
NCA &TSU PhD in Leadership Studies Degree Requirements

Leadership Studies Program

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OBJECTIVE

The objectives of the Leadership Studies Graduate program are to provide theoretical and practical experiences that are essential for students pursuing a Doctor of Philosophy degree. The interdisciplinary Doctor of Philosophy degree in Leadership Studies emphasizes diversity, ethics, information technology, informed practice and research. In addition, the graduates of this doctoral program in Leadership Studies will realize the following interdisciplinary objectives:

1. Design, evaluate, and interpret the collection and analysis of data and their role in leadership and decision-making;
2. Critique and recommend technology to support the different components of leadership;
3. Recognize, develop and incorporate ethical judgment in leadership;
4. Recognize, value and integrate diversity for developing organizational effectiveness;
5. Understand theories of motivation and leadership as they influence ethical decision-making; and
6. Articulate a personal leadership vision that benefits the organization and the members.

Degree Offered

Leadership Studies – Doctor of Philosophy (Ph.D.)

Program Description

This is an interdisciplinary program designed for persons who desire positions of leadership in agriculture, business, industry, science, engineering, education, the military and medical fields, and who are interested and committed to conducting research in the field of Leadership Studies. The program enhances students' scholarship in the field of leadership and contributes to the accumulation of new knowledge through research and application in the study of leadership. It fosters a scholar/practitioner approach in the preparation of leaders. The mission of the program is to expand the knowledge base of concepts and theories of leadership through application of research and experiences acquired in the program.

Degree Requirements

Students seeking to earn the Doctor of Philosophy in Leadership Studies degree are required to complete a minimum of 51 hours, 42 hours of coursework and nine hours of internship/research and dissertation writing. The program consists of 24 hours of core courses, nine hours of electives, nine hours of research courses, three hours of internship, three hours of dissertation research, and a minimum of three hours of dissertation writing. The 24 hours of core courses in Leadership Studies must be taken at North Carolina A&T State University.

The program is designed for full-time and part-time students. All students must complete the program within a six-year period, date of entry to date of exit.

Students must obtain and maintain a grade point average (GPA – 3.0) B or better in each of the courses completed towards the Ph.D. degree.

Transfer credit will be awarded a maximum of six credit hours in research courses or any elective courses completed beyond the master's degree level. NO transfer credit will be awarded for Core Courses.

Admission Requirements

Candidates seeking admission to the Leadership Studies Program for the Doctor of Philosophy degree must meet the following requirements:

1. A master's degree from a college or university recognized by a regional or general accrediting agency.
2. A minimum of five years of work experience at the executive or managerial level or a minimum of five years in Leadership Studies research.
3. A completed Graduate Record Exam (GRE) General Test, or the Graduate Management Admissions Test (GMAT), or the Miller Analogies Test (MAT) as applicable to the discipline area of the student, within the last five years.
4. An applicant with his/her highest degree from a non-English-speaking country is required to complete the Test of English as a Foreign Language (TOEFL) examination and obtain a score of 600 or higher on the written examination or at least 250 on the computer examination.
5. An applicant will be interviewed by an Admissions Committee as part of the admission requirements prior to recommendation for acceptance into the program.

Note: These requirements will be reviewed periodically and revisions made as appropriate.

Documentation Requirements

The following documents are to be submitted by all applicants.

1. Two official transcripts of all college-level academic work.
2. Three letters of recommendation (for study at master's level) from professional associates or supervising faculty/professors from the degree granting institution.
3. An official copy of the GRE, GMAT, or MAT scores mailed directly to the University from the testing agency.
4. An official copy of the TOEFL score, if applicable, mailed directly to the University from the testing agency.
5. The completed application form and application fee stipulated by the School of Graduate Studies at NC A&T State University.
6. A Statement of Purpose (two pages and double-spaced) explaining the reasons for pursuing the Doctor of Philosophy degree in Leadership Studies and detailing professional work experience or leadership research background. The Statement will also be used to evaluate writing proficiency.

Candidacy

Following the successful documentation and completion of the internship as approved by the director or committee, the student will present a prospectus, upon successful presentation the student will be admitted into candidacy for the interdisciplinary Ph.D. in Leadership Studies. The candidate will then enroll and successfully complete three hours of supervised dissertation research and three hours of supervised dissertation writing and upon the successful defense of the dissertation, the candidate will be awarded the doctoral degree (Ph.D.) in Leadership Studies. Should the candidate require more than the six hours of dissertation research and writing, the candidate will enroll for additional hours provided the six-year limit has not been exceeded.

Dissertation Committee

The committee will be composed of four members including the chair, and one member appointed by the Dean of Graduate Studies. At the end of a minimum eighteen hours of study, the students are required to select their four-person dissertation committee. This committee will be chaired by a faculty from the NC A&T State University. The additional committee members will consist of North Carolina A&T Faculty including eminent leaders and adjunct faculty and/or an external member.

The Dissertation

The doctoral dissertation presents the results of the student's original investigation in the field of major interest. It must be a contribution to knowledge, be adequately supported by data and be written in a manner consistent with the highest standards of scholarship. Publication is expected and required.

The dissertation will be reviewed by all members of the advisory committee and must receive their approval prior to submission to the School of Graduate Studies. Three copies of the document signed by all members of the student's advisory committee must be submitted to the School of Graduate Studies by a specified deadline during the Fall or Spring semester or summer session in which the degree is to be conferred. Prior to final approval, the dissertation will be reviewed by the School of Graduate Studies to ensure that the format conforms to its specifications.

The University has a requirement that all doctoral dissertations be microfilmed by University Microfilms International of Ann Arbor, Michigan, which includes publication of the abstract in Dissertation Abstracts International. The student is required to pay for the microfilming service.

Courses Description

LEST 800. Leadership Theories

Credit 3 (3-0)

This course explores the theoretical nature of leadership. The emphasis is on the application of theories of leadership in political, economic, social, and global contexts. A critical examination of the leadership literature and research are used to develop an appreciation for the contingency and interdisciplinary nature of leadership.

LEST 802. Decision-Making Theories and Strategies

Credit 3 (3-0)

This course focuses on the development and enhancement of strategic decision-making capabilities. It explores the theories and principles of executive decision-making processes such as qualitative decision-making models and techniques. A related emphasis is on effective communication with diverse groups, and implementation and evaluation of strategic decisions. Other topics include power and politics, managerial cognition, strategy formulation, organizational learning, organizational information processing, ethical decision-making, and the influence of technology on strategic decisions.

LEST 810. Ethics and Social Responsibility in Leadership

Credit 3 (3-0)

This course focuses on the ethical and legal dimensions of leadership, including multiple philosophies and theories. This course will provide an examination and interpretation of complex issues from the perspective of ethical leadership and diversity.

LEST 811. Human Behaviors and Relations

Credit 3 (3-0)

This course focuses on human relations theory and practice in various contexts. Emphasis is placed on the role of leaders as ethical change agents at the behavioral, interpersonal, organizational, and societal levels. Additionally, in-depth studies of human behavior theories will focus on human motivation, self-awareness, interpersonal skills and group dynamics, worldview, human relations, human interaction with technology, and personal and organizational diversity.

LEST 812. Contemporary Issues in Cultural Diversity

Credit 3 (3-0)

This course focuses on current issues in diverse cultures and the development of cultural understanding and knowledge of the literature, history, language, art, music, and social/political systems of a diverse culture.

LEST 820. Information Technology as a Leadership Tool

Credit 3 (3-0)

This course focuses on the interaction of information technology and society and how the functioning of organizations are both enhanced and constrained by information technology. Topics of study include the ethical

use of technology, technology and decision making, technology as a management tool, technology as a teaming tool, technology as a leadership assessment and performance tool, and networks and the Internet.

LEST 840. Organizational Structure and Dynamics**Credit 3 (3-0)**

This course examines the major theories in the study of effective organizational designs. The emphasis is on the creation and use of vertical and horizontal networks of interdependent and interrelated relationships among functional and operating units to provide the organization with adaptive capacity to respond effectively to a rapidly changing environment.

LEST 850 Leadership in the Global Economy and Society**Credit 3 (3-0)**

This course will focus on effective and ethical global leadership in the areas of decision-making, problem-solving, competencies for addressing relationships, communication, teambuilding, leading visions into actions. Additionally, the course will emphasize stress and conflict management, interdependent thinking, valuing the ability to advance the work of the institution's place in global society, communities and cultural awareness technology and global perspectives.

LEST 860 Qualitative Research**Credit(3-0)**

This course focuses on methods and tools of inquiry of qualitative research, including but not limited to developing case studies, surveys, interviews and narrative observations. Strategies for determining the intertextuality of trends and relationships as revealed in the research will be developed.

LEST 861. Computer Aided Research (prerequisite Basic Research)**Credit 3 (3-0)**

This course focuses on three areas of application of the computer in research: development and literature reviews, data collection and statistical analysis, and the presentation of findings, conclusions, and recommendations. Students will develop a synthesis of knowledge and skill in applying the computer as a tool for research.

LEST 862. Quantitative Research**Credit 3 (3-0)**

This course provides a fundamental introduction to the field of quantitative research through the development of a knowledge base and an application of research skills and methodologies required to select, read, and interpret relevant professional literature.

LEST 863. Statistical Applications and Interpretations**Credit 3 (3-0)**

This course will focus on research and case study design emphasizing implementation strategies that address organizational policies and practice. A review of paradigm shifts and an analysis of literature in the study of cultural and technological influences. In addition, the course will enhance students' understanding of how various public, private and corporate agencies are changed based on the governance and administration.

LEST 870. Internship in Leadership**Credit 3 (3-0)**

This course provides inquiry, exploration, and hands-on opportunities to observe and participate in leadership decisions. The internship will be one of professional practice internship in a leadership environment. The internship will be with a recognized business, industry, government or non-governmental leader or in an organization that emphasizes leadership. It will inform the student of current practice and lead to the dissertation research.

LEST 885. Special Topics**Credit 3 (3-0)**

This course allows the introduction of new topics on a trial basis at the doctoral level. The topic of this course will be determined prior to registration.

LEST 900. Dissertation Research**Credit 3 (3-0)**

This course focuses on the development of the dissertation proposal. The dissertation research is embedded in the internship experience that ensures a comprehensive application and utilization of research.

LEST 930. Dissertation Writing**Credit 3 (3-0)**

Dissertation writing is the culminating course in the student's doctoral program. The student will demonstrate high levels of scholarly and intellectual activity. Dissertation writing is an original contribution to knowledge in the field of study through disciplined inquiry. This course prepares a student for conducting, writing, and defending the dissertation in accordance with the highest professional standards.

LEST 991. Doctoral Qualifying Examination**Credit 3 (3-0)**

This course will guide the student to take the qualifying examination. The qualifying examination will consist of a written examination over the Leadership Studies program core courses. Grading is pass/fail evaluation only.

LEST 999. Continuation of Doctoral Dissertation**Credit 1 (1-0)**

This course is a continuation of LEST 930. This course is for doctoral students who have completed all credit course hour requirements.

LIST OF GRADUATE COURSES**The Leadership Core – (24 Credit Hours)**

- LEST 800 - Leadership Theories *
- LEST 802 - Decision-Making Theories and Strategies *
- LEST 810 - The Role of Ethics in Leadership *
- LEST 811 - Human Behaviors and Relations *
- LEST 812 - Contemporary Issues in Cultural Diversity *
- LEST 820 - Information Technology as a Leadership Tool *
- LEST 840 - Organizational Structure and Dynamics *
- LEST 850 - Leadership in the Global Economy and Society *

Research Preparation Courses – (18 Credit Hours)

- LEST 860 – Qualitative Courses **
- LEST 861 – Computer Assisted Research **
- LEST 862 – Quantitative Research **
- LEST 863 – Statistical Applications and Interpretations**
- LEST 870 – Internship in Leadership **
- LEST 900 – Dissertation Research **
- LEST 930 – Dissertation Writing **
- LEST 999 – Continuation of Doctoral Dissertation**

Elective Discipline Courses – (9 Credit Hours)**School of Agricultural and Environmental Sciences**

- AGED 710 - Program Design, Management, and Evaluation***
- AGED 797 - Agricultural Education Program Management Plan Project***

School of Business and Economics

- BUAD 712 - Foundations of Enterprise Management***
- BUAD 713 - Business Applications Development***
- BUAD 715 - Quantitative Business Analysis***
- BUAD 716 - Strategic Marketing***
- BUAD 718 - Management and Organizational Analysis***
- BUAD 730 - Human Resources Management***
- BUAD 735 - Contemporary Issues in Human Resources Management***
- BUAD 736 - Human Resources Management Strategy***
- BUAD 746 - E-Business and E-Commerce Management***
- TRAN 701 - Strategic Logistics Management***
- TRAN 725 - Purchasing and Materials Management***
- TRAN 727 - Global Supply Chain Management***

School of Education

- ADED 773 - Leadership***
- CUIN 709 - Administration and Supervision***
- CUIN 711 - Research and Inquiry***
- CUIN 716 - Media Center Management***
- CUIN 767 - Computer Lab Supervision and Management***
- MSA 771 - Diversity Issues in Administration***
- MSA 772 - Administration, Management, and Supervision***
- MSA 773 - Issues in Educational Administration***
- MSA 774 - Curriculum and Instructional Leadership***

MSA 776 - Law, Policy, and Politics of Education***
MSA 777 - Ethical and Societal Aspects of Educational Leadership***
MSA 778 - The Principalship***

College of Engineering

AREN 753 - Building Facilities Planning and Project Management***
AREN 755 - Computer-Aided Project Management***
AREN 770 - Energy Management Planning***
INEN 721 - Systems Engineering Models***
INEN 731 - Engineering Cost Control***
INEN 735 - Human-Computer Interface***
INEN 813 - Cognitive Systems Engineering***
INEN 814 - Advanced Topics in Human-Machine Systems***
INEN 821 - Multivariate Statistics for Engineers***
INEN 822 - Advanced Systems Simulation***
INEN 831 - Service Sector Engineering***
INEN 832 - Information Technology Management***
INEN 833 - Supply Chain Systems Engineering***
INEN 831 - Service Sector Engineering***
INEN 832 - Information Technology Management***
INEN 833 - Supply Chain Systems Engineering***
INEN 853 - Enterprise Integration***

School of Technology

ECT 730 - Systems Integration for Telecommunications Managers***
GCS 733 - Graphic Communications Organization and Management***
MFG 775 - Production Management and Control***
MSIT 740 - Leadership Development Seminar***
MSIT 790 - Research Methods***
TECH 767 - Research and Literature in Technological Education***
TECH 768 - Technological Seminar***
TECH 770 - Systematic Design of Training and Development for Industry***

* = Core Courses required for all students – No Transfer
* * = Research Preparation and Dissertation Courses
*** = Elective Courses (Discipline Specialization)

Directory of Faculty

Chi Anyansi-Archibong, B.S., Accounting and Business Administration; M.B.A.,
Business Administration, University of Kansas; Ph.D., Strategic
Management/Business Policy, University of Kansas; Professor
Antoine Alston, B.S., Agricultural Education, North Carolina A&T State University;
M.S., Agricultural Education, North Carolina A & T State University; Ph.D.,
Agricultural Education, Iowa State University; Assistant Professor
Elizabeth Barber, B.A., Virginia Western Community College / Roanoke College, English,
Psychology and Education, M.S. / Ph.D., Virginia Tech, Literacy Studies
James Battle, Ed.D., Nova Southeastern University; Ed.S., University of North Carolina
at Greensboro; M.S., Administration, North Carolina A&T State University; M.S.,
Counseling, North Carolina A&T State University; B.S., History, North Carolina
A&T State University; Assistant Professor

Sylvia Sloan Black, B. S., Physics, Howard University ; M. S., Computer Science, University of North Carolina - Chapel Hill; M.B.A., Business Administration, University of Kansas; Ph.D., Strategic Management, Columbia University;

David Boger, B.S., Chemistry, Livingstone College; M.S., Natural Science, New Mexico Highlands University; Ph.D., Curriculum and Instruction, University of New Mexico; Professor

Judie Bucholz, B.S., Psychology, University of Maryland; M.A., Human Relations, University of Oklahoma; M.A., Organization Development, The Fielding Graduate Institute; M.A., Technology, Kent State University; Ph.D., Human and Organizational Systems, The Fielding Graduate Institute; Assistant Professor

William Carden, B.A., Psychology, University of South Alabama; M.S., Business Administration, Memphis State University; Ph.D., Business Administration, The University of Memphis; Assistant Professor

Vincent W. Childress, B.S., M.S., Ph.D., Virginia Polytechnic Institute and State University; Professor

William Craft, B.S., Physics/Applied Mathematics, N.C. State University; M.S., Engineering Mechanics, Clemson University; Ph.D., Engineering Mechanics, Clemons University; Professor

Jane Davis-Seaver, Ph.D., Curriculum and Teaching, University of North Carolina at Greensboro; Associate Professor

Derrick Dunn, B.S., Mathematics, N.C. A&T State University; B.S., Electrical Engineering, N.C. A&T State University; M.S., Electrical Engineering, Virginia Polytechnic Institute and State University; M.S., Mathematics, Virginia Polytechnic Institute and State University; Ph.D., Electrical Engineering, Virginia Polytechnic Institute and State University; Associate Professor

Alexander Erwin, B.A., Social Sciences Education, Livingstone College; M.A., School Administration/Supervision and Social Studies, Appalachian State University; Ed.S., Administration and Curriculum Development, Appalachian State University; Ed.D., Educational Administration and Curriculum/Supervision, Virginia Polytechnic Institute and State University; Director, Leadership Studies/Professor

Albert Esterline, B.A., Philosophy, Lawrence University; Ph.D., Philosophy, University of St. Andrews; M.S., Mathematics, University of Minnesota; Ph.D., Computer Science, University of Minnesota; Associate Professor

Angela Evans-Everett, B.S., Special Education, East Carolina University; M.Ed., Special Education, East Carolina University; M.Ed., Educational Leadership and Policy, North Carolina A&T State University; Ed.S., Administration, University of North Carolina at Greensboro; Ed.D., Education Leadership and Cultural Foundations, University of North Carolina at Greensboro

Edward Fort, B.S., Wayne State University; M.S., Wayne State University; Ed.D., Educational Administration/Leadership, University of California; Chancellor Emeritus, Professor

William Gentry, B.S., Psychology, Emory University, M.S., University of Georgia, Psychology, Ph.D., University of Georgia, Psychology, Adjunct Professor

J. Phillip Halstead, B.A., History, Florida State University; M.S., Higher Education Administration, Florida State University; Ph.D., Higher Education Administration, Florida State University

Lorna Harris, B.S., Nursing, N.C. A&T State University; M.S., Public Health Nursing/Education, University of North Carolina at Chapel Hill; Ph.D., Public Administration/Public Policy Analysis, University of North Carolina at Chapel Hill; Professor

Karen Hornsby, B.A., Philosophy, Humanities, Religious Studies, California State University; M.A., Applied Philosophy, Bowling Green State University; Ph.D., Applied Philosophy, Bowling Green State University; Assistant Professor

William James, Ph.D. Industrial Technology, University of Northern Iowa; Associate Professor

Xiaochun Jiang, B.S., Mechanical Engineering, East China Institute of Technology; M.S., Manufacturing Engineering, Nanjing University of Science and Technology; Assistant Professor

Olenda Johnson, B.S., Business Administration/Marketing, Florida A&M University; M.B.A., Finance, Florida A&M University; Ph.D., Organizational Behavior, University of Pittsburgh; Associate Professor

Alvin L. Keys, B.A., Wake Forest University; M.A., Ph.D., University of North Carolina at Greensboro; Associate Professor

Jung Kim, B.S., Electronics Engineering, Yonsei University; M.S., Electrical Engineering, North Carolina State University; Ph.D., Electrical and Computer Engineering, North Carolina State University; Professor

Dorothy D. Leflore, B.S., Mississippi Valley State University; M.S., Ph.D., University of Oregon; Chairperson

John Martin, B.S., Biology/Science Education, Warren Wilson College; M.S., Technology Education, West Virginia University; Ph.D., Technology Education/Resource Management, West Virginia University; Assistant Professor

Cynthia McCauley, B.A., King College, Psychology, M.A. / Ph.D., University of Georgia, (I/O) Psychology

Laura McQueen, Ph.D., Curriculum and Instruction/Education/ Leadership and Cultural Studies, University of North Carolina at Greensboro; Assistant Professor

Daniel Miller, B.A., University of Nebraska, Psychology, M.S. / Ph.D., Cornell University Educational Administration / Organizational Behavior

Daniel Mountjoy, B.S., Systems Engineering/Human Factors, Wright State University, M.S., Systems Engineering/Human Factors, Wright State University; Ph.D., Industrial Engineering/Ergonomics, North Carolina State University; Assistant Professor

Celestine Ntuen, B.S., Industrial Engineering, West Virginia University; M.S., Industrial Engineering, West Virginia University; Ph.D., Industrial Engineering, West Virginia University; Professor

Devdas Pai, B.Tech, Mechanical Engineering, Indian Institute of Technology, M.S., Mechanical Engineering, Arizona State University; Ph.D., Mechanical Engineering, Arizona State University; Professor

Edna Ragins, B.S., Business Administration/Management, Hampton University; M.S., Marketing, University of Wisconsin; Ph.D., Business Administration/Marketing and Communications, Florida State University; Associate Professor/Chairperson

Judy Rashid, B.S., Psychology, North Carolina A&T State University; M.S., Educational Media, North Carolina A&T State University; Ed.D., Higher Education Administration, North Carolina State University

Younho Seong, B.S., Industrial Engineering, Inha University; M.S., Industrial Engineering, Inha University; M.S., Industrial and Operations Engineering, University of Michigan; Ph.D., Industrial Engineering, S. University of New York; Assistant Professor

Paul Stanfield, B.S., Electrical Engineering, North Carolina State University; M.B.A., Business Administration, University of North Carolina at Greensboro; M.S., Industrial Engineering/Operations Research, North Carolina State University; Ph.D., Industrial Engineering, North Carolina State University; Assistant Professor

James Steele, B.A., Morgan State; M.A., Political Science, Atlanta University; Ph.D., Political Science, Atlanta University; Associate Professor

Alice Stewart, B.B.A., M.B.A., University of Kentucky; Ph.D., University of North Carolina at Chapel Hill; Associate Professor

Forrest Toms, B.S., M.A., Middle Tennessee State University; Ph.D., Howard University; Associate Professor

Silvanus Udoka, B.S., Manufacturing Engineering Technology, Weber State University; M.S., Industrial Engineering and Management, Oklahoma State University; Ph.D., Industrial Engineering and Management, Oklahoma State University; Associate Professor

Isaiah Ugboro, B.S., Finance, Utah State University; M.B.A., Administrative Management, University of North Texas; Ph.D., Business Administration, University of North Texas; Professor

Ellen Van Velsor, B.A., Southern New York University, Sociology, M.A., University of Florida, Sociology, Ph.D., University of Florida, Sociology, Adjunct Professor

Miriam Wagner, B.A., English Literature, University of North Carolina at Chapel Hill;
B.A., Psychology, University of North Carolina at Chapel Hill; M.S., School
Counseling, North Carolina A&T State University; M.S., Human Development,
North Carolina A&T State University; Ph.D., Community Counseling, University
of North Carolina at Greensboro; Associate Professor

Elizabeth Darby Watson, B.S., Psychology, Columbia Union College; M.S., Social
Work, Howard University; Ph.D., Leadership, Andrews University School of
Education

Lea E. Williams, B.A., Elementary Education, Kentucky State University; M.S.,
Curriculum and Instruction, University of Wisconsin-Milwaukee; M.A., Educational
Systems Computer Specialist, Columbia University; Ed.D., Higher and Adult
Education, Columbia University-Teachers College

