

Online Doctor of Education in Organizational Leadership Conflict Resolution Concentration

60 Credit Hours

Admission Requirements:

- Application and processing fee
- Official transcripts in English of all previous colleges attended. The transcripts must indicate an earned Bachelor's degree and Master's degree from a regionally accredited college or university
- Minimum graduate cumulative GPA of 3.0, probationary status may be granted for lower GPA's
- Completion of a writing exercise in response to a prompt provided by ACU
- Professional CV or resume

Cost:

- Per Credit: \$767
- Per Course: \$2,301
- Resource Fees: \$3,600 (\$200 per 7 week session)
- Dissertation Fees: \$3,600
- Dissertation Continuation Course (as necessary): \$767
- Estimated Total Tuition*: \$53,220

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Graduation Requirements:

Students must earn a 2.0 GPA or higher to meet graduation requirements and complete at least 33 advanced hours.

Job Outlook in Texas:



7,100 Jobs

Open in 2020*



4,490

Unique Postings (9/16-12/21)



\$84,100 per year
Median Earnings

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Acquired Skills:

Top Hard Skills

- Strategic Planning
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- Academic Affairs

Top Common Skills

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Curriculum:

LEAD 701: Foundations of the Dissertation

The first course in the research strand provides scholar-practitioners with foundational knowledge, skills, and practices to build their doctoral research at ACU. This course charts a roadmap for the research journey that will eventually culminate in a dissertation.

LEAD 711: Theories & Practices of Effective Leadership

Examines classical and contemporary theories and styles of leadership and their application to a variety of professional settings. Incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Students will examine principal foundations of leadership, such as one's values, philosophy of life, and beliefs about the nature of humankind.

LEAD 714: Self-Assessment in Leadership

Assists students in understanding personal leadership styles including personality type and communication style. Exposes students to relevant literature on emotional intelligence and interpersonal neurobiology as it relates to leadership. Students will reflect upon the role of Christian vocation and calling in their leadership development.

LEAD 724: Leadership in Diverse Contexts

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This course focuses on planning and managing change and provides frameworks and tools to implement it. Participants will examine personal and organizational approaches to dealing with change through case studies, exercises, and extensive group discussions. Assignments will focus on opportunities for change within the participants own organizations.

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Conflict Resolution Concentration Courses:

CONR 606: Theory 1

This course introduces students to various communication and social/political theories as means to explain, predict, and ultimately resolve conflict between individuals and groups. The course makes extensive use of television and film to illustrate theoretical analyses of interpersonal and group communication and conflict.

CONR 602: The Dynamics of Interpersonal Conflict*

The Dynamics of Interpersonal Conflict is a graduate-level course that addresses the fundamental aspects of understanding, analyzing, and managing interpersonal conflict. Students will examine contributing factors to conflict such as communication, emotions, and identity. Course material is theoretical as well as practical. The course provides foundational material that students will apply throughout the program.

*A \$55 resource fee applies to this course.

CONR 603: Negotiation - Principles & Practice

Negotiation is a comprehensive study of the conceptual and interpersonal skills required to engage in effective negotiation. Topics include analyzing the negotiation context, preparing a negotiation plan, conducting negotiation sessions, resolving impasses, and documenting agreements. The course entails an emphasis on development, analytical, and interpersonal negotiation skills.

CONR 604: Mediation - Principles & Practice

A graduate-level course focusing on the art and science of facilitating conversations and negotiations between parties in conflict. Designed for individuals in leadership roles in a wide variety of organizational and personal environments, as well as individuals seeking professional work in conflict resolution, the course presents opportunities for personal assessment and development of party and group facilitation, problem-solving skills, and approaches for conflict management through the role of mediator.

CONR 725: Beyond Power: The Theory and Practice of Appropriate Decision Making

This course explores organizational decision theory and provides students with practical alternatives to hierarchical policy-making and enforcement. Using proven conflict management strategies and techniques, students will learn to reverse-engineer potential problems, create a culture of collaboration and resiliency, and value inclusivity within an organization.

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Doctor of Education in Organizational Leadership Healthcare Administration



Healthcare Administration Concentration Courses:

HCAD 621: Healthcare Policies and Ethics

An overview of policy, regulations, and ethical issues impacting healthcare. Topics include privacy, regulatory compliance, ethical choices in patient care, and healthcare reform. Students will explore healthcare policy and the challenges that arise as the market responds to policy and change.

HCAD 627: Innovation and Trends in Healthcare

Introduces current trends and opportunities throughout the healthcare industry. Topics include the role of information technology, innovative approaches to delivery, and other components that influence patient care.

Choose 3 courses from the following:

HCAD 632: Conflict Management in Healthcare Organizations
Examines the underlying sources of conflict in healthcare settings and presents specific theories and techniques of negotiating among and between medical professionals and administration. While collaboration is emphasized, the course also presents tactics for securing essential terms in bargaining and group facilitation skills for building consensus.

HCAD 644: The Healthcare Revenue Cycle and Payment Methodologies

An introduction to healthcare payment methodologies and revenue cycle operations. Students will explore how optimizing the revenue cycle enhances the patient experience and improves financial outcomes. Topics include how policy shapes healthcare payment, introduction to third party payers, history of reimbursement, revenue cycle components and its role in healthcare financing.

HCAD 656: Healthcare Informatics

An introduction to the field of healthcare analytics with emphasis on the application of statistical concepts, procedures, and tools to add value to healthcare leaders in making clinical and management decisions.

HCAD 691: Healthcare Strategic Management

Addresses strategy formation, content, implementation, and performance in a variety of healthcare contexts including providers, plans, systems, suppliers, pharmaceuticals, and biotech.

HCAD 681: Issues in Marketing Health Services

Discusses and applies the concepts of healthcare planning and marketing to healthcare delivery, assessment of community needs, and resource planning in both ambulatory and clinical settings. Includes health services planning and trends, demand for and use of health services, research methods, and sources of marketing and planning data.

HCAD 605: Community & Population Health: Transforming the Healthcare System

Healthcare leaders face an ever-increasing need to address the population health needs of the communities they serve. This course examines reasons and responses driving the whole healthcare industry transformation towards population health management and community well-being. Topics include understanding populations, engaging in new partnerships, system responses, and program measurement.

HCAD 687: Advanced Topics in Healthcare Personnel and Interdisciplinary Team Leadership

Focuses on the essential role of human resources management within healthcare organizations. Serves as a comprehensive foundation for all aspects of human resources planning, development, and administration.

HCAD 664: Health Information Systems

This course provides an overview of health information systems with an emphasis on case studies of systems utilized in areas of patient care, clinical decision support, disease, artificial intelligence, demographic surveillance, imaging, simulation, and safety and environmental assessment. Legal and ethical issues are also addressed.

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Doctor of Education in Organizational Leadership Higher Education Concentration



Higher Education Concentration Courses:

HIED 611: Foundations of Higher Education

A comprehensive introduction to American higher education, including its historical development, structure, roles, and diverse characteristics. A special focus will be placed on the interplay of Christian faith with the historical development of American higher education.

HIED 635: Higher Education Resource Management

A comprehensive introduction to managing resources in a higher education setting. A special emphasis is placed on budgeting and financial planning.

HIED 643: Legal and Ethical Issues in Higher Education

Provides an examination of the major legal and ethical issues confronting contemporary higher education professionals. Emphasis is placed on federal regulations and mandates, constitutional issues, tort liability, contractual relationships, distinctions between public and private sector institutions of higher education and ethical standards for professionals in higher education.

HIED 652: Foundations of Enrollment Management

This course provides students with a historical overview of enrollment management, significant concepts related to the field, and professional foundations on which to build.

HIED 658: Retention and College Student Success

This course emphasizes the continuing nature of enrollment management once students enroll as freshmen. Topics and competencies will provide a solid understanding of the importance of student retention as it relates to overall college student success.

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Learning with Emerging Technologies Concentration Courses:

EDUO 651: Continuous Improvement of Digital Learning

Students within this course examine the attributes of effective Technology-Enhanced Learning Environments, and the considerations involved for ensuring their appropriate and relevant design, development, and integration. Students explore key strategies and factors for success in implementation and long-term adoption by teachers and learners and demonstrate essential skills for beneficial application.

EDUO 652: Leading Evolving Digital Learning Systems

This course prepares educational leaders with the skills needed to address the challenges and trends associated with implementing emerging technology practices and strategies within a learning environment. Students explore central theoretical, social, and technical factors impacting the identification, planning, and introduction of appropriate solutions. In addition, students will gain relevant experience in evaluation and discernment based on research into significant emerging developments within the learning context.

EDUO 661: Capstone in Curriculum and Instruction

Provides a culminating, student-centered, student-directed experience in which students analyze and synthesize knowledge, skills from across their program to demonstrate mastery of learning. A capstone course.

EDUO 677: Adult Development and Learning Through Technology

The purpose of this course is to advance the understanding of the basic principles behind motivating adults to learn through exploration of self-directed and transformative learning, experience and learning, body and spirit in learning and learning in the digital age. Procedures for implementing these principles to bring about change in adult behavior will be explored.

EDUO 678: Instructional Design and Technology

This course will focus on the theory and structure of the instructional design process to support teaching and learning. More specifically, the learner will develop competencies for planning, implementing and evaluating appropriate instructional media, methods, and materials to support constructivist learning. Students will utilize a systems approach to design and develop a piece of instruction. The four phases of instructional design, analysis, design, development, and evaluation, in the context of appropriate models will be examined.

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Acquired Skills:

Top Hard Skills

- Strength Training and Conditioning
- Student Services
- Public Relations
- Kinesiology

Top Common Skills

- Coaching
- Communication
- Leadership
- Teaching

Doctor of Education in Organizational Leadership

Positive Leadership Concentration



Curriculum:

LEAD 701: Foundations of the Dissertation

The first course in the research strand provides scholar-practitioners with foundational knowledge, skills, and practices to build their doctoral research at ACU. This course charts a roadmap for the research journey that will eventually culminate in a dissertation.

LEAD 711: Theories & Practices of Effective Leadership

Examines classical and contemporary theories and styles of leadership and their application to a variety of professional settings. Incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Students will examine principal foundations of leadership, such as one's values, philosophy of life, and beliefs about the nature of humankind.

LEAD 714: Self-Assessment in Leadership

Assists students in understanding personal leadership styles including personality type and communication style. Exposes students to relevant literature on emotional intelligence and interpersonal neurobiology as it relates to leadership. Students will reflect upon the role of Christian vocation and calling in their leadership development.

LEAD 724: Leadership in Diverse Contexts

Introduces students to relevant literature and practices of leading diverse groups. Includes examination of the leader's own social location and attitudes regarding diversity as well as the capacity to develop trust and shared motivations among diverse group members. Students will learn tools and concepts to resolve tensions, maximize strengths of diverse team members, support collaboration, and create welcoming and inclusive environments.

LEAD 731: Leading Organizational Change

This course focuses on planning and managing change and provides frameworks and tools to implement it. Participants will examine personal and organizational approaches to dealing with change through case studies, exercises, and extensive group discussions. Assignments will focus on opportunities for change within the participants own organizations.

LEAD 741: Human Resource Development

Introduces the student to a framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Topics will include employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, and organization development.

LEAD 765: Building the Problem of Practice

The second of four dissertation courses supports student progress toward the dissertation through the creation of a viable problem statement. Topics include: the function and components of a problem statement, using peer-reviewed research to justify the problem statement, and connecting the problem statement to leadership concepts and the student's concentration.

LEAD 781: Organizational Assessment & Evaluation

Examines key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to theoretical and methodological options in current evaluation practice across social service, education, and business contexts. The comprehensive range of activities involved in designing, implementing, and assessing organizational effectiveness will be explored.

LEAD 782: Research Methodology and Design

Students will explore methodologies that can be used to address research problems of practice. Within specific methodologies, students will learn of specific designs and how to structure research questions that reflect those designs. Students will work to integrate knowledge into decision-making about methodologies and designs within alignment case studies.

LEAD 784: Qualitative & Action Research Methods

Engages students in the study of qualitative and action research methods. Students will understand the philosophical and ethical foundations of qualitative research and be introduced to qualitative methodology. Students will study the threefold process of action research focusing on improvement in the leader's practices, his/her understanding of those practices, and the situations in which those practices are carried out.

LEAD 786: Quantitative Analysis

Provides instruction in the basic distributions, such as binomial and normal, and introduces hypothesis methodology. Students will apply inferential techniques including chisquare, the analysis of variance and covariance, and multivariate analysis to a variety of organizational issues and scholarly pursuits. In addition to utilizing these tools and techniques in their own work, this course will assist learners in become informed consumers of research.

LEAD 793: Dissertation Prospectus Seminar, Pt 1

This is the third of four dissertation courses that guide students in the completion of the dissertation prospectus.

LEAD 794: Dissertation Prospectus Seminar, Pt 2

This is the fourth of four dissertation courses that guide students in the completion of the dissertation prospectus.

Continued on next page.

Doctor of Education in Organizational Leadership Positive Leadership Concentration



Positive Leadership Concentration Courses:

LEAD 736: Foundations of Positive Leadership

Students are exposed to the foundations of the field of positive leadership, and positive organizational scholarship, including theories and frameworks in positive leadership. Topics include: humility, authentic leadership, and meaning and purpose in relation to calling.

LEAD 751: Positive Organizational Culture

Students learn why culture matters in organizational success and how to create a positive culture. Topics include: macroculture and microculture, workplace design, culture at different stages of the growth/change cycle, purpose-driven cultures, cultures of teamwork, learning and innovation, and toxic cultures vs. cultures that promote health and well-being.

LEAD 752: Leading with Positive Communication and Virtue

Students learn the foundations of positive communications and virtue in organizations. Topics include: implementing positive communication strategies, identifying positive energizers/creating positive energy networks, and understanding features of virtuous organizations such as gratitude and forgiveness.

LEAD 756: Leading Flourishing Organizations

Students learn the foundation and skills needed to lead flourishing organizations. Topics include: health and well-being in the workplace, organizational trust, peace and social responsibility, building effective teams, diversity, and revisiting self-leadership strategies.

LEAD 757: Positive Organizational Culture and Resilience

Students learn the foundation and skills needed to promote positive organizational culture and resilience in organizations. Topics include: creating positive organizational culture, competing values framework, environmental design, incorporating creativity, innovations, and play to promote resilience, leading through crisis, and revisiting self-leadership strategies.

Dissertation Credits (minimum of 6 hours)

LEAD 799: Dissertation Research

Completion of dissertation research and dissertation defense. This course is available for variable credit. Please see your advisor for more information. Prerequisite: Student has been assigned a dissertation chair.

Dissertation Research credit hours are taken under the supervision of the student's dissertation chair in preparation of the dissertation and defense. The six credit hours are typically earned by taking one credit hour for each part of term of continuous enrollment. A credit/no credit grade will be earned each part of term based on progress toward goals set by the student and chair. Any dissertation work needed beyond the required six credit hours would necessitate enrollment in dissertation continuation courses.