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## The Doctor of Educational Leadership (Ed.D.) Course Description Sheet

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### Program Goals

The Ed.D. degree program's five goals help students:

- To understand the relationship between theory and practice.
- To understand the context in which schools, colleges, and other institutions operate.
- To apply theory and contextual knowledge to educational problem solving.
- To develop analytical and communication skills required for successful leadership.
- To foster and sustain excellence.

The Ed.D. program is designed for practicing PK-12 educators such as teachers, supervisors, principals, and professionals from related fields as well as professionals working in higher education institutions and those working in the field of education in business and higher education settings. The program is designed for individuals who desire to develop and hone their leadership skills regardless of whether they wish to seek other leadership positions or stay in their current positions. The program approaches leadership from the perspectives of developing leaders who are capable of reflective decision-making, working collaboratively, initiating or responding to change, and who have management and administrative skills. By integrating academic instruction with opportunities to apply leadership theory to actual workplace problems, the program fosters a spirit of community, provides a peer support network, and helps maintain focus on completing the program.

### Course of Study

The Ed.D. in Educational Leadership degree requires a total of 60 s.h. The program consists of the core classes, other required courses, applied fieldwork, and the dissertation.

### Program Exit

Program exit includes successful completion of all required coursework as well as three benchmarks which include a dissertation and a symposium. *(Please see the Ed.D. Benchmark & Dissertation Information Sheet for more details.)*

### Making the Decision to Enter the Program

Students have three options for starting the program:

1. **Traditional Route: Educational Leadership across Multiple Settings**
  - a. Courses offered: Traditional 16-week, non-accelerated, face-to-face format
  - b. Meeting location: Main Rowan Campus in Glassboro, NJ
2. **Non-Traditional Route A: Focus on P-12 Leadership**
  - a. Courses offered: Normally 8-week, accelerated, hybrid (60% online and 40% face-to-face) format
  - b. Meeting location: Jamesburg, NJ (on site at NJPSA)
3. **Non-Traditional Route C: Focus on P-12 Leadership – Face-to-Face Option**
  - a. Courses offered: Normally 8-week, accelerated, and offered in a face-to-face format
  - b. Meeting location: Rowan University, Camden Campus, Camden, NJ

### Ed.D. Course Descriptions

#### EDSU 28.715: Leadership Theory 3 s.h.

The course is the foundation course for the Doctoral Program in Educational Leadership. Leadership will be defined, demystified, and distinguished from management and administration. The roles and expectations of leaders will be explored, and the competencies required for leadership will be identified. Issues of power, authority, and ethics are studied.

#### EDAM 27.701: Organizations as Cultures: Theory and Applications 3 s.h.

This course develops the necessary leadership skills to identify, understand, and analyze the overt cultural artifacts and espoused values, as well as the covert underlying basic assumptions which are embodied in an educational organization's culture.

#### EDAM 27.704: Changing Organizations 3 s.h.

This course focuses on the development of leadership skills that will provide students with the ability to implement change in schools and colleges. Specific topics will involve students in the study of organizational and social change, intervention theory, organizational design, group dynamics, interpersonal communication, and the use of self in leadership.

## Ed.D. Course Descriptions Continued

### **EDST 24.504: Action Research in Education 3 s.h.**

Course Description TBD

### **EDAM 27.505: Selected Topics in Educational Leadership: Professional Learning Communities 3 s.h.**

Course Description TBD

### **EDSU 28.706: Diversity in Educational Leadership 3 s.h.**

This course deals with diversity both among the student body and the work force. It addresses the ways that people are alike and explores issues of difference. It focuses on the power that valuing difference can have in establishing quality interpersonal relations, in taking advantage of the cultural richness that can result from diversity, and in creating mutual respect among groups. It examines how the educational leaders might overcome resistance to change in this regard.

### **EDST 24.724: Conducting and Analyzing Qualitative Research in Educational Leadership 3 s.h.**

*Pre-requisite: EDST 24.722*

The ability to carry out, interpret, understand and digest research in diverse contexts and with diverse populations is critical for successful educational leaders. The course provides learning experiences to continue to understand qualitative research methodologies, data collection techniques, analysis and communicating results, particularly in relation to action research.

### **EDAM 27.719: Leadership Research Project Proposal 3 s.h.**

Using her/his individual study to institute change in an organization, students will develop skills: to analyze the cultural characteristics of their educational organization and describe the organizational behavior patterns reflective of the existing cultural characteristics; to identify a significant organizational change to be made or problem to be studied in her/his institution; to write a cogent statement or question to guide the project; and to choose appropriate methodology for data collection and analysis.

### **EDAM 27.750: Applied Ethics of Educational Leadership 3 s.h.**

This course will enable students to examine multiple ethical paradigms, to understand the Professional Code of Ethics for educators, to determine one's own code of ethics, and to develop a model for ethical decision-making.

### **EDST 27.720: Leadership Applications Fieldwork and Seminar 9 s.h.**

The Leadership Applications Fieldwork and Seminar sequence will enable students to experience the process of doing a research study from the inception of the idea to its implementation or recommended changes. For most students, this sequence will result in a pilot study for the dissertation.

### **EDAM 27.735: Promoting Effective Learning 3 s.h.**

Course Description TBD

### **EDAM 27.713: Forces of Change in American Society 3 s.h.**

This course teaches educational leaders to examine the complex demographic, social, political, and economic forces at work in society as they affect education and to explore alternative responses to issues that arise.

### **EDAM 27.752: Advanced Leadership 3 s.h.**

*Prerequisite: EDST 27.720*

This course provides students enrolled in the doctoral program with a capstone seminar experience that is designed to synthesize the various facets of leadership, organizations and change in a way that will enable students to view issues related to these topics at a critical/deeper level of analysis while working on the dissertation. Specifically, students will be able to formulate, articulate and design a method to study their personal theory of leadership in action. The course will place special emphasis on issues of contemporary leadership in times of organizational and social turbulence.

### **EDST 24.795: Dissertation Research 1 to 12 s.h.**

This is a 12 credit independent research project to be conducted in conformity with the student's dissertation proposal that has been approved by the student's doctoral committee. Students may register for all 12 credits at once or may register in four credit increments for three consecutive semesters including summer. Dissertations must be completed within three years of passage of the second benchmark.

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## Doctor of Educational Leadership (Ed.D.) Contact Information

### **Katie Grillo**

CPCE Administrative Advisor

(Provides assistance from initial inquiry to matriculation)

Phone: 856-256-5130 Email: [grillo@rowan.edu](mailto:grillo@rowan.edu)

### **Educational Leadership Department**

(Provides academic assistance after initial registration through graduation clearance.) The Ed Leadership Department/Ed.D. Program will assign students an official Faculty Advisor via email during their first matriculated term.

Please contact: Elizabeth Henderson

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*\*Excerpted from the Rowan University Graduate Catalog, 2007-2008, with updates provided by CPCE  
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*The information in this document was updated 06/24 and is subject to change.*