

# DOCTOR OF EDUCATIONAL LEADERSHIP

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## Program Overview

**Rider's Doctor of Educational Leadership** brings together passionate and experienced educators to collaboratively study the complex and pressing issues facing students and teachers today — and to develop practical, evidence-based solutions to respond to those issues through action research.

The **36-month, 51-credit program** involves two years of coursework and a year of dissertation research and analysis. Hybrid (online and on-campus) studies and summer residencies enable education professionals to pursue the degree without career interruption.

The goal of Rider's Ed.D. program is to prepare skilled professionals who use research and scholarship to inform their leadership and decision making. Through the required coursework, you will develop a greater understanding and sense of context for today's major educational challenges, including:

- Educational reform
- Instructional leadership
- Educational accountability and assessment
- Research methods and data analysis
- Social context of education
- Politics and governance
- Teachers and teaching
- Resource allocation and deployment

## Curriculum Overview

Much of the program's coursework will relate to issues facing your own school, district or college, giving you practical knowledge and insights that you can apply every day to your work. Early in the program, you will learn how action research can be used to determine needs and options, and begin working with members of the doctoral faculty to identify a potential problem, issue or opportunity of interest to you. You will then implement and evaluate your own dissertation change project.

As an added feature of our program we are currently offering our candidates the option to take a concentration of four courses focused on higher education. See the Concentration tab for the coursework related to this option.

## Carnegie Project on the Education Doctorate Rider has been invited to become a member of the prestigious Carnegie Project on the Education Doctorate

The Carnegie Project on the Education Doctorate (<https://www.cpedinitiative.org/>) (CPED) includes over 100 colleges and schools of education, which have committed resources to work together to undertake a critical examination of the doctorate in education (EdD) through dialog, experimentation, critical feedback and evaluation.

### Vision

The Vision of the Carnegie Project on the Education Doctorate (CPED) is to inspire all schools of education to apply the CPED framework to

the preparation of educational leaders to become well-equipped scholarly practitioners who provide stewardship of the profession and meet the educational challenges of the 21st century.

### Mission

The Mission of the Carnegie Project on the Education Doctorate (CPED) is to strengthen, improve, support and promote the CPED framework through continued collaboration and investigation.

### The Framework

Through a collaborative, authentic process, members of CPED developed a Framework for EdD program design/redesign that supports creating quality, rigorous practitioner preparation while honoring the local context of each member institution. The CPED Framework consists of three components—a new definition of the EdD, a set of guiding principles for program development and a set of design-concepts that serve as program building blocks.

Members enter the Consortium at points of considering a new EdD. As they engage in the Consortium, they utilize this Framework to design/redesign, evaluate and improve their programs. As such CPED members are often at different levels in the design/redesign process.

### Guiding Principles for Program Design

With this understanding, we have identified the following statements that will focus a research and development agenda to test, refine, and validate principles for the professional doctorate in education. The professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

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## Standards-Based Studies

The curriculum is built around the National Policy Board for Educational Administration's student-centric 2015 Professional Standards for Educational Leaders ([http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders\\_2015.pdf](http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)) (formerly known as the ISLLC Standards).

Prepared for and by educational leaders, the standards focus on 10 high-impact areas that drive and measure excellence in professional practice:

1. Mission, Vision and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness

4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

## Program Format

A defining element of this innovative doctoral program is its cohort model of 10 to 12 students. This design creates a highly supportive and interactive learning environment that promotes peer-to-peer learning and networking, as well as close mentoring relationships between faculty and students. The coursework is progressive, with each class building the knowledge base.

## Program Features

- **Flexibly designed** around the schedules of working professional educators
- **Asynchronous online classes** throughout each semester
- **Three on-campus Saturday sessions** (9 a.m. – 3 p.m.) each fall and spring semester
- **8-day summer residencies in July** (2 consecutive weeks, Monday through Thursday)

## The Online Experience

Your online courses will be asynchronous, enabling you to complete most of your course assignments and activities at the time and place that's best for you. For example, discussion board question responses can be posted and assignments submitted at a time that is convenient (as long as the activity is completed by the stated due date).

Real-time, interactive e-sessions will be scheduled periodically. Over the course of your studies, peer-to-peer and faculty interactions will include such activities as team projects and special presentations. (*Note: Web cam access will be needed for these sessions.*)

One-to-one access to our doctoral faculty is a critical part of the program. Your professors will be available for meetings on-campus, as well as by phone or streaming video. Each semester, your professors will interact with you by phone and email, participate actively in discussion boards and webinars, and provide feedback on assignments.

You will be assisted in all your scheduling and registration needs, as well as planning your coursework and maintaining academic progress based on your goals (a minimum 3.0 GPA is required for the doctoral program). You also will have full access to services and resources of the University.

## Degree Offered

- Ed.D. in Educational Leadership

## Contact

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Program Website: Educational Leadership (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/leadership-programs/doctor-of-educational-leadership/>)

Associated Department: Department of Graduate Education, Leadership, and Counseling (<http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs/>)

## Doctor of Educational Leadership Program Requirements

(51 credits)

The following educational plan is provided as a sample only. Students may follow a different plan to ensure a timely graduation. Each student, with guidance from his or her academic advisor, will develop a personalized educational plan.

| Code   | Title   | Credits |
|--|---|---------|
| <b>Suggested Sequence for Program Completion</b>             |   |         |
| Complete the following courses in the order suggested below: |   |         |
| Year 1 Summer  |   | 6       |
| EDLD 800   | Strategic Management, Organizational and Moral Leadership Behavior in a Culture of Learning |         |
| EDLD 803   | Instructional Leadership and Educational Reform   |         |
| Year 1 Fall  |   | 6       |
| EDLD 801   | Action Research: Principles and Methods   |         |
| EDLD 802   | Educational Change, Systemic Reform, Exercising the Politics of Change                      |         |
| Year 1 Spring  |   | 6       |
| EDLD 804   | Community Building and Sustaining Community Partnerships                                    |         |
| EDLD 810   | Curriculum Leadership: Transforming Teachers/ Developing Teacher Talent                     |         |
| Year 2 Summer  |   | 6       |
| EDLD 806   | Research Proposal Development   |         |
| EDLD 808   | Generating, Using, and Assessing Data Accountability and Student Assessment                 |         |
| Year 2 Fall  |   | 6       |
| EDLD 805   | Valuing Diversity/Equity: Developing and Fostering a Community of Learners                  |         |
| EDLD 809   | Finance, Fundraising and Fiscal Management  |         |
| Year 2 Winter  |   | 3       |
| EDLD 817   | Qualitative Research Methods  |         |
| Year 2 Spring  |   | 6       |
| EDLD 811   | Innovation and the Use of Educational Technology  |         |
| EDLD 813   | Dissertation of Practice I  |         |
| Year 3 Summer  |   | 6       |
| EDLD 807   | Law and Policy  |         |
| EDLD 812   | Leading Programs for Diverse Learners and At Risk Students                                  |         |
| Year 3 Fall  |   | 3       |
| EDLD 814   | Dissertation of Practice II   |         |
| Year 3 Spring  |   | 3       |

EDLD 816 Dissertation of Practice IV

**Total Credits** 51

## Doctor of Educational Leadership Concentration in Higher Education Program Requirements

(12 credits)

| Code     | Title  | Credits |
|----------|--|---------|
| EDUC 525 | The Higher Education Organization <sup>1</sup>                             | 3       |
| EDUC 530 | Student Affairs & Experiences in Higher Education <sup>2</sup>             | 3       |
| EDUC 535 | Legal and Ethical Issues in Higher Education <sup>3</sup>                  | 3       |
| EDUC 540 | Leading Operations, Change and Assessment in Higher Education <sup>4</sup> | 3       |

**Total Credits** 12

1  
In place of EDLD 802.

2  
In place of EDLD 810.

3  
In place of EDLD 809.

4  
In place of EDLD 811.

Courses

### EDLD 800 Strategic Management, Organizational and Moral Leadership Behavior in a Culture of Learning 3 Credits

This course will challenge students to embrace a system view of leadership and organizational change at the organizational level. Students will compare, contrast and critique theories and models of organizational learning, knowledge creation, and organizational capacity building and apply them to their own organizational settings. The course will focus on three leadership standards: instructional leadership, operational and managerial leadership, and professional culture. While the course will focus on conceptual frameworks and theory, it is a practice-based course. The course will enhance student ability to think systematically and develop comprehensive understanding of core competencies required to lead, initiate and sustain change in organizations. It investigates process and content issues of team building, interpersonal and group relations, and effective problem solving and decision making skills in collaborative environments. The course emphasizes the moral, ethical and social responsibilities of organizational leaders, as well as the application of principles to organizational leadership behavior and decision-making. Students will also investigate current research trends regarding ethical issues in education and other organizational contexts.

**Prerequisite(s):** Master's Degree and Permission of the Program Director.

### EDLD 801 Action Research: Principles and Methods 3 Credits

This course provides an introduction to action research, with emphasis on its application in educational settings. The course covers definitions and purposes of action research. Students will explore theoretical, methodological, and ethical issues pertinent to action research. During the course, students will engage in an action research project in an educational setting.

**Prerequisite(s):** Master's Degree and Permission of the Program Director.

### EDLD 802 Educational Change, Systemic Reform, Exercising the Politics of Change 3 Credits

This course will provide students with the skills necessary to achieve educational reform and improvement while navigating the political environment within educational institutions. Through this course, students will analyze various theories and how these ideas apply to education, organizations, change, and leadership.

**Prerequisite(s):** Master's Degree and Permission of the Program Director.

### EDLD 803 Instructional Leadership and Educational Reform 3 Credits

Through this course, students will examine contemporary educational practices and their relationship to leadership theories, models, and strategies. Participants will investigate research based instructional practices and develop the skills necessary to identify issues within organizations in suburban and urban settings. The course will provide students with a deep knowledge of the educational challenges faced by educational leaders in today's society. The focus will be on learning a successful organization through the implementation of research based strategies.

**Prerequisite(s):** Master's Degree and Permission of the Program Director.

### EDLD 804 Community Building and Sustaining Community Partnerships 3 Credits

Drawing on philosophies/theories, processes, and practices that build and sustain effective school-community partnerships, this course addresses the identification and utilization of community resources and the development of effective intra- and inter-organizational strategies, community linkages, and collaborative efforts necessary to provide for the holistic needs of students and families. Special attention is focused on the role of school leaders in planning and implementing community-wide and building level communications and involvement networks, through the development of practical action learning sets and tools. Building Commitment: How do leaders build and use public awareness and commitment to support their schools?

**Prerequisite(s):** Master's Degree and Permission of the Program Director.

### EDLD 805 Valuing Diversity/Equity: Developing and Fostering a Community of Learners 3 Credits

The focus of the course is academic excellence with equity. The value orientation of the course is toward high-quality developmental outcomes for youth of all racial, ethnic, and social class backgrounds. With an emphasis on students of color and youth from less-advantaged families, the course explores several policy and strategic responses to achievement disparity: identify and work to remove key structural barriers to educational equity; excellence with equity goals; design more effective policies and practices to improve the quality of teaching; support families with ideas and practices for parenting children more effectively; engage youth to reshape their culture of achievement to align with their most positive values. The course explores theories, evidence, designs, methods, and mechanisms associated raising achievement and closing gaps.

**Prerequisite(s):** Master's Degree and Permission of the Program Director.

**EDLD 806 Research Proposal Development 3 Credits**

This course builds on the action research course to more clearly define the rationale and procedures of educational and social science research. The course is designed for our first-year doctoral students. Topics will include the nature and purpose of research, planning and conducting research, critiquing and evaluation research, sampling, survey and experimental design, evaluation research, naturalistic observation and inquiry, measurement and methods of data collection, ethics, and the use of computers in data analysis. Methods are considered for collecting both quantitative and qualitative data. Students will build on prior project ideas, concepts, and research practice to more fully develop into their Dissertation of Practice topic. This course has two objectives: to increase participants' knowledge of methods for making causal inferences in quantitative research, and to provide participants with a forum for presenting and receiving feedback on their research topic for the Dissertation of Practice.

**Prerequisite:** Master's Degree and Permission of the Program Director.

**EDLD 807 Law and Policy 3 Credits**

This course explores legal, ethical and political issues governing PreK-12 education in America and the legal responsibilities and powers of state and local governing bodies and individuals that arise in elementary and secondary schools. Emphasis is given to federal and state statutes and case law affecting due process, liability, equal protection, and the rights of teachers and students in order to better understand the risks in education management and possible strategies to reduce those risks. The course will explore evolving legal standards on a variety of issues. The course will draw on real cases and legal/policy dilemmas that practitioners face, and focus on preventive law - providing current and future school learners with knowledge and skills they will need to make sound decisions, advance important educational objectives, and minimize legal problems.

**Prerequisite:** Master's Degree and Permission of the Program Director.

**EDLD 808 Generating, Using, and Assessing Data Accountability and Student Assessment 3 Credits**

This course will develop the skills necessary for educational leaders to identify and define problems, implement data collection methods, and analyze, interpret, and report data across multiple levels from the individual student to the larger system. Students will gain the knowledge and skills to use data in decision making within a problem solving framework that enables evaluation of instructional programs and practices. Within this course, students will engage in activities designed to enhance skills in data-based decision making, including: large and small group discussion; review of the extant literature base; review and use of different technologies and statistical methods for data collection and analyses; case studies and simulated data analyses; and application of skills in real world settings. Attainment of these skills will prepare the student for the dissertation process to serve as an instructional leader in the field. The course references and aligns with state adopted core curriculum content standards and professional development standards, the Standards for Schools Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

**Prerequisite:** Master's Degree and Permission of the Program Director.

**EDLD 809 Finance, Fundraising and Fiscal Management 3 Credits**

Financial and managerial leadership of a school building or district is a primary factor in the success or failure of school instructional programs. This course provides an opportunity for public and private school practicing and prospective administrators to gain an understanding of their role in these critical areas. Providing the resources to fund academics/instruction/athletics, facilities and capital projects is a focus of this course. A comprehensive understanding of the financial implications of systemic reform, centralized goal setting, accountability standards, and decentralized forms of site-based management, school choice, and charter schools will be a focus of study. This course will also provide a comprehensive overview of fund raising. Students are provided with an ethical foundation and are introduced to basic terminology and concepts in the field. Various fund raising vehicles are surveyed and participants learn to apply fund raising strategies that are appropriate to their organizational setting.

**Prerequisite:** Master's Degree and Permission of the Program Director.

**EDLD 810 Curriculum Leadership: Transforming Teachers/Developing Teacher Talent 3 Credits**

This course will focus on the complex nature of teaching and learning and provide participants with the skills necessary to guide instructional practice. Adult learning theory will be examined as will curriculum theories, instructional practices, professional development, and human capital.

**Prerequisite:** Master's Degree and Permission of the Program Director.

**EDLD 811 Innovation and the Use of Educational Technology 3 Credits**

This course addresses the intersection of organizational change and educational technology. Students will develop a philosophy of educational technology and explore related issues in policy, diversity, ethics, and evaluation. The course also covers research and theory on organizational change and processes for developing a culture of innovation. Students will apply theories of organizational change to the implementation and use of technology in educational contexts.

**Prerequisite:** Master's Degree and Permission of the Program Director.

**EDLD 812 Leading Programs for Diverse Learners and At Risk Students 3 Credits**

This course examines some of the best practices for supporting diverse learners and at-risk students and some of the reasons behind the intrinsic and bureaucratic/policy barriers that may hinder their success. Schools are faced with an increasing number of diverse learners and at-risk students who require additional academic, social and/or medical supports for them to achieve success. This course will examine the root causes that may hinder student success and some of the programs and approaches that have proved successful in meeting their needs.

**Prerequisite:** Master's Degree and Permission of the Program Director.

**EDLD 813 Dissertation of Practice I 3 Credits**

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research.

**Prerequisite:** Master's Degree and Permission of the Program Director.

**EDLD 814 Dissertation of Practice II 3 Credits**

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice I.

**Prerequisite(s):** Master's Degree and Permission of the Program Director.

**EDLD 815 Dissertation of Practice III 3 Credits**

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice II.

**Prerequisite(s):** Master's Degree and Permission of the Program Director.

**EDLD 816 Dissertation of Practice IV 3 Credits**

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice. This research is a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community of practice to improve the way they address issues and solve problems. The research involves the process of actively participating in an organization change situation while conducting research. This course is a continuation of Dissertation of Practice III.

**Prerequisite(s):** Master's Degree and Permission of the Program Director.

**EDUC 525 The Higher Education Organization 3 Credits**

This course allows students to gain perspective on the historical and societal context of higher education in America and the organizational structures, functions, behaviors, and cultures that exist within institutions.

**EDUC 530 Student Affairs & Experiences in Higher Education 3 Credits**

This course will highlight how individuals access higher education and how that education affects students' development via programs, services and interventions designed to promote student growth. The course will explore multiple dimensions of the student experience and how student development theory is used to understand and enhance those experiences. Students will also explore student affairs organizational structures and functions common in colleges and universities.

**EDUC 535 Legal and Ethical Issues in Higher Education 3 Credits**

This course discusses the fundamentals of American law that directly and indirectly affect the environment of higher-education. Students will use diverse sources of law to understand the many different ways laws, code and common law affect the life of an higher education administrator. Ethical issues will be explored in relationship to critical issues in higher education such as admissions, affirmative action, dismissal procedures, academic honesty, and student loans.

**EDUC 540 Leading Operations, Change and Assessment in Higher Education 3 Credits**

In this course, students will gain an understanding of the daily and long-term operational challenges colleges and universities face. The course intends to cultivate a strategic mindset about higher education organizations and a recognition that institutions exist in a competitive environment that require them to change in order to survive.