



Doctorate of Education – Ethical Leadership

Education with a Christian Purpose

About Olivet

Founded in 1907, Olivet Nazarene University is a denominational university in the Wesleyan tradition. Olivet is accredited by the Higher Learning Commission. Olivet exists to serve and develop professional individuals by creating and delivering quality programs of higher education.

Location

Olivet's main campus is in Bourbonnais, IL. The University has additional locations in Rolling Meadows, IL, Oak Brook, IL, Indianapolis, IN, and Grand Rapids, MI. The Ed.D. Program is offered on Olivet's main campus. There is the option of taking fall and spring courses at the Oak Brook location with the summer intensives being on the main campus.

Program Design

The Ed.D. in Ethical Leadership is designed for the working practitioner. The 60 credit hour curriculum is stimulating, rigorous, and challenging. Participants will complete the program as a cohort (a group moving together through the program). The three-year program, extending over nine semesters, is a standardized course of study and includes an applied research dissertation. Learners will attend class sessions one Saturday a month, August through May. In addition, an eight-day on-campus residency is required during each July of the three years. Participants work on the dissertation concurrently. The program is designed to be completed within the three-year period.

Admission

Olivet Nazarene University carefully assesses the Ed.D. program applicants on the basis of evidence provided in all application materials. To be admitted into the Ed.D. program, an applicant must meet these requirements:

1. Submit a completed Olivet Nazarene University application form.
2. Submit official transcripts from a regionally accredited college or university showing a master's degree. *
3. Submit a one - to two-page resume.
4. Participate in an on-campus individual interview.
5. Complete a "writing-on-demand" exercise. (A computer lab will be available for this writing sample at the time of the interview.)

** An official transcript has the Registrar's official seal from the college or university and is sent directly to Olivet Nazarene University from the college or university where the degree was earned. Transcripts should be sent to: School of Graduate and Continuing Studies, Ed.D. Program, One University Avenue, Bourbonnais, IL 60914-2345*

Acceptance

Learners are notified within 14 days of the interviews regarding their admission status. Once admitted, a learner will submit a \$500 non-refundable registration fee by the due date provided in the letter.

Costs

Once enrolled in the program, tuition, fees, books, parking permits, APA style editing, graduation fees, and lodging and meals during the summer residency are covered as part of the program cost. Lodging and meals for Saturday classes are the responsibility of the learner.

Class Attendance

Attendance at all sessions, classes, and residency experiences is required. Exceptions are only granted for military service and extended hospitalization with official documentation. If an exception is granted, the delay may necessitate reassignment to a different cohort and delayed graduation.

The rigor and demands of the program require strict attendance and each learner must make this commitment at the beginning of the program. Failure to abide by the attendance requirements will result in a withdrawal from the program. The University is not responsible for any inconvenience or financial liability this may cause for the learner.

Course Progression

Coursework is sequenced and builds as the learner progresses through the program. Learners must successfully complete each course with a grade of 80% or a B- to remain in the program. A grade lower than 80% or a B- is automatic administrative withdrawal from the program. Learners may request to reenroll by submitting a formal letter to the Ed.D. Leadership Team. If approved,

learners resume coursework by repeating the course where a grade below 80% or a B- was earned. Learners may repeat a course once.

If a learner earns a grade below 80% or a B- in more than one course, simultaneously or independently, the result is automatic administrative withdrawal from the program and the learner will not be permitted to reenroll.

Ethical Leadership Summer Experience (ELSE)

The summer residency is eight full days of courses, special speakers, activities, and more. It is a challenging and rewarding experience. Learners reside on campus in University housing for the duration of the residency. Meals and snacks are provided.

Dissertation

The dissertation is a comprehensive applied research study. The dissertation should contribute to the body of knowledge and practice within the learner's sphere of influence. The learner conducts original research and generates a dissertation for the purpose of addressing a specific issue, and thus makes a difference in his or her particular profession.

Every learner receives a Dissertation Research Handbook that must be adhered to throughout the study. The dissertation at Olivet is four chapters: 1) Introduction / Proposal; 2) Literature review; 3) Methodology; 4) Findings and Conclusions. Learners defend their proposal and obtain Institutional Review Board approval before conducting research. A final defense of the complete dissertation occurs during the last semester of the program. Learners are required to follow the dissertation schedule. Learners are enrolled in one section of the Dissertation every term.

All dissertation deadlines must be met according to the dissertation schedule in the Cohort Course Schedule. Missing a deadline is cause for automatic administrative withdrawal from the program. Learners may request to reenroll by submitting a formal letter to the Ed.D. Leadership Team with evidence of progress on the dissertation. If approved, learners resume course and dissertation work where they left off. Learners may be reenrolled once after being withdrawn for not meeting dissertation deadlines.

Learners must successfully complete each section of the dissertation with a grade of S (satisfactory) to remain in the program. A grade of U (unsatisfactory) is automatic administrative withdrawal from the program. Learners may request to reenroll by submitting a formal letter to the Ed.D. Leadership Team. If approved, learners resume course and dissertation work where they left off. Learners may repeat a dissertation section one time. If a learner earns a U grade a second time, in any section of the dissertation, the result is automatic administrative withdrawal from the program and the learner will not be permitted to reenroll.

Dissertation Teams

Each doctoral participant will be assigned a dissertation team. The dissertation team consists of the dissertation advisor and a reader. The dissertation experience begins in the first semester of the doctoral program and ends with a culminating experience that includes an oral defense and a colloquium presentation.

Delayed Completion

As stated, the program is designed to be completed in three years as a member of a cohort. If this is not accomplished, learners must request in writing an alternation to the schedule. Alterations are considered on a case-by-case basis and must be formally approved. Requests are permitted only one-time during the program. All additional fees and tuition are the responsibility of the learner. Learners are not permitted to complete the final semester of course work unless the dissertation is on schedule for defense. Learners are not permitted to take more than five years to complete the program.

The Ed.D. Leadership Team

The Ed.D. Program has a Leadership Team comprised of experienced faculty and administrators. The primary responsibility of the team is to review policy, guidelines, and operational issues. The University reserves the right to make changes in policy and course requirements as needed. Notification of changes will be provided to all learners.

Course of Study

First ELSE

EDUC 900	5 Credit Hours	Intrapersonal Leadership
EDUC 902	4 Credit Hours	Leadership Paradigms

Fall Semester

EDUC 901	5 Credit Hours	Research Theory: Principles and Methods
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Spring Semester

EDUC 903	5 Credit Hours	Research: Methods and Techniques I
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Unconditional Approval of the Dissertation Chapter I Proposal

Second ELSE

EDUC 913	4 Credit Hours	Leadership, Management, and Strategic Planning
EDUC 914	3 Credit Hours	Ethical Issues in a Contemporary Society

Fall Semester

EDUC 907	4 Credit Hours	Policy, Politics, and Social Action
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Spring Semester

EDUC 908	5 Credit Hours	Research: Methods and Techniques II Technology-Based Statistics
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Unconditional Approval of the Dissertation Chapter II

Third ELSE

EDUC 904	5 Credit Hours	Interpersonal Leadership
EDUC 909	4 Credit Hours	Leading Change

Unconditional Approval of the Dissertation Chapter III

Fall Semester

EDUC 910	4 Credit Hours	Covenant Leadership
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Spring Semester

EDUC 911	3 Credit Hours	Dissertation *
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Unconditional Approval of the Dissertation Chapter IV and Final Defense

* Learners take one credit hour of EDUC 911 Dissertation every semester culminating in the three-hour course the final semester.

Course Descriptions

EDUC 900 5 hours Intrapersonal Leadership

This course examines a holistic model that includes four major areas of personal development that contribute to effective leadership: spiritual leadership, physical leadership, emotional leadership, and cognitive leadership. Course participants analyze their own character and competence as leaders with the goal of maximizing their personal leadership effectiveness.

EDUC 901 5 hours Research Theory: Principles and Methods

This course introduces doctoral-level learners to the field of research, research design, and research methods. Standards and practices for conducting and completing valid and reliable research studies will be covered (e.g., quasi-experimental designs, qualitative measures). Emphasis will be given to a study of innovative, applied research practices. Learners will examine ethical issues and dilemmas in leadership research and practice.

EDUC 902 4 hours Leadership Paradigms

The purpose of this course is to analyze the history, ideas, and theories of leadership. You will analyze significant issues and ethical dilemmas that have confronted leadership throughout historical periods. Through this analysis, you will consider leadership from various disciplinary perspectives and start clarifying your own philosophy of ethical leadership.

EDUC 903 5 hours Research: Methods and Techniques I

This course is an extension of the various methods used to conduct doctoral-level research studies. Emphasis will be placed on a study of innovative, applied research practices, designs, and methods. Standards and practices for completing research studies will be further discussed and refined, particularly as they apply to the learner's identified research questions(s).

EDUC 904 5 hours Interpersonal Leadership

Building on the foundation laid in Intrapersonal leadership Development, this course is the natural extension from studying individual behavior and effectiveness to analyzing routine group or team behavior and leadership effectiveness. Utilizing a team-based learning culture, the course design will simulate real-life team building processes.

EDUC 907 4 hours Policy, Politics, and Social Action

This course will focus on the elements of public policy, politics, and social action. It will examine the impact of these factors on ethical leadership. Leadership never occurs in a vacuum. Leaders must be attuned to the nuances and ramifications of actions both personal and professional. In this course, the leaders will examine competing paradigms and explore the many dimensions of policy, politics, and social action. Ethical leaders positively impact their sphere of influence throughout their professional careers.

**EDUC 908 5 hours Research: Methods and Techniques II
Technology-Based Statistics**

This course is designed to provide learners with the background required to analyze data and correctly interpret results found through doctoral-level research. Appropriate measures for the analysis of data through the application of statistical processes and/or qualitative measures will be emphasized. Areas of study include probability, randomization, variables, normal distribution, t-distribution, chi-square distribution, F-distribution, confidence intervals, hypotheses testing, and correlation. Learners will be introduced to SPSS applications for statistical analysis. Learners will also explore sound qualitative research analysis and reporting measures.

EDUC 909 4 hours Leading Change

Organizational change in the 21st century is inevitable. Today's leaders need to be proactive and forecast the needs of the organization for the short-term, the intermediate, and the long-term. Leaders are primarily change agents to influence a shared vision for the future. In this course, the candidate's knowledge base of organizational theory will be expanded through in-depth literature review, which will offer new insights into responding to internal as well as external pressures for change. The candidate will learn to identify changing circumstances in society, as well as global, and also be cognizant of any legal issues that might impact on decisions for change. Transforming subjective perceptions is crucial to successful innovation and the key objective to change. Each of these decision points will be within the ethical framework.

EDUC 910 4 hours Covenant Leadership

Leadership goes beyond those predictable and even trite behaviors normally chronicled in the leadership literature. Leadership is all about being. A major tenant of the Christian faith suggests that the message of Gospel propels us to go beyond the "norm" in leadership activity. In this course, leaders will demonstrate they are capable of understanding the exercising the "best" of both contractual as well as covenant leadership. The purpose of this course is to help one develop into a grace-full leader—one who is bold, but not ego-filled.

EDUC 911 12 hours Dissertation

The dissertation is a field-based, practice-centered inquiry, which consists of comprehensive applied research of significant importance. The dissertation attests to the learner's understanding of an issue and ability to conduct research related to the improvement of professional practice from which others benefit. This is the most rigorous portion of the Ed.D. in which learners are expected to demonstrate the highest standards of scholarship and inquiry. The dissertation is comprised of four written chapters consisting of a proposal (introduction), a literature review, methodology, findings, and conclusions. (Dissertation Manual provided with details).

EDUC 913 4 hours Leadership, Management, and Strategic Planning

This course explores organizations in holistic ways to assist leaders in understanding, and utilizing a comprehensive view of a strategic thinking, strategic management and systems theory by developing an ethical approach in organizations for leadership development.

EDUC 914 3 hours Ethical Issues in a Contemporary Society

Ethical issues for effective leadership in organizations are analyzed. Learners will develop skills and perspectives in moral reasoning, and apply to various aspects of leadership, including personal life, business associations, civic responsibility, legal implications and global citizenship.