

DOCTOR OF PHILOSOPHY IN LEADERSHIP STUDIES

Department Website: Doctor of Philosophy in Leadership Studies
(<https://www.gonzaga.edu/school-of-leadership-studies/academics/ph-d-leadership-studies/>)

The Doctor of Philosophy in Leadership Studies is based on the Jesuit tradition of educating the whole person. The program is designed for working professionals across a wide range of professions such as leadership, health care, social services, business, faith-based, engineering, government, education, and law enforcement. The transdisciplinary curriculum is designed to develop scholarship and professional competencies while encouraging self-reflection and strengthening a commitment of service to others.

The doctoral program centers on three dimensions of a leader:

1. The leader as person.
2. The leader in organizational systems.
3. The leader in global systems.

Each dimension emphasizes the nature of change as well as the development of human capacities for lives that are healthy, sustainable, and grounded in relationship with others. Threaded throughout the program are principles of research, a holistic look at relationships, and understanding complex systems in ways that honor humanity. By doing so, Doctoral students come to understand leadership as scholarship and practice.

Mission of the Doctoral Program

The Doctoral Program in Leadership Studies at Gonzaga University is premised on the belief that leadership is based on a deep understanding of the self and of the core values that drive one's actions. Thus effective leadership requires the development of a compelling personal vision that engages others by offering meaning, dignity, and purpose. The ultimate aim of leadership is the building of more humane relationships, organizations, and societies. Effective leaders develop the critical imagination required to embrace individual, organizational, and global change from a stance of hope and courage.

Values of the Doctoral Program

The PhD Program in Leadership Studies creates a space where critical thought and moral conviction meet the questions of humanity. Understanding that leadership is a complex phenomenon, faculty in the doctoral program hold the following: We believe that leadership is based on a deep understanding of the self in relationship with others, and of the core values that drive one's actions. Effective leading requires self-development with meaning, dignity, and purpose, so that we, in turn, help others to flourish with meaning, dignity and purpose. Because we believe that effective leaders need to develop the moral imagination required to embrace individual, organizational, and global change from a stance of hope and courage, we designed a leadership studies curriculum that supports the mission with a focus on three interrelated perspectives: Scholarly, Conceptual, and Professional. Each perspective is realized through the curriculum and culture of the program. The Doctoral Program in Leadership Studies emphasizes the nature of change and the development of human capacities for lives that are healthy, socially just, and sustainable.

Admissions

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at <https://www.gonzaga.edu/gradapply> (<https://apply-grad.gonzaga.edu/apply/>)
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How to Apply Link
Doctoral Program in Leadership Studies (Ph.D.)	https://www.gonzaga.edu/school-of-leadership-studies/degrees-programs/ph-d-leadership-studies/how-to-apply (https://www.gonzaga.edu/school-of-leadership-studies/degrees-programs/ph-d-leadership-studies/how-to-apply/)

Prerequisites

1. A master's degree (or its equivalent) with a minimum 3.50 GPA from an accredited institution will be accepted
2. A minimum of two years of professional experience.

Provisional Admission

If a careful review of an applicant's portfolio suggests a strong possibility of success in the program despite weaknesses in one or more areas, the doctoral faculty may grant provisional admission to the program. A letter offering provisional admission will state the conditions that must be satisfied before the admission status will be changed to regular admission (at which time the student may apply for financial assistance). Students who are admitted provisionally will not be allowed to enroll in courses beyond one semester unless their admission status has been changed to regular admission. The decision to convert a provisional admission to regular admission is made by the doctoral program faculty.

General Academic Information

Time Requirements for the Degree

Consistent with doctoral program policy, students are to complete the doctoral degree within seven years of the first day of the semester in which a student first enrolls in a doctoral program class. In the event of extraordinary circumstances, a student may petition for additional time to complete the degree. The doctoral faculty will consider this petition, and make its recommendation to the Dean of the School of Leadership Studies who will make the final decision.

Advancement to Candidacy

Advancement to candidacy is a critical part of the program, designed to provide an opportunity to reaffirm the appropriateness of the program relative to the needs and abilities of the students. When a student is advanced to candidacy, it means she/he is a candidate for the PhD; this signifies the Doctoral Faculty's confidence in the candidate's ability to successfully complete the program, including the dissertation. Upon successful completion of DPLS 700 Leadership Theory , DPLS 701 Organizational Theory , DPLS 703 Global Leadership , and DPLS 720 Principles of Research courses, each student should see his or her pre-candidacy advisor to review the policies and procedures regarding candidacy (this process should begin once students have completed 15-18 credits).

Students must apply for candidacy before completing 24 credits and must complete the process by 30 credits or they will be unable to register for classes.

Process and Paper Specifications:

The process for advancing to candidacy involves researching, writing, and submitting an original, high quality theoretical/conceptual paper, a written response to a specified question or topic that is determined jointly by the student and their pre-candidacy advisor.

The candidacy topic is to align with the foundational curriculum framework. One or more of the program dimensions (personal, organizational, or global systems) provides the conceptual framework for the paper.

Once a topic has been decided upon in conjunction with their faculty advisor, the student will complete the candidacy application form found in the DPLS Student Center in Microsoft Teams. The student will receive an email response that the program is aware of the candidacy application.

After the application has been submitted, the student has up to three months to submit an electronic copy of the paper using the Candidacy Process form. The pre-candidacy advisor and one other doctoral faculty member will review Candidacy papers within 3-4 weeks of submission. [Please note: An advisor can help the student with preliminary work on the candidacy paper. That is, the advisor can help with brainstorming to narrow the topic, or help outline or mind-map; however, once the application is submitted and the candidate has begun writing the paper, the advisor cannot help until or unless the candidate reaches an impasse or a major personal hurdle.]

The decision to award candidacy is based on (a) the student's demonstration of competence in conceptualizing significant and complex theoretical subject matter, and (b) the student's abilities to write with coherence, relevance, appropriate mechanics, scholarly tone, and veracity. [See the scoring rubric on the DPLS myGU website (<https://my.gonzaga.edu/academics/colleges-schools/school-of-leadership-studies/ph-d-leadership-studies/the-phd-process/candidacy-process/>).]

Advancement past candidacy means the student is now a Doctoral Candidate. From the department, the letter of advancement to candidacy will include next steps for the Doctoral Candidate beginning with choosing a Dissertation Chair.

If the candidacy paper is found to be unacceptable [in whole or in parts], the student will be asked to rewrite the paper and resubmit it, according to departmental guidelines. If the paper fails to pass on the second review, a third reader will be appointed to also review the third and final submission. Failure to pass a third attempt at writing this paper will result in termination from the program.

Transfer Credit

Although it is presumed that all work for the doctorate will be completed at Gonzaga University, the doctoral program may accept up to 12 credit hours from another accredited college or university for coursework in which a grade of "B+" or higher was awarded. The acceptance of transfer credits requires the recommendation of the doctoral program chairperson. Transfer credits are not included on a student's transcript until the student is advanced to doctoral candidacy.

The limitations on transfer credit for the doctoral program are as follows:

1. Work to be transferred must clearly be doctoral-level coursework as defined by Gonzaga University.

2. Coursework must have been completed while the individual was accepted in a doctoral program accredited by a regional accrediting agency.
3. Coursework must have been completed within five years prior to the date of acceptance into the doctoral program at Gonzaga University.
4. Courses may not be transferred for the four core courses (DPLS 700 Leadership Theory, DPLS 701 Organizational Theory, DPLS 703 Global Leadership, DPLS 720 Principles of Research, DPLS 745 Ethics and Leadership Studies), or Proposal Seminar (DPLS 730 Proposal Seminar).
5. Coursework to be transferred must fit the mission of the doctoral program.

Pass/Fail Option

Doctoral students may opt either for a letter grade or for a pass/fail option in each course. Students wishing to explore this option should consult their advisor. The student is responsible for filing a pass/fail petition with the Office of the University Registrar prior to the published deadline.

Individualized Study

Students may undertake individualized study to acquire more advanced knowledge in an area or to pursue topics not currently covered in regularly scheduled classes. These credits are typically used for the advancement of a dissertation topic. It is the responsibility of the student to demonstrate the relevancy of the proposed study and to negotiate the course content and timelines with a qualified instructor. A maximum of 12 credits of individualized study is permitted.

Internship/Mentorship

Students enrolled in the doctoral program may complete an internship/field experience or mentorship as an elective by registering for one to three hours of DPLS 766 (<https://www-stage.gonzaga.edu/catalogs/2021-2022-catalog/graduate/school-of-leadership-studies/course-detail/?code=DPLS+766>). Students must submit an "Application for Individualized Study", which requires a proposal demonstrating the relevance of the individualized study to DPLS coursework. For internship credit, the goal may be to gain experience in another work setting or to complete a work project that will require the application of DPLS coursework. For mentorship credit, the purpose of the mentorship must be clearly defined. Proposals must be submitted to the instructor who will be the "professor of record." At the end of the internship/mentorship, the student will submit a report and/or products developed as a result of the experience to the "professor of record." The grading mode for this course is Satisfactory/ Non-satisfactory. A maximum of three credits of internship/mentorship is permitted.

Non-Matriculation

Credit for doctoral-level courses completed at Gonzaga University prior to admission of a student may be accepted by the doctoral program upon recommendation of the program chairperson as credits toward a degree. Such credits are termed "non-matriculated credits" and are limited to no more than 12 credits.

Residence

Residence is defined as work taken in a recognized Gonzaga graduate program. In the doctoral program, the matriculation policy is defined as three out of four consecutive semesters of study upon admission to the doctoral program.

Students enrolled in the doctoral program in the School of Leadership Studies will have satisfied all continuity of matriculation requirements for the doctoral degree when they have completed three out of four consecutive semesters of graduate study earning a minimum of six (6) credit hours per semester.

It is the student's responsibility to adhere to the tenets of the continuity of matriculation policy, with the student's temporary and permanent advisor(s) monitoring the compliance process from the date of admission to the completion of the doctoral program. Any deviation from this policy must be entered as a formal request for a "Leave of Absence." The formal request for a leave of absence must be submitted by the student and approved by the temporary or permanent advisor and the program chairperson in the semester prior to the semester in which the leave will take effect.

Doctoral Advisors and Committee Members

A pre-candidacy advisor is assigned to each student at the time of admission to the program. Advisors' responsibilities are to assist the student in making program decisions and to facilitate the student through the candidacy process. Once students have been advanced to candidacy, they select a dissertation chairperson. In conversation with their chairperson and before the defense of the proposal, candidates select two or more additional dissertation committee members. Students who are not making timely progress on their proposal or dissertation, and/or have had little or no contact with their dissertation chairperson for a semester or more should expect to confirm whether the individual is still available to work with them.

It is expected that the chairperson of the committee and at least one of the remaining committee members will be selected from among the core faculty of the doctoral program. A student may petition to: 1) have a core faculty member of the program as the chairperson of the committee and all other committee members from outside the program, or 2) have the chairperson of the committee from outside the program and at least two of the remaining members from the program. Given the importance of the committee chairperson in facilitating the student's completion of the dissertation, chairpersons selected from outside the core faculty must be prepared to work closely with committee members from the program and invest sufficient time to fully understand the unique requirements of Gonzaga's Doctoral Program in Leadership Studies. Any exceptions to the expected committee configuration should be carefully discussed with the advisor before individuals from outside the program are approached about participation on the committee. Written approval of the entire core doctoral faculty is required for any exceptions.

Admission to Proposal Seminar

The purpose of DPLS 730 Proposal Seminar is to craft the structure of the student's dissertation. Before students can enroll in DPLS 730 Proposal Seminar, they must have achieved candidacy and have completed or be enrolled in DPLS 722 Quantitative Data Analysis and DPLS 723 Qualitative Research. In addition, enrollment in DPLS 730 Proposal Seminar requires a written petition to the doctoral faculty Proposal Seminar instructor, submitted through a student's dissertation chairperson at least 30 days before enrolling in the class. (Specifications for the petition are available on the doctoral program myGU website, from the doctoral faculty, or from the Admissions and Advising Specialist.) Students who anticipate taking DPLS 730 Proposal Seminar should discuss timing with their dissertation committee chairperson. Ideally,

students should be able to defend the dissertation proposal soon after taking this course.

Doctoral Dissertation

A scholarly research study must be completed by each student under the guidance of a dissertation committee. The dissertation process in the Doctoral Program in Leadership Studies includes a formal defense of the dissertation proposal (defined as the first three chapters of the dissertation). The dissertation committee will also review and approve the final copy of the dissertation (that includes a dissertation defense), which then must be filed with the appropriate administrative office for final approval and acceptance by the University. Specific arrangements should be made with the doctoral program for publishing and binding of the dissertation.

Detailed dissertation procedures can be obtained from the DPLS myGU website (<https://my.gonzaga.edu/academics/colleges-schools/school-of-leadership-studies/ph-d-leadership-studies/the-phd-process/dissertation-process/>) or dissertation chairperson.

Doctor of Philosophy in Leadership Studies Program Requirements

Code	Title	Hours
Required Courses		
DPLS 700	Leadership Theory	3
DPLS 701	Organizational Theory	3
DPLS 703	Global Leadership	3
DPLS 720	Principles of Research	3
DPLS 722	Quantitative Data Analysis	3
DPLS 723	Qualitative Research	3
DPLS 730	Proposal Seminar	3
DPLS 735	Proposal Defense	1
DPLS 736	Dissertation	5
DPLS 745	Ethics and Leadership Studies	3
Electives		
Select 30 credits of the following:		30
DPLS 705	Leadership and Social Justice	
DPLS 706	Leadership and Diversity	
DPLS 707	Artificial Intelligence Explorations and Applications	
DPLS 708	Leadership, Forgive and Restore Justice	
DPLS 709	Leadership and Spirituality	
DPLS 710	Planning for Change	
DPLS 711	Organizational Culture	
DPLS 712	Leadership for Environmental and Social Change	
DPLS 713	Writing for Completion	
DPLS 714	Writing for Publication	
DPLS 715	Leadership Ruminations	
DPLS 716	Social Constructs and Leadership	
DPLS 717	Leadership and Film	
DPLS 718	Ways Know: Teaching, Learning, and Leadership	
DPLS 719	Emergent Organizational Change	
DPLS 725	Transdisciplinary Leadership	
DPLS 726	Advanced Qualitative Research	

DPLS 727	Complexity and Leadership Studies
DPLS 728	Conceptual Framework and Research Design
DPLS 741	The Art and Practice of Dialogue
DPLS 742	Critical Theory and Leadership
DPLS 743	Leadership and Consulting
DPLS 744	Leadership Language and Culture
DPLS 746	Leadership and Applied Ethics
DPLS 747	Leadership and Classical Ethics
DPLS 748	Leadership and Feminist Ethics
DPLS 749	Leadership and Eco Ethics
DPLS 750	Leadership and Post-Modern Ethics
DPLS 752	Narrative Inquiry
DPLS 751	Leadership and History
DPLS 755	Leadership and Communication
DPLS 756	Leadership and Psychology
DPLS 757	Power and Influence in Leadership
DPLS 780	Servant Leadership
DPLS 781	Listen, Discern, Decide
DPLS 782	Foresight and Strategy
DPLS 783	Seminar in Servant Leadership
DPLS 784	Servant Leadership, Power, and Inclusion
DPLS 785	Servant Leadership and Neurobiology
DPLS 786	Servant Leadership International Ctx

Total Hours

60

Courses

DPLS 700. Leadership Theory. (3 Credits)

The major goal of this course is to gain understanding in the concept of leadership historically, philosophically, psychologically, and morally, and to test these understandings against one's own values and experiences. Emphasis will be placed on the nature and role of leadership in understanding and interpreting the self, subjectivity and interpersonal interactions.

DPLS 701. Organizational Theory. (3 Credits)

Emphasis on modernist and postmodernist organizational theory, examining organizations as the nexus of psychological, sociological, and biological phenomena. Organizations are explored through the frames of power, environmental and symbolic structures, human agency, and ethics. Students will also read in classical organizational theory as well.

DPLS 702. Artificial Intelligence and Communication. (3 Credits)

This course will examine the ways in which artificial intelligence is used as a tool to communicate – in business, education, and personal settings through the written, visual, and verbal uses of AI. The course will discuss how we can implement AI tools to solve various problems that face our society in areas including environmental, social, business, and health while understanding the ethical issues and concerns inherent within AI. Students will explore the design, use, and potential for AI tools through hands-on interactions.

DPLS 703. Global Leadership. (3 Credits)

The intent of this course is to explore leadership through a global citizen lens including topics such as cultural competency, global mindset, global and social systems, human rights and social justice.

DPLS 704. Leading Transformation with Artificial Intelligence. (3 Credits)

Exploring AI and Leadership: Context, Meaning-making, and Practice is the full title of this course. This course provides an overview of large language models and a workshop on their applications featuring ChatGPT. This exploration consists of philosophical, theoretical, and practical elements approaching the topics of both leadership and artificial intelligence from perspectives inherent in a variety of speculative (philosophical) accounts of reality (ontology) and mind (epistemology). The course also includes a critical analysis of social, cultural, and historical factors undergirding learning, teaching, and the legitimization of knowledge in the age of AI.

Equivalent: COML 528

DPLS 705. Leadership and Social Justice. (3 Credits)

Examines issues of leadership and social justice beginning with an understanding of social justice, its theories, principles, tenets, and shortcomings. The course discusses social justice issues as they relate to hate, equality, distribution, and deserts.

DPLS 706. Leadership and Diversity. (3 Credits)

Leaders are in a privileged position to effect a transformation of perspectives on race, ethnicity, and lifestyle. This course gives participants the opportunity to explore this potential, and, through life experiences and current literature, to assess their personal leadership styles and attitudes toward diversity.

DPLS 707. Artificial Intelligence Explorations and Applications. (3 Credits)

Technology is one aspect of the accelerating change that leaders must deal with. Leadership responsibilities in organizations will increasingly influence and be influenced by technology. This course is designed to provide a foundation for understanding technology in today's societies and the role of leadership in enhancing organizations through technology.

Equivalent: COML 526

DPLS 708. Leadership, Forgive and Restore Justice. (3 Credits)

In this course students will begin the process of understanding servant-leadership, justice, and forgiveness in the context of purposeful systems change. Servant-leadership and restorative vs. retributive justice are important aspects of the learning community. The course engages students toward self-responsibility in the context of reconciliation, and the depth of heart, mind, and spirit that leads to healing and growth in community with others. Students will work to apply the interior leadership necessary for discernment and action within oppressive systems.

DPLS 709. Leadership and Spirituality. (3 Credits)

This course is based on the premise that spiritual development is essential to human development, and emphasizes the importance of leaders awakening their own spirit in management and in life. Students are required to analyze theoretical and philosophical perspectives on spirituality in general and on spirituality as it applies to workplace. Students are invited to examine the condition of their own inner lives and how their lives can become more whole.

DPLS 710. Planning for Change. (3 Credits)

Planned change provides a holistic vision of the future and outlines procedures for moving toward the future. This course focuses on the nature of change and the capacity of organizations to engage in system-wide change.

DPLS 711. Organizational Culture. (3 Credits)

The purpose of this course is threefold. Doctoral students will: understand philosophical and theoretical approaches to studying organizations from a cultural perspective; understand leader/follower practices to build and effect cultures in organizations; and apply theoretical/philosophical and practical understanding to the cultural analysis and interpretation of organizations, groups, and/or sub groups.

DPLS 712. Leadership for Environmental and Social Change. (3 Credits)

Never in human history have ecological and social catastrophes threatened at such global scales simultaneously. Scientists tell us that we have, or are on the verge of, crossing multiple planetary boundaries. Meanwhile, and entirely related, wealth inequality has reached unprecedented levels; billions are deprived of their most basic needs; racism, colonialism and heteropatriarchy inflict terrible violence and oppression. A more equitable, just, peaceful, and ecologically sustainable world is possible, but requires deep systemic change. In this class we will think broadly and creatively about meaningful and transformative social change, including our role in bringing about such change. Key topics will include: root causes of environmental crisis and social injustice; visions for a more fair and ecologically sustainable world; competing understandings about social change; divergent perspectives on the environment and environmentalism; solidarity and intersectionality of struggle; methods and tactics of engagement; counter-movements and the workings of the powerful; and lessons from contemporary movements. In all of this, we will examine our own assumptions, social locations, and commitments to social justice, being reflexive about our roles as "leaders" and "activists."

DPLS 713. Writing for Completion. (1 Credit)

May be repeated for credit.

This course intends to create a writing community under the guidance and facilitation of a learned scholar and faculty member. The course is explicitly designed to support students who have completed or nearly completed their coursework and find it challenging to create time and space to write. The intent is also to develop a community of support and accountability, to finish, or more fully develop, one's dissertation (specifically the first three chapters) or candidacy paper. This class is not designed to be an English or "how to write," nor is it a replacement for advising from core faculty. Instead, this class is designed to help students overcome their writing barriers, find support and guidance, and come together as a community of support and engagement. The writing process can be lonely, long, and challenging. Therefore, having a writing community can be the foundation for accountability and success. Please note that you will not be learning any new content. The focus is on supporting you, pushing you, and holding you accountable to complete either your candidacy paper or aspects of your dissertation. You will be goal-setting, sharing, presenting, and meeting with the instructor.

DPLS 714. Writing for Publication. (1 Credit)

Students learn how to identify outlets for various kinds of writing, prepare publishable work in different categories of writing, discuss ethical issues related to authorship, and work effectively in an editorial relationship.

Equivalent: EDLD 714

DPLS 715. Leadership Ruminations. (1 Credit)

May be repeated for credit.

To ruminate: to go over in the mind repeatedly and often; to casually or slowly to engage in contemplation. To engage in a deliberate and reflective constructionist process. The intent of this one-credit course is to consider several of the many formidable questions around the field of leadership studies in a seminar setting. The class members will propound philosophical leadership questions to collectively critique, examine, and cogitate on with the intent of developing deeper insights and understanding for a more holistic perspective.

DPLS 716. Social Constructs and Leadership. (3 Credits)

This course has developed as a consequence of an increasing recognition in leadership studies of the need for a grounding in the theory of social construction and the phenomenology of this construction at both the sociological/cultural levels, and at the level of the individual. Upon completion of this course, students will be versed in the concepts, nomenclature, and theoretical basis for constructionist discourse as both a methodology of inquiry and as an explanatory framework for a broad interpretation of social and psychological phenomena.

DPLS 717. Leadership and Film. (3 Credits)

This course initiates a thoughtful consideration of the nature of leadership as depicted in film. Through seeking understanding in dialogue with fellow learners, students are encouraged toward greater discernment of the person, the collective, and the context with regard to the dynamic systems involved in leadership. Film provides unique insights to investigate character and motive, as well as culture, allowing us to access meaning and significance through theoretical, analytic and dialogic inquiry. The course helps form in students the ability not only to be leaders, but in the words of Robert Frost, "awakeners." Through the time spent viewing films and entering into discourse, we will become more sophisticated observers and practitioners of leadership as we seek to understand the essence of leaders through artistic representation. Reflection, introspection, and personal engagement aimed toward a richly layered encounter with the lives of leaders contributes to the formation of a more enduring and authentic leadership response to personal, organizational, and global complexities.

DPLS 718. Ways Know: Teaching, Learning, and Leadership. (3 Credits)

This course is designed to explore learning styles, adult learners, and strategies for working with adults. The leaders role in facilitating the learning, growth, and development of adults in organizational settings is examined. Beliefs about the nature of teaching, learning, and leadership are articulated in the form of a personal philosophy.

DPLS 719. Emergent Organizational Change. (3 Credits)

This course explores theories of emergent organizational change with an emphasis on the emergence of transformational practices and structures within individuals groups, and material infrastructure. Theories and strategies for identifying and positively effecting the organization will draw from a core of readings in organizational theory, social theory, philosophy, complexity science, cultural studies, and leadership theory.

DPLS 720. Principles of Research. (3 Credits)

Focusing on the pursuit of truth, this course gives a comprehensive perspective on research design, including both quantitative and qualitative methods. Emphasis is on self-understanding in the context of research and the pursuit of truth, and the appropriate use of various research methodologies. Students conceptualize their own research design as well as become more knowledgeable consumers of extant literature.

Prerequisites: DPLS 700 with a minimum grade of C or DPLS 701 with a minimum grade of C or DPLS 703 with a minimum grade of C

DPLS 721. Artificial Intelligence and Philosophical and Ethical Considerations. (3 Credits)

Students are invited to consider how different forms generate different kinds of understandings. They are introduced to qualitative research methods known as arts-based, arts-informed, or alternative methods. The topic of leadership is explored through stories and narrative, dance and theater, music and poetry, film, and visual arts data.

Equivalent: COML 527

DPLS 722. Quantitative Data Analysis. (3 Credits)

Quantitative data analyses require the use of statistics (descriptive and inferential) to summarize data collected, to make comparisons of data sets, and to generalize results obtained for a sample back to the populations from which the sample was drawn. Knowledge about data analyses can help a researcher interpret data for the purpose of providing meaningful insights about the problem being investigated.

Prerequisites: DPLS 720 with a minimum grade of C

DPLS 723. Qualitative Research. (3 Credits)

This course is designed to provide opportunities for developing specific qualitative research skills while gaining familiarity with theories, issues, and problems in qualitative research. The course examines the relationships between the theories and purposes of qualitative inquiry. There is considerable focus on practicing selected research skills and the analysis and write-up of the results from these activities.

Prerequisites: DPLS 720 with a minimum grade of C

DPLS 724. Models of Community-Based Participatory Research. (3 Credits)

Community-based Participatory Research (CBPR) is a collaborative approach to research that values the knowledge people hold about their lives and experiences. Within an asset-based community practice model, the course content and applied learning assignments focus on the role of community members (individuals and organizations) in partnering with researchers to conduct research that is relevant to the community; and that has the goal of combining knowledge and action for advancing community-identified goals. Students will meet with community-engaged scholars and learn about their research and diverse frameworks for partnering with youth and adults to conduct participatory research focused on social change. Students will gain experience with conducting community asset mapping, facilitating community conversations for identifying community interests, and designing their own CBPR proposals.

Corequisites: DPLS 720

DPLS 725. Transdisciplinary Leadership. (3 Credits)

Students will begin to develop trans-disciplinary mindsets for leadership, which can not only move us beyond fragmentation and polarization, but also allow us to co-create knowledge to address the wicked, complex problems that our organizations currently face. Discernment and engagement with questions such as, "How does trans-disciplinary knowledge construction differ from other forms of knowledge? Why are these differences important in leadership today, and how can they be applied in various settings, such as education, academic research, business, and nonprofit organizations?"

DPLS 726. Advanced Qualitative Research. (3 Credits)

Building upon the knowledge and experience acquired in DPLS 723, this course provides students with structured opportunities to analyze, interpret, and report qualitative research, using their own or sample data banks.

Prerequisites: DPLS 720 with a minimum grade of C and DPLS 723 with a minimum grade of C

DPLS 727. Complexity and Leadership Studies. (3 Credits)

This course is an inquiry into complexity theory and its relationship to society, organizations, and the self in the context of leadership studies. The course probes the roots of complexity thinking as it has emerged in language, rational thought, and human action. Complexity theory is offered as a partial corrective to paradigmatic polarization and methodological confusion in social theory.

DPLS 728. Conceptual Framework and Research Design. (3 Credits)

The goal of this course is to assist students to create a structure for the reading and analysis necessary for composition of Chapter 2 of the dissertation. The course also focuses on outlining a 1st and 3rd chapter of the dissertation.

Prerequisites: DPLS 700 with a minimum grade of C and DPLS 701 with a minimum grade of C and DPLS 703 with a minimum grade of C and DPLS 720 with a minimum grade of C

DPLS 729. Qualitative Analysis with Nvivo. (3 Credits)

This course will be devoted to learning the basics of computer assisted analysis of qualitative data using the NVivo application. Students will engage in structured opportunities to analyze, interpret, and report qualitative research using a standardized set of data as well as student generated data.

Prerequisites: DPLS 720

DPLS 730. Proposal Seminar. (3 Credits)

Development of the dissertation research proposal is the focus of this course. Candidacy has been successfully completed, and DPLS 722 and DPLS 723. The department will register candidates after recommendation from student's dissertation chair.

Prerequisites: DPLS 722 with a minimum grade of C or DPLS 723 with a minimum grade of C

DPLS 732. Leadership and Collaboration. (3 Credits)

This course is designed to engage students in exploring multidisciplinary definitions and understanding of collaboration, its elements, and how successful collaborative endeavors happen in different environments and contexts. In addition, this course will help students identify, comprehend, acquire, and cultivate collaborative leadership visions, skills, and tools.

DPLS 733. Decolonization and Leadership. (3 Credits)

This class intends to visit the North Island of Aotearoa (New Zealand) and explore the racial, political, cultural, and societal paradigms of the Māori, Pacific Islanders, and Pākehā (white New Zealanders). Specifically, this course will investigate the mindset and consequences of settler colonialism and explore individual, organizational, and societal efforts toward decolonization. As Patrick Wolfe offered: "settler invasion is a structure, not an event." Thus, the aspiration of this course and abroad experience is to expose graduate students to New Zealand communities that are working towards a decolonial system(s). Gonzaga strives to have "intercultural dialogue and engagement" as well as "an uncompromising commitment to intellectual inquiry, participation in innovative curricula informed by advances in disciplines and by world issues ..." (Strategic Plan). As Veracini (2017) notes "I am a settler, but indigenous resurgence is in my interest. It will make me a better human being and a worse settler." Therefore, using a Fanonian (and metaphorical) "cull" of the settler; the aim of decolonization, or at least movement towards it, is to save the "man," or the "woman". If my humanity is to come; it will follow genuine decolonization.

DPLS 734. Resilience and Psychological Capital. (3 Credits)

The saying of "know thyself" from the Oracle at Delphi is a deep and profound call as we consider our place, meaning, and purpose in the world. From the early Greek & Roman Stoic philosophers to the most influential contemporary thinkers who explore meaning and existence, we find that knowing yourself is connected to identifying and activating resilient strengths. We begin this journey by establishing a framework on the meaning and value of life by studying philosophical and psychological perspectives from Victor Frankl. Frankl's most recently discovered and translated lectures provide a framework for exploring and studying resilience. The course begins with an examination of existential courage to engage the deep work of mining meaning, purpose, and psychological capital. Foundational understanding of strengths and existential courage to choose the future will usher our learning toward individual and organizational perceptions, agency, and will to meaning. Readings, PsyCap self-assessment, Canvas discussions, journaling, team projects, and films will facilitate our learning and collective engagement.

DPLS 735. Proposal Defense. (1 Credit)

Students are to enroll in this course the semester in which they plan to defend their dissertation proposal.

Prerequisites: DPLS 730 with a minimum grade of S

DPLS 736. Dissertation. (1-5 Credits)

May be repeated for credit.

Students must register for a total of five (5) credits for this course.

Credits are generally spread out over several semesters.

Prerequisites: DPLS 735 (may be taken concurrently) with a minimum grade of S and DPLS 730 with a minimum grade of S

DPLS 737. Dissertation Extension. (1 Credit)

May be repeated for credit.

Credit registration for student continuing after core course requirements have been completed.

DPLS 738. Completion of Candidacy. (0 Credits)

Students must register for this zero credit course in the semester in which they complete their candidacy process.

DPLS 740. Indigenous Methodologies. (3 Credits)

This course is designed to develop an understanding of Indigenous Methodologies. Students interested in research methods that honor Indigenous communities will engage with approaches from Indigenous perspectives. This course will help to engage thinking about how one can appropriately apply these methods to one's research while fostering respectful relationships with Indigenous people and communities.

DPLS 741. The Art and Practice of Dialogue. (3 Credits)

This course is concerned with the praxis of dialogue. From the theoretical perspective dialogue is presented through philosophical, psychological, biological, and sociological readings. The course moves from broad perspectives on communication, meaning, and community to focused inquiry into subjective and intersubjective aspects of communication and meaning. This shift is supported by the regular practice of intentional dialogue at each class meeting.

DPLS 742. Critical Theory and Leadership. (3 Credits)

This course is an introduction to the foundations of Frankfurt School Critical Theory, whose interdisciplinary Marxist method forms: much of the theoretical basis of Critical Leadership Studies/Critical Management Studies, which seeks to understand: the conditions of leadership in contemporary society through qualitative methods, interrogating the structure of subjectivity and the social construction of concepts such as "leadership." Themes addressed include: Frankfurt School's seminal studies of the character structure of the "authoritarian personality" and its role in demagoguery, and the promotion of prejudice; the Frankfurt School on workplace alienation and instrumental rationality under capitalist modernity; mass culture; and the formation of publics and "public opinion."

DPLS 743. Leadership and Consulting. (3 Credits)

This course examines the philosophy of consulting to include the 'main body of the leadership mind': ethics, courage, reality, and vision as intelligence tools. It also examines the consulting domain as it relates to internal and external barriers of organizational entities, such as structural concerns, gaps in leaders' skills and knowledge, effectiveness of collective intelligence.

DPLS 744. Leadership Language and Culture. (3 Credits)

This course is designed for students who are interested in sociocultural and critical perspectives on identity and language and their intersection in diverse cultural communities. Our goal will be to explore the theoretical and methodological issues and substantive findings surrounding current research on identity and language.

DPLS 745. Ethics and Leadership Studies. (3 Credits)

This course is an inquiry into character and conduct, moral responsibility, deliberation and decision, individuals and society, persons and community.

DPLS 746. Leadership and Applied Ethics. (3 Credits)

This course centers on a variety of moral dilemmas that prevail in societies and organizations. Students gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of ethical principles. This course presupposes a good grasp of ethical theory either through DPLS 750: Leadership and Ethics or through extensive background readings.

DPLS 747. Leadership and Classical Ethics. (3 Credits)

Several classical ethical models are examined throughout the course. Critical analysis of how these models might apply to leadership today is made.

DPLS 748. Leadership and Feminist Ethics. (3 Credits)

Ethics and ethical decision making is viewed from a feminist perspective. Application to leadership is made throughout the course. A question of interest is how the feminist perspective might yield different outcomes than do more traditional decision-making models.

DPLS 749. Leadership and Eco Ethics. (3 Credits)

This course provides in-depth thoughts on principles of ethics and ethical decision making regarding ecology at global, national, and local levels.

DPLS 750. Leadership and Post-Modern Ethics. (3 Credits)

This course is an introduction to some of the various ways that the pursuit of an ethical life, a life lived well in the light of goodness and justice, has been inspired by "post-modernism." For our purposes, that means ethics pursued after the challenges posed to the autonomy of the subject and the absolute power of reason, challenges that become dominant in western thinking since the mid Twentieth Century. In particular, this means thinking about justice and goodness outside of the exclusive concern with rule-based ethics (Deontology and Utilitarianism) that marks the Enlightenment, or High Modernism.

DPLS 751. Leadership and History. (3 Credits)

This course focuses on the theme of leadership within unique historical contexts. The course considers the significant issues and dilemmas confronted by religious leaders, civic leaders, political leadership, reform leadership, female leadership, and business leadership. The historical contexts span from the 17th century Massachusetts Bay Colony to the 20th century using a biographical and case study approach to examine leadership dilemmas.

DPLS 752. Narrative Inquiry. (3 Credits)

This course offers students an opportunity to explore the growing synergy between two research areas: leadership, and narrative or story. The course begins with an exploration of the role of narrative in our lives. The class then shifts to a focus on the actual dynamic of telling a story to an audience that includes practicing storytelling, how to listen to stories. The third module will explore the role of storytelling for those in a leadership role that includes: the role of story for those aspiring to become a more authentic leader? How a leader use stories to shape culture? And, how to craft a group narrative? The fourth and final module will allow students to delve more deeply into applications of narrative research and how narrative can be utilized in a coaching role.

Prerequisites: DPLS 720 with a minimum grade of S

DPLS 753. Phenomenology and Existential Philosophy. (3 Credits)

Phenomenology is a movement in 20th century philosophy inaugurated by Edmund Husserl with the publication of the Logical Investigations in 1901. Thinkers within this tradition agree with Husserl that the epoch we call "Modernity," which comes to dominate Western thought with Descartes' triumph in the 17th century, has left us with a bifurcated world. Subject is cut off from object, mind from thing, appearance from reality, fact from value, science from essences, and reason from ethical and political life. Phenomenology is organized around the rallying cry "To the Things Themselves" in an attempt to heal these rifts. This class asks you to think through the dualistic assumptions of modernity which we often unreflectively absorb from the cultural epoch in which we live. If after this class you still believe that value and meaning come from personal preference or personal faith and not from a communal rational inquiry, then you will better understand the historical nature of your own position and will have come to take a conscious decision on its truth. If you are convinced by the phenomenological critique of the modernity you will be in a better position to recognize the cultural manifestations of the modern position, to diagnose their historical causes, and perhaps to offer an alternative.

DPLS 754. Identity Development and Leadership. (3 Credits)

The Identity Development and Leadership course is designed to empower students to gain a deeper understanding of their own identities and how these shape their leadership and research practices. This course encourages students to reflect on their unique identities, foster an understanding of privilege and power, and explore how these elements impact interactions and relationships with others in the workplace community as well as student research.

DPLS 755. Leadership and Communication. (3 Credits)

This course focuses on the relation of the theories and techniques of group processes and persuasion to styles of leadership.

DPLS 756. Leadership and Psychology. (3 Credits)

Systems and developmental approaches to psychology are integrated with personal and interpersonal understandings of leadership in this course. Dialogue regarding the nature is engaged in order to strengthen critical knowledge of psychology, social justice, and the leader as servant.

DPLS 757. Power and Influence in Leadership. (3 Credits)

If leadership is about relationships, power is the ability to influence others. In the organizations, the dynamics of power and influence surround us. They play a role - often fundamental - in nearly all the aspects of life, from individual relationships, career advancement to broad organizational change. This course is designed to study the large body of theory and research regarding power, influence and political skills, with the applied context of individual, community and organizational leadership. Students will analyze research critically from a theoretical and empirical perspective, apply the concepts to case studies and real life experiences, as well as develop an aptitude for leadership applications.

DPLS 760. Readings. (1-3 Credits)

May be repeated for credit.

Curriculum, reading lists, and credit are determined based on an individual proposal.

DPLS 761. Readings. (1-3 Credits)

May be repeated for credit.

Curriculum, reading lists, and credit are determined based on an individual proposal.

DPLS 762. Readings. (1-3 Credits)

May be repeated for credit.

Curriculum, reading lists, and credit are determined based on an individual proposal.

DPLS 763. Readings. (1-3 Credits)

May be repeated for credit.

Curriculum, reading lists, and credit are determined based on an individual proposal.

DPLS 764. Projects. (1-3 Credits)

May be repeated for credit.

Curriculum, reading lists, and credit are determined based on an individual proposal.

DPLS 765. Projects. (1-3 Credits)

May be repeated for credit.

Curriculum, reading lists, and credit are determined based on an individual proposal.

DPLS 766. Internship/Mentorship. (0-3 Credits)

May be repeated for credit.

Credits determined based on individual proposal.

DPLS 767. Non-Dissertation Research. (1-3 Credits)

May be repeated for credit.

Research and design are based on an individual proposal.

DPLS 768. Non-Dissertation Research. (1-3 Credits)

May be repeated for credit.

Research and design are based on an individual proposal.

DPLS 769. Non-Dissertation Research. (1-3 Credits)

May be repeated for credit.

Research and design are based on an individual proposal.

DPLS 770. Special Topics Abroad. (1-3 Credits)

May be repeated for credit.

DPLS 772. Special Topics. (1-3 Credits)**May be repeated for credit.**

Special topics seminars are designed based on individual student and faculty interests.

DPLS 773. Special Topic. (1-3 Credits)**May be repeated for credit.**

Special topics seminars are designed based on individual student and faculty interests.

DPLS 774. Special Topics. (1-3 Credits)**May be repeated for credit.**

Special topics seminars are designed based on individual student and faculty interests.

DPLS 775. Special Topics. (1-3 Credits)**May be repeated for credit.**

Special topics seminars are designed based on individual student and faculty interests.

DPLS 776. Special Topics. (1-3 Credits)**May be repeated for credit.**

Special topics seminars are designed based on individual student and faculty interests.

DPLS 777. Special Topics. (1-3 Credits)**May be repeated for credit.**

Special topics seminars are designed based on individual student and faculty interests.

DPLS 778. Special Topics. (1-3 Credits)**May be repeated for credit.**

Special topics seminars are designed based on individual student and faculty interests.

DPLS 779. Special Topics. (1-3 Credits)**May be repeated for credit.**

Special topics seminars are designed based on individual student and faculty interests.

DPLS 780. Servant Leadership. (3 Credits)

The foundations of servant-leadership are explored with an emphasis on reviewing the original writings, and on conceptualizing and articulating the philosophy through a clarification of what it is, and why Servant-leadership is relevant. Human development theories are used as theoretical frameworks for identifying criteria to assess servant-leaders and servant-organizations, and for understanding how they develop and function. Dialogue is encouraged as a way of integrating aspects of the philosophy with applied experience and gain insights into the students own leadership approach.

DPLS 781. Listen, Discern, Decide. (3 Credits)

In this class, students will learn more in depth concepts of servant-leadership by learning approaches and practices of listening and discernment as a way of enhancing decision making capacity. The course begins with a focus on interior and exterior listening. Listening and awareness techniques are then integrated with the principles and practices of discernment. The course progresses from a focus on the individual, to group, to listening and discerning and decision making in organizations and communities.

DPLS 782. Foresight and Strategy. (3 Credits)

In this course students will integrate more of the servant-leader characteristics, and further develop the disposition of a servant-leader. The course explores the art, science and methods leaders use to acknowledge, stimulate, and further develop their capacity of foresight. Students engage macro system perspectives applying strategy and stewardship as they consider introducing vision into the reality of complex organizational and community systems.

DPLS 783. Seminar in Servant Leadership. (1-3 Credits)**May be repeated for credit.**

This intensive course will examine the theory and practice of servant-leadership, starting with a careful examination of Robert Greenleaf's primary work, *Servant Leadership* (1977/2002, Paulist Press). This will be followed by an examination of critical issues and practices through the reading of selected essays by James Autry, Warren Bennis, Peter Block, John Carver, Stephen Covey, Shann Ferch, Dee Hock, Michael Jones, Richard Leider, Ralph Lewis, Jack Lowe, Ken Melrose, Richard Nielsen, Parker Palmer, George SanFacon, Peter Senge, James Showkeir, Larry Spears, Margaret Wheatley, Lea Williams, Danah Zohar and others.

DPLS 784. Servant Leadership, Power, and Inclusion. (3 Credits)

In a fresh approach to the personal, organizational, and global dynamic, through this class discerning communities of leaders consider the role of leadership, power, and gender in the midst of political and social upheaval. The course speaks to the heart of the community, the heart of the leader, the power of servant-leadership and gender integration. Concepts of power, equity and inclusion along with a focus on critical theory deepens the holistic foundation of servant-leadership by integrating feminist perspectives, producing a paradigm shift that can move organizations from hierarchy-driven, rules-based, and authoritative models to value-driven, follower-oriented, and participative models.

DPLS 785. Servant Leadership and Neurobiology. (3 Credits)

In the context of an ever-expanding universe, the nature of our DNA is being explored with new acuity, creating a profound nexus between servant-leadership and neurobiology. In this class, the effects of positive psychological research on the neurobiology of leaders, communities, and the globe in the context of servant-leadership are explored.

DPLS 786. Servant Leadership International Ctx. (3 Credits)

The ambiguity that arises between being a servant and leader can be examined through the tenets of servant-leadership. Servant-leadership tenets are valued in many cultures because they speak to how servant leaders develop human potential, nurture individual growth, and foster organizational well-being. The course will study the theoretical and stereotypical view of leadership in the international context and will also investigate the concepts of cultural self-awareness and development of global servant leadership competencies.

DPLS 900. Workshop. (1-6 Credits)**May be repeated for credit.**