

Organizational Learning and Leadership

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INTRODUCTION

The Doctor of Philosophy in Organizational Learning and Leadership is an interdisciplinary program devoted to theory and research in the areas of leadership and organizational studies. As such, the program prepares students to identify, analyze, and affect myriad issues underlying organizational processes and the dynamics of leadership. Program participants are provided with the conceptual and analytic means necessary to work effectively in a diverse range of social organizations spanning the corporate, non-profit, entrepreneurial, education, higher education, health care, religious and civic communities.

The Ph.D. is an academically rigorous program designed to accommodate the schedules of full-time working professionals. Courses are held on nights and weekends, with students progressing as a cohort through a prescribed sequence of courses that includes summer instruction. The program utilizes a combination of classroom seminar, a minimum number of hybrid courses, and the possibility of independent study to integrate intellectual content with students' professional experiences and individual aspirations. Students and faculty share responsibility for providing contributions that enhance the quality of the learning environment for everyone.

Curricular requirements for the Organizational Learning and Leadership Program includes three components: 1) Multidisciplinary Theory and Research Core, 2) Individualized Foundations and 3) Doctoral Dissertation. The Multidisciplinary Theory and Research Core (42 credits) consists of coursework covering theory, research and practice pertaining to leadership and organizational studies supported by a sequence of courses devoted to social research methods and statistics. The Individualized Foundations (18 credits) component is a combination of transfer credits, elective courses and/or independent study germane to leadership, learning, and social organizations that is tailored to a student's professional orientation and aspirations. The Doctoral Dissertation (6 credits) consists of a supervised research project carried out under a faculty advisor after completing core degree requirements. .

Course work contained in the Multidisciplinary Theory and Research Core is typically completed over a three year period of continuous enrollment, taking two courses in each of the Fall and Spring semesters and either one or two courses during the summer (see typical course sequence outlined below). Core courses must be completed before commencing Doctoral Dissertation credits. Courses satisfying the Individualized Foundations may be completed prior to, or concurrent with, other required coursework, as outlined in each student's Individualized Curriculum Plan. A student's Individualized Curriculum Plan (ICP) is developed within the first year of admission, in consultation with the Program Director, to provide a roadmap for completing the OLL degree program tailored to a student's professional aspirations and personal circumstances. The ICP provides a basis for ongoing communication about a student's evolving professional identity, personal circumstances, and progress toward achieving aspirational goals. Modifications to the ICP may be made as necessary throughout a student's course of study in consultation with the Program Director.

DEGREE OFFERED

The Organizational Learning and Leadership program offers a Doctor of Philosophy Degree (Ph.D.) The doctor of philosophy (Ph.D.) degree is the most advanced graduate degree offered at Gannon University or any other post-secondary institution. It combines a broad examination of theory and research with mastery of the tools to create new knowledge, engendering competence for application and practice in a wide variety of academic and professional roles and settings. The Ph.D. is the highest educational achievement one can aspire to attain, and represents the most meaningful, versatile, rewarding - and valuable - investment individuals can make in their own educational, personal and professional advancement.

PHILOSOPHY

The Doctor of Philosophy in Organizational Learning and Leadership is an interdisciplinary program devoted to the academic exploration of theory, research and practice pertaining to social organizations and leadership. The program is designed to prepare

graduates who can effectively analyze organizational and leadership processes, conduct research, address challenges and enhance effectiveness in formal and informal organizations, while contributing to scholarship in leadership and organizational studies

Among the goals embraced by the graduate programs of Gannon University is the preparation of students for leadership, scholarship, and service in contexts of an increasingly global environment. These goals provide foundation for the objectives of this program which address the need for academically prepared individuals, serving in multiple capacities as members or leaders of organizations, to negotiate persistent challenges and continuous change. Every student in the Organizational Learning and Leadership Program is challenged to acquire capacity for effecting adaptive change and developing leadership capacity within themselves and the organizations in which they participate.

OBJECTIVES

- Develop the knowledge and analytic capacity to lead an organization in adapting, evolving, and learning in an ever-changing environment. (*leadership*)
- Provide students with a breadth of knowledge to facilitate examination of issues and opportunities from diverse systemic and social psychological perspectives. (*analytic perspective*)
- Develop capacity to identify creative, innovative responses to issues and opportunities in professional and organizational settings. (*innovation/change*)
- Facilitate development of advanced analytic and problem solving capacities grounded in sound research. (*research and analysis*)

TECHNOLOGY

Students will be taught primarily in traditional classroom settings supported by the ANGEL Course Management System. Experiential and project-based learning activities are integrated throughout the curriculum. Some courses include an element of independent study involving the integration or application of material learned in the classroom or under individual faculty consultation. Coursework in quantitative analysis includes instruction in the use of SPSS and Stata statistical software.

ADMISSIONS REQUIREMENTS

Applicants must hold a master's or other post-baccalaureate professional graduate level degree from a regionally-accredited institution of higher education. Applicants should have a minimum graduate GPA of 3.5 on a 4.0 scale, and at least two years of post-baccalaureate work experience. Admission is based on a review of a total profile with careful attention paid to the fit between the needs and aspirations of the student, and the learning objectives of the program.

Each applicant must submit the following information:

- A completed application providing demographic, employment, and academic information
- Copies of the Graduate Record Exam taken within the past three years reflecting quantitative, verbal, and analytical writing scores
- Three letters of recommendation conforming to the format provided in the application package
- Transcripts of all previous college work
- A resume delineating the scope, responsibilities, and functions of all positions held within the past five years
- A Statement of Purpose (limited to 500 words) that summarizes the perceived value of the OLL doctoral program - for the applicant's personal and professional growth.

Applicants for whom English is not their first language may be required to submit scores from the Test of English as a Foreign Language and Test of Written English along with a financial declaration and supporting documentation.

Students are encouraged to contact the Program Director early in the application process to discuss alignment of educational aspirations with programmatic goals and to address any questions regarding admissions requirements.

DISSERTATION

The doctoral dissertation is the capstone element - of the Ph.D. The doctoral dissertation is an original piece of research, conducted under the supervision of a faculty advisor, on a topic of intellectual interest to the student that offers a meaningful contribution to the existing literature. Work on the dissertation begins following completion of all coursework in the Multidisciplinary Theory and

Research Core. The Core course sequence is designed to prepare students for working with a faculty advisor to identify and articulate a coherent research proposal. Each student will select a member of the OLL faculty to serve as their dissertation advisor and chair of their Dissertation Committee. This faculty member will serve as co-investigator on their dissertation research, providing guidance in the development of a viable research question, an effective plan of inquiry and analysis, thorough articulation of findings, and appropriate interpretation of results. Both the research proposal and final dissertation must be defended before a three member committee of qualified faculty selected in consultation with the faculty advisor, and carried out in compliance with international standards, governed by the Institutional Review Board, concerning the ethical treatment of research participants. Dissertations are to be carried out in conformity with the most recent version of the *Dissertation Guidelines for Doctoral Candidates* and *Style and Form Manual* maintained and disseminated by the Program Director. While working on the dissertation, students are required to resigister for at least one (1) GOLL 899 Dissertation credit each semester until the dissertation is completed (see Continuous Enrollment Policy below).

STATUTE OF LIMITATIONS

Gannon University's policy for doctoral level study is that all students must complete their coursework and dissertation within seven (7) years of matriculation in a program. Students enrolled in the Organizational Learning and Leadership Program will be expected to meet this requirement following commencement of coursework in the multidisciplinary theory and research core. (i.e., when cohort coursework begins).

CONTINUOUS ENROLLMENT POLICY

A student admitted to the doctoral program must register each fall and spring semester for a minimum of 3 graduate credits from original matriculation until the completion of all course requirements. When these requirements are met, doctoral students must register for a minimum of 1 credit each semester until final copies of the dissertation are submitted and approved by the Program Director. Students receiving funding such as assistantships, fellowships, loans, grants, scholarships or traineeships or needing to maintain appropriate visa status may be required to register for more than 1 credit to meet full-time status requirements. These students should check with their program advisor regarding such requirements to ensure that they remain qualified for funding and/or in good standing. Doctoral students do not have to register for graduate credits during summer sessions unless they plan to make use of University facilities or faculty time. If they plan to utilize facilities or faculty time they must enroll for 1 graduate credit. If degree requirements are completed during the summer term, the student must be registered for a minimum of 1 graduate credit during that term.

Unless excused by an official Leave of Absence (which in no case may exceed one year throughout the student's degree program), all doctoral students are subject to the Continuous Enrollment Policy and must pay tuition and fees in order to remain in the program. If the student fails to obtain a Leave of Absence or maintain continuous enrollment, he or she will be required to apply for re-admission, to pay the Graduate College application fee, and pay all overdue tuition and fees, including cumulative late penalties. No tuition or registration waivers will be applied retroactively. In accordance with university policy, students may not utilize a Leave of Absence to pursue courses in another graduate program at Gannon University.

TRANSFER CREDITS

Students who have graduate credits beyond 30 for their Master's or Professional degree are eligible to transfer up to 15 credits from another college/university. Credits for transfer must meet the requirements for the Individualized Foundations portion of the doctoral program. No credits may be transferred for the Core or Dissertation portions of the program. Approval of all transfer credits is at the discretion of the Program Director.

ACADEMIC STANDARDS

All students in the OLL-Ph.D. program are required to demonstrate good progress toward degree completion, both in their individual assigned coursework and summative performance scores. Respecting performance criteria in individual courses, the faculty instructor of record establishes standards for assessing student performance and monitoring progress toward mastery of curricular content throughout the semester, Summative performance scores awarded by faculty are based on criteria established in each course syllabus. Quality points based on these scores, awarded in accordance with university policy, determine overall grade point average.

In addition to university guidelines governing Graduate Student Academic Action, the following standards are established for students in the OLL-Ph.D. program, respecting cumulative performance in the doctoral program:

- Students earning a score of C+ or lower in any pre-requisite course may be required to repeat the course prior to registering for subsequent courses that build upon that knowledge base.
- Irrespective of overall GPA, students accumulating two or more C+ scores on their core doctoral course work may be dismissed from the program.
- Courses in the doctoral core may only be repeated once in an attempt to raise a score of C+ or lower.

Permission to waive requirements for Academic Performance Standards respecting pre-requisite courses must be obtained from both the Program Director and the faculty of record for any subsequent courses. Doctoral students whose cumulative performance falls below these standards will be dismissed from the program.

THE CURRICULUM

I. Multidisciplinary Theory & Research Core. (42 credits)

Courses in the Multidisciplinary Theory and Research Core are taken in a prescribed order determined by the Program Director for each cohort. Students unable to maintain pace with their cohort due to either academic or personal factors must meet with the Program Director to amend their Individualized Curriculum Plan (ICP) to reflect and an alternate course sequence for fulfilling Core requirements that satisfies established pre-requisites. Students unable to maintain a two-course per semester pace may also approach the Program Director to work out an alternate course sequence for fulfilling Core requirements. Under no circumstances will an amended course sequence extend the 7 year statute of limitations governing the completion of graduate degrees at Gannon University.

- **Multidisciplinary Theory Core** (27 credits)
 - GOLL 801 Advanced Organizational Theory (3 credits)
 - GOLL 802 Advanced Leadership Theory (3 credits)
 - GOLL 811 Psychosocial Dimensions of Leadership (3 credits)
 - GOLL 812 Organizational Analysis: Structure and Design (3 credits)
 - GOLL 813 Case Analysis of a Learning Group (3 credits)
 - GOLL 814 Leading Organizational Culture and Change (3 credits)
 - GOLL 815 Quality Management and the Learning Organization (3 credits)
 - GOLL 816 Developing Leadership Capacity (3 credits)
 - GOLL 817 Global Perspectives on Learning and Leadership (3 credits)
- **Research Core** (15 credits)
 - GOLL 818 Doctoral Statistics I (3 credits)
 - GOLL 819 Doctoral Statistics II (3 credits)
 - GOLL 821 Research Methods I (2 credits)
 - GOLL 822 Research Methods II (2 credits)
 - GOLL 823 Research Methods III (2 credits)
 - GOLL 896 Dissertation Seminar I (1 credit)
 - GOLL 897 Dissertation Seminar II (1 credit)
 - GOLL 898 Dissertation Seminar III (1 credit)

II. Individualized Foundations: Learning, Leadership, and Cognates. (18 credits)*

Requirements for the Individualized Foundations may be satisfied through a combination of transfer credits and/or courses taken concurrently while completing the Multidisciplinary Core or Doctoral Dissertation components of the program. Courses satisfying the Foundations requirement must be taken at the masters level or above. Qualifying courses are selected to satisfy the following content specifications:

- **Learning** (6 credits) - This set of coursework focuses on learning theory and factors affecting the dynamics of organizational learning, including curriculum and instruction, training and development, needs assessment, human resource management, research and evaluation methodologies, quality management, and processes of learning, and human development.
- **Leadership** (6 credits) - This set of coursework focuses on leadership theory and factors affecting the dynamics of organizational leadership including organizational behavior, context, change, culture and issues of organizational ethics and globalization.

- **Cognates** (6 credits) - This includes post-masters course work relevant to the student's career plans or dissertation, including pre-requisite Graduate Statistics (GEDU600) and Directed Readings (GOLL799) taken with a student's dissertation advisor.

* Transfer courses for the Individual Foundations cannot exceed 15 credits. Foundations courses to be taken after beginning the Multidisciplinary Theory and Research Core, whether at Gannon or another college/university must be selected in consultation with the Program Director.

III. Doctoral Dissertation. (6 credits)

After completing all courses in the Multidimensional Theory and Research Core, students must register for a minimum of one (1) credit of dissertation with their selected faculty advisor in each ensuing Fall and Spring semester until satisfying the dissertation requirement. Summer registration is only required if a student is actively working with their faculty advisor during the summer months. A minimum of 6 credits of dissertation credits are required, which may be stretched over a period of 6 years. Additional dissertation credits are required only if a student has not completed the dissertation, or other requirements for graduation, and wishes to maintain their status in the OLL program until the 7 year limit is reached, in order to satisfy outstanding requirements for graduation. Students wishing to gain more focused attention from their advisor while concentrating on the literature review portion of their dissertation may substitute one section of GOLL799 Directed Readings for up to 3 credits of dissertation, with permission of the Program Director.

GOLL 899 Dissertation (1-3 credits)

IV. Typical Course Sequence

The exact course sequence for each cohort is determined by the Program Director in consideration of a number of factors including: course prerequisites, content demands and workload, faculty availability, teaching loads, and scheduling conflicts among concurrent cohorts. Students will be advised by the Program Director which courses they should register for each semester as soon as the schedule has been finalized. The general order of courses to be taken, other factors notwithstanding, has been established as follows:

Year 1

Fall Semester

GOLL 812	Organizational Analysis: Structure and Design	3 credits
GOLL 821	Research Methods I	2 credits
GOLL 896	Dissertation Seminar I	1 credits
Total		6 credits

Spring Semester

GOLL 801	Advanced Leadership Theory	3 credits
GOLL 803	Case Analysis of a Learning Group	3 credits
Total		6 credits

Summer

GOLL 811	Psychosocial Dimensions of Leadership	3 credits
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Year 2

Fall Semester

GOLL 801	Advanced Organizational Theory	3 credits
GOLL 814	Leading Organizational Culture and Change	3 credits
Total		6 credits

Spring Semester

GOLL 815	Quality Management and the Learning Organization	3 credits
GOLL 822	Research Methods II	2 credits
GOLL 897	Dissertation Seminar II	1 credits
Total		6 credits

Summer

GEDU 600	Graduate Statistics	3 credits (Cognate)
GOLL 823	Research Methods III*	2 credits
GOLL 898	Dissertation Seminar III*	1 credit
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Total		6 credits

Year 3

Fall Semester

GOLL 816	Developing Leadership Capacity	3 credits
GOLL 818	Doctoral Statistics I	3 credits
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Total		6 credits

Spring Semester

GOLL 817	Global Perspectives on Learning and Leadership	3 credits
GOLL 819	Doctoral Statistics II	3 credits
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Total		6 credits

Summer (alternate time)*

GOLL 823	Research Methods III (alternate time)	3 credits
GOLL 898	Dissertation Seminar III (alternate time)	3 credits

* students who do not wish to take 6 hours during the summer of year 2 may delay taking GOLL823/898 until the summer of Year 3

Years 4 – 7

Fall

GOLL 899	Dissertation (1 credit)	1 credit (minimum)
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Spring

GOLL 899	Dissertation (1 credit)	1 credit (minimum)
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Summer

GOLL 899	Dissertation	(1 credit) (conditional - see Dissertation specifications above)
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COURSE DESCRIPTIONS

GOLL 799 Directed Readings

3 credits

Prerequisite: Permission

Directed Readings is a review of literature relating to a specified academic domain identified by the student in collaboration with the instructor. It is applicable for Individual Foundations credits only.

GOLL 801 Advanced Organizational Theory

3 credits

Prerequisite: GOLL802 Advanced Leadership Theory, GOLL812 Organizational Analysis: Structure and Design

This course is designed to enhance understanding of the organization as a vehicle for a group of people to organize and utilize resources in the pursuit of shared goals. The course originates from a view of the organization as a system embedded in an environmental context. Students will investigate how resource dependencies confer power to certain firms and expose others to dependencies. Students will participate in discussions about organizational processes that allow firms to integrate strategy, structure and internal process in an attempt to best adapt to environmental change. The course will focus on major contemporary topics, issues, and contributions from the literature, with emphasis on the effective integration of human capital within the formal structure of the firm. It will also stress the applicability of the theory of organizing to all forms of organizations: public and private, for profit and not-for-profit.

GOLL 802 Advanced Leadership Theory

3 credits

Prerequisites: GOLL 821 Research Methods I, GOLL 896 Dissertation Seminar I

This doctoral seminar provides a context for the scholarly analysis, critique and synthesis of foundational theories of leadership, including classical, traditional, contemporary and emergent perspectives. Principles and techniques of comparative theoretical analysis are introduced, demonstrated and applied throughout the course. The fundamental tenets of each theory introduced are considered in relation to tenable propositions, accrued evidence, organizational utility, and unanswered questions. Throughout the course, comparative analysis and critique of leadership theory is fostered with respect to the perennial questions informing research and scholarship in the field of leadership studies, culminating in the formulation of a conceptual framework for advancing the limits of existing knowledge.

GOLL 811 Psychosocial Dimensions of Leadership

3 credits

Prerequisite: GOLL 802 Advanced Leadership Theory

This advanced doctoral seminar introduces and explores significant psychological and social constructs that mediate or moderate leadership behavior and effectiveness. Theories of motivation, personality, identity, self-concept, cognition, emotion, psychosocial development, and the dynamics of power and influence are explored, as they relate to the manifestation of leader and follower behavior in organizational settings. Interdisciplinary research illustrating the pervasive role and function of psychosocial factors in the construction and understanding of leadership processes provides a context for developing more nuanced approaches to advancing leadership theory and practice.

GOLL 812 Organizational Analysis: Structure and Design

3 credits

This course will provide students with an understanding of the structural framework of organizations, fundamental design decisions, and their implications for organizational performance. Through the course, students will be introduced to approaches to the study of organizations including instruments and techniques for organizational analysis. Students will apply relevant theory and analytical processes to identify the fit between organizational environment, strategy, work and structure. Current issues including the impact of information technology and globalization on structural design will also be explored.

GOLL 813 Case Analysis of a Learning Group

3 credits

The purpose of this course is to create a group capable of analyzing its own processes using the self-analytic/training group approaches of Kurt Lewin and Robert F. Bales. In this context each individual examines his/her own interpersonal behavior and self-image that develops over the course of the group experience. Collectively, group members undertake exploration and analysis of member interactions and assess their systemic effect on the development of the group. In essence, group members seek to examine explicitly their individual *actions* and *reactions* to one another, enhance their conscious awareness of interpersonal processes, and explore avenues whereby a group can better understand itself. The course involves a series of recorded working sessions followed by replay of each. Feedback is provided to group members through their completion of SYMLOG Rating forms – a series of methods developed to document the structural development of groups.

GOLL 814 Leading Organizational Culture and Change

3 credits

Prerequisites: GOLL 811 Psychosocial Dimensions of Leadership

This course focuses on the role of leaders in understanding and managing the reciprocal processes of organizational culture and change. Normative and ethnographic approaches to analyzing organizational culture are introduced as core competencies for affecting change. Classical content and process theories of change are explored with respect to individual, social and anthropological implications. Cultural dynamics and processes of acculturation in organizations are examined in the context of evolutionary, teleological, life cycle, political and social cognitive perspectives on leading change. A model of organizational change in cultural context is introduced, along with research tools and strategies for assessing the extent to which leaders influence cultural dynamics and change processes in organizations.

GOLL 815 Quality Management and the Learning Organization

3 credits

Prerequisites: GOLL 801 Advanced Organizational Theory, GOLL 812 Organizational Analysis: Structure and Design

Throughout the second half of the twentieth century two paradigms have held prominent positions in organizational development theory and practice: quality management and the learning organization. The former, in many of its US applications, has focused on efficiency, control, and standardization with the expectation of cost savings that will positively impact the bottom line. The latter focuses on effectiveness through enabling learning at all levels throughout the organization to promote flexibility and adaptation. Peter Senge proposed a unifying conceptual framework that views quality management as the first wave in building learning organizations. This course will explore these two paradigms, their implications for leadership and organizations and the challenges to implementing them in ways that enable today's organizations to realize the benefits of both.

GOLL 816 Developing Leadership Capacity

3 credits

Prerequisites: GOLL 802 Advanced Leadership Theory, GOLL 814 Leading Organizational Culture and Change

This theory-based, experiential capstone course enables students to master state-of-the-art techniques for developing leadership capacity in individuals, organizations and communities. Theories of adult development and models of leadership development provide a foundation for introducing an array of effective strategies proven to enhance leadership potential. Research on the efficacy of intervention strategies guides the application of leadership theories for purposes of assessment, interpretation and construction of targeted developmental plans.

GOLL 817 Global Perspectives on Learning and Leadership

3 credits

Prerequisites: GOLL 802 Advanced leadership Theory, GOLL 814 Leading Organizational Culture and Change

The continuing trend towards globalization had resulted in a growing need for leaders who can work effectively in multicultural contexts. In addition, it has prompted new questions about the extent to which current leadership and learning models translate effectively to non-Western cultures. This course will examine what constitutes effective learning and leadership across cultures. It will explore how approaches to learning and leadership can be adapted to align with varying cultural contexts. Students will also identify ways in which leaders can be prepared for expatriate assignments.

GOLL 818 Doctoral Statistics I

3 Credits

Prerequisite: GEDU600 Graduate Statistics

Doctoral Statistics I is a second course in applied statistics. It assumes knowledge of fundamental statistical methods including; measures of central tendency and variability, hypothesis testing, basic graphics, analysis of variance and/or regression analysis. This course begins with a brief review of these topics. Statistical methods covered include; data screening (missing data, outliers, normality, linearity, homoscedasticity, and data transformation), multiple regression, analysis of variance, and dummy variable regression. Instruction in the use of statistical software for all calculations is provided.

GOLL 819 Doctoral Statistics II

3 Credits

Prerequisite: GOLL 818 - Doctoral Statistics I

Statistics II covers a variety of multivariate techniques encountered in dissertation research, evaluation research, and the professional literatures of many academic disciplines. The principal goal for the student is to develop a working knowledge of multivariate techniques in which qualitative and quantitative variables are on either side of the equation (i.e. as independent or dependent variables). Also included are methods for detecting underlying dimensions accounting for patterns of relationships among measured variables.

GOLL 821 Research Methods I

2 credits

Co-requisite: GOLL 896 Dissertation Seminar I

Providing an introduction to the fundamentals of social and behavioral research, this course provides a conceptual framework for doctoral students in Organizational Learning and Leadership to understand the conceptual foundations underlying effective research

design. Students will begin to understand how research methods are predicated upon the theoretical frameworks and research questions or hypotheses derived from a comprehensive review pertinent literature in relevant disciplines. Students will learn how to evaluate existing research using a variety of theoretical and methodological perspectives. As a result of developing a greater understanding of research methods, students will demonstrate the ability to critique the efficacy of research methods used in a various types of published research.

GOLL 822 Research Methods II

2 credits

Prerequisites: GOLL 821 Research Methods I and GOLL 896 Dissertation Seminar I

Co-requisite: GOLL 897 Dissertation Seminar II

Providing a detailed examination of social science research methods applied to the study of organizational learning and leadership, this course focuses on the conceptual dimensions and pragmatic issues involved in designing and justifying defensible research proposals. Introducing a broad range of quantitative and qualitative research methodologies the course emphasizes decision points and selection criteria to be considered in making effective choices regarding dimensions of investigator control, types of empirical design, means of data collection, population selection, and modes of information extraction during analysis and interpretation of results. Course work is designed to enhance students' mastery of and appreciation for the full range of social and behavioral research paradigms.

GOLL 823 Research Methods III

2 credits

Prerequisites: GOLL 822: Research Methods II and GOLL 897: Dissertation Seminar II

Co-requisite: GOLL 898: Dissertation Seminar III

This course covers the social, technical, institutional and ethical dimensions of developing and defending doctoral-level research proposals. Guidance is provided for selecting and working with a committee chair, stating researchable problems and hypotheses, organizing and presenting scholarly arguments, developing a theoretical framework, selecting instrumentation, sampling and gaining access to populations, anticipating and addressing ethical concerns, and obtaining IRB approval. Understanding the structural elements of proposal writing will be emphasized, as well as considerations pertaining to the organization and presentation of ideas, issues relating to motivation and writing, organizing literature reviews, and developing a theoretical framework. The importance of articulating explicit plans for conducting data analysis, protecting human subjects, preserving data integrity, and preparing for an oral defense of design decisions will be stressed.

GOLL 896 Dissertation Seminar I

1 credit

Co-requisite: GOLL 821 Research Methods I

In this seminar, students assume responsibility for exploring the conceptual and practical foundations of social and behavioral research applied to the study of organizational learning and leadership. Basic concepts and practical skills are explored through group activities designed to foster transformative learning. Students will gain practice reading and searching the research literature, operationalizing variables, redesigning research studies, and considering fundamental epistemological issues underlying empirical approaches to understanding human behavior.

GOLL 897 Dissertation Seminar II

1 credit

Prerequisites: GOLL 821: Research Methods I and GOLL 896: Dissertation Seminar I

Co-requisite: GOLL 822: Research Methods II

In this seminar, students assume responsibility for investigating research in their discipline utilizing a specific research methodology. They then share their expertise by planning a facilitated learning exercise designed to illustrate the steps in implementing a study based on the selected method. Students collaboratively compile an annotated bibliography of field guides and exemplary research studies employing the methods investigated during the seminar. The combination of hands-on learning and peer facilitation prepares

students to assume responsibility for becoming independent researchers capable of selecting, defending and implementing solid dissertation proposals.

GOLL 898 Dissertation Seminar III

1 credit

Prerequisite: GOLL 822 Research Methods II and GOLL 897: Dissertation Seminar II

Co-requisite is GOLL 823: Research Methods III

This course prepares students to deal effectively with the psychosocial, emotional and spiritual dimensions of developing, defending and executing doctoral research. The process of completing a doctoral dissertation presents personal challenges relating to time management, balancing competing priorities, overcoming writing blocks, developing discipline, and maintaining commitment to a goal. Doctoral candidates often face competing demands, negative environmental cues, social or institutional detractors, and internalized messages that foster a fear of success, the threat of failure, and the unknown consequences of achieving a life intension. This course provides students an opportunity to acquire life skills for navigating these common impediments to translating their academic aspirations into reality.

GOLL 890 Special Topics

3 credits

GOLL 899: Dissertation

1-3 credits

Prerequisites: GOLL 821, 822, 823: Research Methods I, II, III; GOLL 896, 897, 898: Dissertation Seminar I, II, III; GOLL 818, 819: Doctoral Statistics I, II: Doctoral Candidate Status

The dissertation is the capstone experience in a student's academic career. In addition to supplementing a body of knowledge, it represents an original piece of work that establishes the student as an expert on a specific topic. The dissertation project should make a contribution to professional practice and/or knowledge. It should embrace the skills and knowledge that student has gained from course work, readings, and discussions. The doctoral candidate should have a passion to investigate and analyze an issue or practice aspect that will increase others' understanding of it through his or her research. Dissertations will be individual projects.

FACULTY

David B. Barker, Ph.D., Sociology

Gail F. Latta, Ph.D., Leadership and Higher Education Administration