impact of leadership on the change process. They will explore group evolution, and the transmission and management of cultural change especially in times of increasing diversity. Students will be introduced to frameworks, techniques, and perspectives that expand current beliefs and assumptions about ways to transform practice through a strategically planned process. 3 semester hours.

**HEOC 740 Enrollment Management.** Reviews enrollment management strategies to maximize tuition revenue, with a focus on recruitment, retention, marketing, pricing philosophy and strategies, and student aid policy. Analyzes impact of demographic change on the student recruitment pool, with special attention to minority populations. 3 semester hours.

**HEOC 745 Institutional Planning and Accountability.** Students will be introduced to accreditation, assessment, institutional effectiveness and self-study issues and processes. Students will explore some of the challenges related to assessing institutions, academic programs and non-academic programs and support services. They will examine various state, regional, national and international recognition and accreditation systems and discuss their effectiveness relative to overall improvement and accountability. 3 semester hours. Typically offered Fall, Winter, Spring, & Summer.

**HEOC 750 Advancement Strategies in Higher Education.** Analyzes current trends in private giving by corporations, foundations, individual donors and alumni. Reviews strategies for obtaining gift support to sustain current operations and capital growth. Emphasis on the development of case statements, grant writing, and solicitation methods. 3 semester hours.



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**HEOC 755 Qualitative Research Methods.** Students will study qualitative research design appropriate to doctoral research. Topics include theory and applications with practice in selected qualitative methods, benefits, limitations and use of qualitative design, selection of a design appropriate to the study and procedures for applying the methodology. Each term. 3 semester hours. Typically offered Fall, Winter, Spring, & Summer.

**HEOC 758 Dissertation Seminar 2: Dissertation Research.** Students will focus on internship and dissertation planning. They will explore and propose internship opportunities and outcomes. They will develop focus statements for their dissertations, with a draft of possible outcomes, plan for dissertation committee members, identify possible research designs, and develop plans for the literature review. 3 semester hours. Typically offered Fall, Winter, Spring, & Summer.

**HEOC 760 Student Development and Services.** Analyzes effective program components for enhancing student learning and student growth and development outside the classroom, including residence life, counseling, health, student government, athletics, community involvement, and values education. 3 semester hours.

**HEOC 765 Organizational Strategy and Student Services.** The student body results from both organizational strategy and social forces. Attracting, admitting, retaining, developing, graduating and tracing its particular students are essential responsibilities of a college. Studies include theories, practices and assessments of student services, especially practices that align services for students with the mission of the college, promote student success and engage them in community. Students will recognize the range and complexity of the organization and delivery of such services, and study best practices that promote institutional mission 3 semester hours.

**HEOC 770 Organizational Culture and Change Management.** Provides an overview of various cultural patterns possible in an institution. Explores the opportunities and impediments to managing change in various institutional milieus. Special focus on the unique aspects of university cultures. 3 semester hours.

**HEOC 775 Emerging Technologies.** Technology affects every phase of education, from learning and communicating to MIS, automated procedures and green controls. Students will consider the impact of technology relative to enhancing student learning and engagement and will be introduced to major academic and administrative functions. They will explore commercial and creative applications and their potential. Cost, outsourcing and infrastructure issues are included. 3 semester hours.

**HEOC 780 Dissertation Research Seminar I.** Provides an overview of factors relating to the selection of the dissertation topic. Students will identify an area of management requiring a significant intervention to facilitate change. A comprehensive literature review of best practices in the area to be investigated will be completed, as well as an assessment of the institutional culture in which the intervention will take place. Working with the advisor, this course will be developed into the first chapter of the dissertation, and successful completion of the course is required before enrollment in second year of the Ed.D. program. 3 semester hours.

**HEOC 800 Conflict Resolution and Mediation.** Designed to prepare administrators in the field of conflict mediation, including labor relations. Provides opportunities to analyze case studies, critique basic assumptions of conflict theories and role-play appropriate behavior in conflict scenarios. Topics include analyzing background information, preparing a mediation plan, conducting mediation sessions and caucuses, resolving impasses, and documenting agreements. 3 semester hours.



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**HEOC 803 Dissertation Seminar: Dissertation Research.** Students will focus on internship and dissertation planning. They will explore and propose internship opportunities and outcomes. They will develop focus statements for their dissertations, with a draft of possible outcomes, plan for dissertation committee members, identify possible research designs, and develop plans for the literature review. 3 semester hours. Typically offered Annually.

**HEOC 805 Curriculum Planning and Evaluation.** Students will be introduced to processes for planning, implementing and evaluating curriculum in higher education institutions, including the particular needs of community colleges. They will examine the social, philosophical and historical roots of curriculum planning and development in higher education and explore assessment and evaluation practices that ensure program quality. 3 semester hours.

**HEOC 810 Principles and Practices of Budgeting.** Introduces strategies for effective administration of operating and capital budgets, with special attention to revenue-generating profit centers and cost-containment opportunities. 3 semester hours.

**HEOC 815 Teaching and Learning.** Students will gain a perspective on the impact of the Scholarship of Teaching and Learning in post-secondary education. They will be introduced to current research in higher education in the areas of instructional methodologies and will gain an understanding of teaching and learning as a field of study. Students will become familiar with leading researchers and their work and will explore best practices that reflect the norms, tools and conventions that have remained current within this area of inquiry. 3 semester hours.

**HEOC 820 Institutional Data Systems.** An introduction to the key role of institutional research and data systems in supporting student services, human resources and other administrative and educational functions in contemporary higher education institutions. An opportunity to look at the business processes that underlie university administration. 3 semester hours.

**HEOC 825 Quantitative Research and Mixed Designs.** Students will develop an understanding of quantitative and mixed research designs for doctoral work. Topics include quantitative and mixed design theory, applications and benefits, selection of a design appropriate to the study, and procedures for applying the methodologies. Students will be introduced to a statistical package. 3 semester hours. Typically offered Fall, Winter, Spring, & Summer.

**HEOC 828 Dissertation Seminar: Management for Change.** Students will study the loci and management of power and influence in the academy. Including strategies for negotiation and managing agendas successfully. They will practice skills in board, employee and administration relations and in conflict prevention and resolution. Emphasis on strategies for change management, including communication, and an appreciation of the many resources available for resolution. 3 semester hours. Typically offered Fall, Winter, Spring, & Summer.

**HEOC 830 Human Resource Management II.** Reviews current literature on leadership theory and practice. Explores new paradigms for leadership in promoting change, with emphasis on the role of cultivating group skills, understanding social institutions, shaping a common vision, and risk taking. Introduction to the role of appreciative inquiry and accreditation as strategies for organizational change. 3 semester hours.

**HEOC 835 Financial Management and Budgets.** Students will study the structure of college budgets and accounting and audit issues for annual budgets; the course requires investigation of financial analysis, capital management, investments and risk analysis with the purpose of developing skills necessary for sustaining institutional quality and growth. 3 semester hours. Typically offered Fall, Winter, Spring, & Summer.





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**HEOC 840 Financial Management in Higher Education.** Explores the role of communications strategies in enhancing a college's mission and its bottom line. Taught by dedicated academics and top practitioners, this program investigates strategies for dealing with various stakeholders, including governing boards, faculty and staff, students, alumni, legislators, foundations, media, the financial community, and other segments of the public. 3 semester hours.

**HEOC 845 Budgets and Resource Development.** Introduced to educational budgets, including operating, restricted, capital and reserve accounts, students will learn how to manage revenue and expenditure to achieve goals and create budget flexibility. Strategies for cost-containment, reduction and reallocation will be studied, along with those for profit centers and alternative resource development, including philanthropy, grants and contracts. Enrollment and tuition management strategies are included. 3 semester hours. Typically offered Fall, Winter, Spring, & Summer.

**HEOC 850 Modes of Pedagogy.** 3 semester hours.

**HEOC 855 Personnel, Performance and Accountability.** Students will study practices in human resource management with a focus on how to attract and retain talent, develop and work through teams, and require optimum performance in both organized and right to work environments. Basic topics include hiring and orientation, performance evaluation including tenure reviews, discipline, and separation. Special topics will include communications, faculty and staff development, incident management, wellness, diversity and succession planning. 3 semester hours.

**HEOC 860 Dissertation Research Seminar II.** Reviews factors to be considered in choosing methodology for an Ed.D. dissertation. Working with the advisor and faculty in an intense seminar setting, students will identify a methodology for undertaking the intervention chosen for the dissertation project. Emphasis will be placed on the use of clear measurables and valid quantitative or qualitative instruments. Working with the advisor, this course will be developed into the second chapter of the dissertation. 6 semester hours.

**HEOC 865 Management of Change.** Students will study the loci and management of power and influence in the academy, including strategies for negotiating and managing agendas successfully. They will develop skills in board, labor and administrative relations, and in conflict prevention and resolution. Emphasis is placed on strategies for change management, including communication, and on appreciation of the many resources available for resolution. 3 semester hours.

**HEOC 870 Career Management in Higher Education.** Introduces strategies for promoting career growth in an era of changing skills requirements. Focus will be on setting career goals, packaging talents to the hiring market, and using networks of professional peers to identify and pursue new job opportunities. Fall. 3 semester hours. Typically offered Fall Term.

**HEOC 875 Dissertation Seminar III: Leadership for Solutions.** Successful completion of this course is required before enrollment in the third year of the Ed.D. program.

1 Working with faculty advisors, students will prepare and present draft dissertation proposals to faculty and peers for discussion and revision. Final proposals will be submitted to the doctoral committee for approval, following which students will be advanced to candidacy status.

2 Through case studies and group work, students will examine how leaders encourage and create solutions, execute action, and operate ethically. Strategies for managing media communications will be included. 3 semester hours.



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**HEOC 880 Guided Study: Dissertation Research II.** Working with the advisor, the student will identify a methodology for conducting the intervention chosen for the dissertation topic. Emphasis will be placed on the use of clear measurables and valid qualitative or quantitative instruments. Students will then develop a formal dissertation proposal incorporating a definition of the intervention to be investigated, a literature review, and the proposed methodology. Following approval by the doctoral committee, the student will be admitted to candidacy status. Successful completion of course required before enrollment in the third year of the Ed.D. program. 3 semester hours.

**HEOC 885 Internship.** The internship may be completed at any time after the first year of the program. The internship is competency based, not time bound.

The Internship consists of two requirements:

1 Each candidate will identify, propose and complete an internship in which he/she will apply material and knowledge pertinent to current study and future professional plans.

The student will submit an internship plan for approval. The plan will identify the placement, mentor and objectives. Assessment of the internship will include a report, self assessment, mentor assessment and faculty assessment of the experience, materials developed and gains in learning. Details are available in the Ed.D. Internship Handbook.

2 Each student will also complete the following:

A certificate or a training course in any one of the following skills. The student will make arrangements independently, with guidance from the University and with final University approval. All courses of study are available on-line. In some cases additional fees may apply. Incident Management, Quality management, Ethics,

Academic assessment

Attendance at one American Council of Education (ACE) national conference.

(ACE is considered the premier professional organization in higher education. ACE is comprised of academic leaders poised to affect change and respond to current trends impacting higher education. This body keeps its members apprised of critical information and provides a forum for discussing these major issues. ACE provides leadership and serves as the voice of its members relative to public policy matters in Washington, DC and across the nation.)

Participation in at least two major lectures scheduled by Benedictine University. 6 semester hours.

**HEOC 891 Dissertation.** The student will complete research and analysis of the intervention chosen as the topic for research and will complete writing of the doctoral dissertation reporting on the results of the intervention. 15 semester hours.

**HEOC 892 Results.** Student presents and defends the completed dissertation before the class and the doctoral committee to satisfy the requirement of a final oral comprehensive examination. 3 semester hours.

**HEOC 895 Dissertation.** Students will successfully complete their dissertations under the direction of dissertation advisors. Each student is expected to complete a rigorous and robust study of a current trend, issue, organizational or educational intervention, or educational inquiry that results in a professional body of knowledge that can be applied in the field of higher education. The student's research and writing will be reviewed on an on-going basis by the advisor. 6 semester hours.

## **Organization Development**



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**PHDOD 731 Environmental Trends - Global.** This course reviews major global environmental trends including economic, demographic, political, legislative as well as other global trends influencing organizational effectiveness. The course focuses on the identification of major global problems and the role of organization development. 4 quarter hours.

**PHDOD 732 Environmental Trends - Evolution.** This course reviews current major environmental trends including economic, population demographic, political, and organizational as well as other work environment factors shaping the current and projected future. The course focuses on the role and potential contribution of the field and practice of organization development. 4 quarter hours.

**PHDOD 734 Organization Strategy.** This course integrates O.D. into the concept of organizational strategy. The focus on the role of O.D. in the development and implementation of organization strategy. The course reviews traditional management strategy concepts and approaches along with O.D. approaches including Integrated Strategic Management (ISM), Open Systems, Planning and Transorganizational Development. 4 quarter hours.

**PHDOD 735 Philosophy of Science.** This course is devoted to understanding the construction, development, and refinement of knowledge in the social organizational sciences. It seeks to help students strengthen conceptual skills in advancing knowledge in the social sciences, to navigate through the process of structured inquiry, to understand the different goals of scientific inquiry (understanding, explanation, generativity, and prediction). 6 quarter hours.

**PHDOD 736 Organization Research and Theory.** This Organization Theory (OT) seminar is a doctoral level introduction to some key perspectives (both traditional and contemporary) in organization theory and research. Organization Theory is closely intertwined with Organization Development in the sense that it provides the theoretical fodder for the practice of change. The aim of the course is to examine a number of perspectives in OT, consider the strengths and weaknesses of each, and to look at the comparative ability of these models to explain a variety of organizational phenomena and examine their implications for practice. 6 quarter hours.

**PHDOD 791 Lecture Series (Contemporary Trends in Change Management).** This series brings to campus top national academicians and consultants to address state-of-the-art issues in Organizational Behavior, Organization development and Human Resources Management. 2 quarter hours. *Course Repeatable. Maximum number of units allowed 99.*

**PHDOD 812 Qualitative Methods.** This course explores the philosophical roots of qualitative research such as phenomenology, hermeneutics, deconstructionism and postmodernism. Emphasizes grounded theory, participant observation and case study. 4 quarter hours.

**PHDOD 813 Quantitative Methods.** This course emphasizes the understanding of the connection between research design, measurement, data reduction and analysis. Focuses on the evolution of a quantitative study from research questions, hypotheses and conceptual understanding to variable operationalization, data collection, data reduction and the resulting data files used in statistical analysis. 4 quarter hours.

**PHDOD 880 Group Process.** This course uses group experience to help students become more aware of how their actions affect and are affected by others. Studies major concepts in group and interpersonal relations, including perceptions, leadership, trust, and power dynamics. 4 quarter hours.



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## **DOCTORAL Course Catalog**

**College of Business,  
College of Education and Health Services,  
College of Liberal Arts, College of Science and  
Moser College of Adult and Professional Studies**

As of 2/9/12

**PHDOD 881 Organizational Change and Design.** This course focuses on organization change, with a particular emphasis on social constructionism and the emerging area of positive approaches to change. Revisits the social constructionist paradigm and compares/contrasts it with the social cognitivist view. Reviews practical implications for organization change of both the constructionist and cognitive perspectives. 4 quarter hours.

**PHDOD 884 Organization Consultation.** This course is an overview of organizational consultation tools and methods. Emphasizes assessment, diagnosis, style, techniques, strategies, approaches, knowledge base and power. 4 quarter hours.

**PHDOD 891 Advanced Topics.** Advanced Topics Seminar: These seminars are advanced courses which faculty offer independently or in collaboration with a visiting scholar depending on contemporary research/theory interests. Content topics and convening faculty may change from cohort to cohort. These advanced seminar topics may involve new theoretical frameworks, methodological innovations, and/or intervention activities. Previous seminars have included topics such as International Organization Development and Advanced Socio-Technical Systems Theory. 4-12 quarter hours. *Course Repeatable. Maximum number of units allowed 99.*

**PHDOD 899 Dissertation.** Completion of Research, Chapter Writing, and Dissertation Completion. 10 quarter hours. *Course Repeatable. Maximum number of units allowed 99.*