

COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

DOCTOR OF EDUCATION IN LEADERSHIP

Preparing the next generation of organizational leaders committed to promote equity, fairness, and social justice.

DOCTORAL CANDIDATE HANDBOOK

2025-2026

TABLE OF CONTENTS

Welcome	5
Mission Statement	6
Expectations and Academic Rigor	6
Social Justice Leadership: Our Conceptual Framework	7
Program Delivery	8
Hybrid Format	8
Use of Blackboard.....	9
E-Portfolio Development through Anthology	9
Professional Scholarly Writing.....	9
Class Decorum	9
Academic Policies.....	11
Graduate Policies.....	11
Leaves of Absence	11
Full-time Study	11
Continuance in the Program	11
About the Program	13
Course of Study	13
Table 1. Course Sequencing and Topical Areas	14
Leader Learner Community (LLC)	20
Dissertation: Scholarship in Practice	21
Dissertation Committee	21
Program Competencies	22
Table 2. Program Competencies with Student Learning Outcomes.....	23
Table 3. Curriculum Map of Competencies	26
Assessment of Student Learning Outcomes.....	27
Table 4. Program Competencies/Student Learning Outcomes by Course	27
Self-Assessment at Year 2 and 3	32

WELCOME

On behalf of the faculty in the Department of Educational Leadership and Professional Studies, welcome to the Doctor of Education (Ed.D.) in Leadership. This innovative, multidisciplinary program combines theoretical constructs of leadership with practical, real-world applications to develop a well-rounded executive leader.

The program is research-based and will challenge you to explore leadership from multiple perspectives. To ensure a rich learning experience, you will be provided the opportunity to grow both personally and professionally, to build on your innate leadership abilities and to develop new approaches to leadership – all with the goal of enhancing your effectiveness when you assume new leadership positions. The skill sets you will develop will be both technical and interpersonal. And with the completion of the dissertation, you will become an expert in your particular area of interest.

A big part of the program is the *pay-it-forward* ideal – not only will you grow as a leader, but you will be encouraged to develop leadership skills among your colleagues and followers so that the next generation of leaders will benefit from your wisdom and guidance. As the program focuses on issues of social justice, the behaviors and attitudes you model will impact those around you to promote equity and fairness in the workplace, and by extension, to society at large.

As we move through this journey together, I encourage you to ask the hard questions, challenge your preconceived notions, and be open to introspection and self-discovery. Be inquisitive, be imaginative, and be ready to chart a course to executive leadership.

I look forward to working with you in your pursuit.

Forward!

Gihan Mohamad, Ed.D.
Program Director

MISSION STATEMENT

The Doctor of Education in Leadership at William Paterson University prepares scholar-practitioners to solve problems of practice and provide executive leadership in a broad spectrum of disciplines and settings. The program is built on a research-based, multidisciplinary theoretical foundation to develop the *whole person as a leader*, to foster growth personally and professionally through guided introspection and shared reflection.

This program brings together aspiring leaders in a cohort format which represents cultural and professional diversity to foster growth in the learning environment. As such, in the classroom and in practice, doctoral candidates learn and grow in an environment that is respectful of each other and celebrates each person's unique characteristics and experiences. Through practical, real-world simulations and experiences, doctoral candidates learn to act with vision and purpose to lead and transform organizations.

With a historically-informed perspective, graduates will embody an understanding of the complexity of social and cultural influences in our global society. By example and design, graduates will serve to maximize potential and recognize and develop leadership skills in others in order to promote fairness, equity, and social justice among the next generation of organizational leaders.

EXPECTATIONS AND ACADEMIC RIGOR

The Ed.D. in Leadership is a research doctorate which will connect research-based theoretical perspectives with practical real-world experiences. Doctoral work is the most rigorous, intensive study that one can undertake, but it is also the most rewarding. Not only will candidates become specialists in the broad area of organizational leadership, but also as experts in a particular field of interest and inquiry. To develop that expertise, students must go beyond readings and activities assigned in class and *dive deep* into the scholarly research and literature on their area of interest. Program faculty will guide students through this exploration, but the actual work falls to the students.

Faculty teaching in the program are expected to

- provide a forum for learning that reflects the highest level of academic preparation and scholarship.
- provide a logical and cogent course of study that challenges doctoral candidates to rise to a high level of evaluation, analysis, and synthesis of information.
- provide opportunities for doctoral candidates to examine topics at a level that reflects both a breadth and depth of academic exploration.
- provide a safe but challenging environment for doctoral candidates to engage in self-reflection and honest dialogue with others around difficult leadership and social justice issues.
- challenge doctoral candidates to approach the program from an academically-rigorous perspective.

Doctoral candidates are expected to

- devote time and energy required of a research-based program, including but not limited to the critical analysis of prescribed readings and materials, but also the additional research beyond course requirements pertaining to specific areas of inquiry.
- fully participate in all campus and online experiences and to voice opinions and thoughtful dialogue that reflect research-based exploration.
- engage in self-reflection on personal leadership attributes and be committed to the development of same, and to help fellow doctoral candidates develop their leadership acumen.

SOCIAL JUSTICE LEADERSHIP: OUR CONCEPTUAL FRAMEWORK

By intention and design, the Ed.D. in Leadership has at its core the commitment to promoting equity, fairness, and social justice in the workplace, and by extension, in society. The curriculum is deliberate in its approach to developing social justice leaders who will be change-agents in their respective career fields. To that end, these tenets shape the program and how it is delivered:

Social Justice Leaders...

- are anti-racist.
- actively address the dynamics of oppression and privilege, recognizing the historically-rooted and institutionally-sanctioned racism, genderism, and classism inherent in our society.
- must be culturally and socially aware of systems of oppression and injustice and actively work to improve equity and justice.
- recognize and are open to having democratic conversations about the benefactors of power and privilege.
- purposefully disrupt and dismantle policies and procedures that sustain white privilege and oppression, and encourage others to do likewise.
- actively work to eliminate marginalization based on race/ethnicity, gender, sexual orientation, expression, and/or gender identity, religion, nationality, and social class.
- challenge themselves, their peers, and their team to be critical thinkers and ask questions about how social justice and inclusion benefits the organization and society at-large.
- remove barriers that inhibit the full expression of one's talents and abilities.
- institute a transformative framework within their sphere(s) of influence to work toward a more equitable environment.

Social Justice leaders have cultural humility and de-center their own experiences as necessary. They are aware of their own intersecting identities, and are culturally responsive communicators and empathic listeners when communicating with others and learning about others' needs. Through ongoing introspection and self-reflection, they are continually learning and improving their own understanding of themselves and others. Culturally responsive leaders promote inclusive environments, and humanize identities no matter the type of organization they lead. They also instill in their colleagues and subordinates the core values of diversity, equity, and fairness.

PROGRAM DELIVERY

HYBRID FORMAT

The program is delivered in hybrid format, combining face-to-face and online learning experiences throughout the three years of study. Whether in-person or on-line, doctoral candidates are expected to actively engage in all activities, discussions, and assignments as directed by the course instructors.

Dates for all semester meetings are posted one year in advance. To maintain active status in the program, *attendance at all predetermined on-campus meetings is mandatory.* Only medical exceptions will be allowed.

There is a significant interval between each of the semesters so that students have the opportunity to take time away from the intensity of their studies, and if necessary, to catch up on readings and other required work. Generally, the fall semester begins in early September and concludes mid-December; the Spring semester begins mid-January and concludes in early May; and the summer semester begins in early June and concludes mid-July. The program observes official University holidays, including a one-week Spring Break in March.

Fall and Spring, Years 1 and 2. For the fall and spring semester of years 1 and 2, face-to-face meetings will be held on campus at 1600 Valley Road four times each semester, on a Saturday in September, October, November, December, February, March, April, and May, either in the morning or the afternoon. All other coursework will be conducted online, as directed by the course instructor. Fall and spring semesters follow the start and end dates as posted on the University's academic calendar.

Summer Semester and Residency. Doctoral candidates are required to engage in a summer semester and residency program for each of the three years of study. The seven-week semester begins in early June with a reception and lecture, followed by online coursework. A mandatory residency ends the summer semester in mid-July, on Thursday, Friday, and Saturday (8:30 a.m. to 4:00 p.m.), with a final session on Sunday morning (8:30 a.m. to 12:00 p.m.).

Fall and Spring, Year 3. Doctoral candidates will work independently on their dissertations during the fall and spring of year 3. Six dissertation credits will be awarded for each semester, with the expectation that doctoral candidates will complete their work and be cleared to defend their dissertation by mid-April in order to graduate with the Ed.D. degree in May.

USE OF BLACKBOARD

Coursework will be delivered via Blackboard (Bb), the University's on-line teaching application. It is the candidates' responsibility to learn how to use Bb, as the course syllabus, assignments, discussion boards, announcements, and the grading center are housed there. A tutorial is available through the University's website at www.wpunj.edu/Bb.

There may be occasions when candidates wish to upload videos to Bb or use other technologies as part of an assignment or discussion board. All WPU faculty, staff, and students have access to a host of other tools and applications, which are presented in the Bb course shells under TOOLS. Tutorials are available through the University's website at www.wpunj.edu/Bb.

COLLEGE-WIDE ASSESSMENT THROUGH ANTHOLOGY

Doctoral candidates are required to submit one assignment for each course using the Anthology app for college-wide assessment purposes. The instructor will determine the assignment to be assessed through Anthology at the beginning of the semester, as noted on the course syllabus. It is the candidate's responsibility to open an Anthology account through WPCoconnect/Help Desk Ticket and learn how to submit assignments in Anthology via a link in Blackboard. Information about Anthology is available through the College of Education's website at <https://www.wpunj.edu/coe/chalk-wire.html>.

PROFESSIONAL SCHOLARLY WRITING

Candidates are encouraged to read published doctoral dissertations and Master's theses to become fluent with formal academic writing. All work created by doctoral candidates should follow the conventions of professional scholarly writing using APA style, 7th edition (see <http://apastyle.apa.org>). Posts to discussion boards follow similar expectations.

For guidelines on scholarly writing using APA style, see [Scholarly Writing Guidelines.pdf](#).

CLASS DECORUM

In face-to-face classroom experiences and in online discussions, doctoral candidates are expected to engage in respectful dialogue with classmates and faculty, even when championing opposing viewpoints. The exchange of ideas is paramount to the learning process and lively debate is encouraged, but all interactions must fall within the bounds of respect for others' journey and the dignity of all involved parties.

It is expected that all doctoral candidates adhere to these standards of professional conduct:

- consistently participates actively in class discussion and assignments, consistently works effectively with others, shows respect of, and consideration for, the thoughts and feelings of others.
- consistently communicates effectively verbally, consistently demonstrates an ability to write in a clear and organized manner, consistently utilizes APA format appropriately, consistently demonstrates proper grammar and spelling skills in all written materials.
- consistently reflects on own actions, is able to synthesize information given and demonstrates an ability to apply information to own practice, consistently modifies behaviors when presented with new information and feedback.
- consistently attend all classes, consistently participates fully and actively in required professional tasks, consistently arrives on time, comes to class well prepared, reads and takes responsibility for all class materials including syllabus, class notes, and class readings, takes initiative in carrying out professional responsibilities and in communicating with professors, peers, and supervisors.

Please refer to this guide for appropriate use of online resources:

<http://www.albion.com/netiquette/corerules.html>.

Doctoral candidates are governed by the University's Student Code of Conduct, found here:

<https://www.wpunj.edu/student-conduct/student-handbook/the-student-code-of-conduct.html>.

ACADEMIC POLICIES

GRADUATE POLICIES

The Ed.D. follows the University's academic policies regarding graduate programs, as found on the University's website: <https://www.wpunj.edu/policies/policies-a-to-z.html>. There are several exceptions, as noted below:

Leaves of Absence. When a candidate accepts a seat in the program, it is assumed that the candidate is fully prepared to remain active in matriculation for the duration of the three-year course of study. As a cohort-based program, doctoral candidates move through the program together, building relationships and expanding skill sets, so ongoing enrollment is a primary component of this degree program.

There may be occasions, however, when a doctoral candidate cannot continue in the program due to an unforeseen personal or professional emergency. There are two options available to doctoral candidates in these circumstances:

- If the candidate is within the first two years of study, s/he may request a leave of absence. The leave of absence may be granted for a period of one year, to allow the student to re-enter the program with a subsequent cohort and pick up where s/he left off in the curriculum. Generally, only one leave of absence is permitted; appeals for a second consecutive leave of absence must be made to the program director, with appropriate documentation to support the request. If a doctoral candidate is denied a second leave of absence, s/he may appeal to the Dean of the College of Education for reconsideration.
- If the doctoral candidate is in the last year of study (all coursework completed with only dissertation credits remaining), the leave of absence may be granted on a semesterly basis as most of the work is completed independently. Requests for leaves of absence must be made each semester if the doctoral candidate wishes to remain active in the program. In accordance with university policy, all coursework must be completed and the dissertation successfully defended within eight years of admission.
- Leaves of absence from the program are not retroactive, so requests must be made prior to the start of each semester. If personal emergencies dictate, the doctoral candidate may withdraw from coursework up until the deadline posted by the Office of the Registrar to receive a "W" for the semester. Tuition refunds follow University timelines as well.

Full-time Study. Students enrolled in the Ed.D. program and following the established course of study over three years (55 credits) are given full-time status. This designation is important for federal financial aid, as five credits per semester are required for eligibility.

Continuance in the Program. There may be an occasion when program faculty, Leader Learner Community mentors, and the program director agree that a doctoral candidate is not meeting the expectations of the program. In this rare circumstance, the program director or the LLC mentor will meet privately with the candidate, discuss the concerns of the faculty, and make recommendations for remediation. If those recommendations are not satisfactorily remediated in the subsequent semester,

the program director may recommend a course of action, including dismissal from the program, for nonperformance issues. The candidate may appeal the dismissal to the Dean of the College of Education. The candidate's due process rights to reconsideration are protected by the University's Student Code of Conduct: <https://www.wpunj.edu/student-conduct/student-handbook/the-student-code-of-conduct.html>.

ABOUT THE PROGRAM

COURSE OF STUDY

Each cohort begins with a summer residency and follows a series of courses that examine leadership from different but related perspectives. The table below outlines how the courses are sequenced and linked together topically. Full course descriptions follow.

Table 1. Course Sequencing and Topical Areas

Sequence	Courses	Title	Topical Areas	Time
Introduction	LEAD 7100	Personal Dimensions	Examines leadership through introspection and self-reflection on personal leadership styles and how one wants to lead others	Summer 1
Personal & Professional Development	LEAD 7901 LEAD 7902	Leader Learner Community	Fosters leadership development through faculty and peer mentoring; develops expertise in the application of research to practice, the analysis of professional literature, and scholarly writing	Summer 1 through Summer 3
Theoretical Foundations & Research	LEAD 7200	Leadership Theories	Examines leadership from theoretical perspectives and focuses on the individual as leader	Fall 1
	LEAD 7310	Research Methods I	Examines qualitative, quantitative, and mixed methods approaches to research Examines leadership from a group perspective and the political nature of group functions and structures	Spring 1
Social Justice, Equity, & Inclusion	LEAD 7400	Inclusive Leadership	Examines leadership from a social justice perspective	Fall 1
	LEAD 7600	Culturally Responsive Leadership	Examines how systems have been established to foster inequities based on race, gender, sexuality/sexual expression, socioeconomic status, etc.	Spring 1
Research	LEAD 7210	The Complexity of Organizational Structure	Prepares students to develop strategies to move the organization toward its goals while redressing policies that have perpetuated systems that are inequitable and unfair	Summer 2 Fall 2
	LEAD 7320	Research Methods II	Prepares candidates for development of independent study within leadership and social justice parameters	Spring 2
	LEAD 7800	Organizational Development		
Structures & Functions	LEAD 7500	Four Pillars of Effective Leadership	Examines elements of leadership that are function-focused, including finances, fundraising, law, and public policy.	Fall 2
	LEAD 7510*	Human Resource Functions*	Provides technical and operational information for leaders in the realm of human resources, talent development, and assessment	Spring 2

Culminating Seminar	LEAD 7710	Conflict Resolution	Prepares candidates with a skillset in mediating conflict within the organization and between organizational partners.	Summer 3
Dissertation	LEAD 8300 LEAD 8600 LEAD 8700+	Independent Study	Examines leadership through guided independent research and investigation, beginning with proposal defense and culminating in a fully executed dissertation	Spring 2 Fall 3 Spring 3

* LEAD 7510 may be used as the program elective. + LEAD 8700 is used for dissertation continuation beyond Year 3.

YEAR 1: SUMMER SEMESTER (INCLUDES RESIDENCY REQUIREMENT)

LEAD 7100 Leadership Competencies: Personal and Professional Dimensions (3 credits)

Candidates will focus on becoming self-reflective and understand why the person I am is the leader I become. A 360 evaluation of each candidate's dispositions about self, others, and a wider frame of reference within their organization will result in a personal and professional growth plan that will be revisited throughout the program. Candidates will reflect on personal ethical stances and examine the influence of ethics and values on their personal and professional behaviors. New connections and understandings will emerge as candidates begin to unravel leadership by exploring metaphors associated with the fine and performing arts. An overview and application of program competencies and understanding what it means to become a scholar in action will be an integral part of this course.

LEAD 7902 Leader Learner Community (2 credits)

The Leader Learner Community brings together teams of 3-5 doctoral candidates with similar career interests to support and challenge one another under the eegis of a faculty mentor from the candidates' first semester in the program through the dissertation process. Whether doctoral candidates intend to remain in a current leadership position, grow into other leadership positions within the profession, or change professions entirely, ongoing professional learning through reciprocal peer mentoring along with the guidance of seasoned professionals is of tremendous value. Simultaneously, the development of deep knowledge of theoretical constructs of leadership and their application to specific fields of practice is essential to growth and advancement. The Leader Learner Community (LLC) assumes that both experienced faculty mentors and fellow candidates are experts and shareholders in the lifecycle of professional leading and learning. Faculty mentors will engage candidates in developing their expertise in the application of research to practice, the analysis of professional literature, and scholarly writing.

YEAR 1: FALL SEMESTER

LEAD 7200 Contemporary Issues and Perspectives: Understanding Leadership Theory through Case Studies (3 credits)

This course offers a comprehensive review of contemporary issues and perspectives on leadership, including multidisciplinary and systems-oriented approaches as well as classical leadership theory. This course will examine leadership using a case study approach to problem solving. Candidates will continue to understand and gain the knowledge necessary to be an ethical leader who can not only navigate through today's global complexities, but more importantly, can shape and influence society for the better. Embedded in each case study will be an analysis and critique of ethical issues from a variety of contexts. Examples of authority, power, influence, integrity, governance, power-sharing, and leadership structures using metaphors associated with historical, political and artistic representations will present new connections and understandings about leaders and leadership. Candidates will be able to identify and describe various leadership theories and concepts, and analyze the strengths and challenges that leaders face.

LEAD 7400 Inclusive Leadership: Leading Through Collaboration (3 credits)

This course examines the skills of inclusive leadership- collaboration, cultural competency, team-building, community-building, boundary-spanning, ethical decision-making, empowerment, and valuing multiple perspectives – as both personal values and interpersonal behaviors that have significant impact on organizations as social systems. Candidates will learn to differentiate across the spectrum from coercive to referent leadership and will examine concomitant individual and organizational performance using artistic, biographical, literary, historical and/or cinematic approaches. Candidates will learn to incorporate elements of inclusive and ethical leadership in the development of an organization’s vision and mission statement, and in strategic planning and evaluation. New mindsets to support collaboration and inclusivity will be explored to reshape and challenge the conventional purposes and practices while developing new perspectives for supervision that will result in improved human resource development and the transformation of organizations into communities of professional practice.

LEAD 7901 Leader Learner Community (1 credit)

See LEAD 7902 course description above.

YEAR 1: SPRING SEMESTER

LEAD 7310 Research Design and Methods I (3 credits)

This course is designed to guide scholarly leaders into understanding and using *qualitative, quantitative, and mixed methods* research, with the goal of optimizing decisions/interventions in their workplaces. Leaders will understand how to use appropriate research methods and interpret and evaluate findings and conclusions of other researchers. This course will include descriptive and inferential statistics from the perspective of an informed consumer of empirical research. A survey of qualitative methods will be included.

LEAD 7600 Culturally Responsive Leadership (3 credits)

Culturally Responsive Leadership is designed to help leaders create and maintain caring, respectful communities in which all people feel safe, valued, respected, and empowered to lead their organizations. The course will emphasize the development of one’s social skills and competencies necessary for building and maintaining culturally responsive organizations. Candidates will face the challenge of assessing and developing a plan for sustaining a culture of equity and inclusion within their organizations. They will also examine historical and philosophical foundations influencing the nature of ethical leadership in our democratic society and apply their understandings to their personal and professional biases. Candidates will learn what it means to be “culturally responsive” in order to establish organizations in which people become culturally sensitive. Candidates will acquire a deeper understanding of themselves as culturally responsive leaders, policy makers, and social justice advocates.

LEAD 7901 Leader Learner Community (1 credit)

See LEAD 7902 course description above.

YEAR 2: SUMMER SEMESTER (INCLUDES RESIDENCY REQUIREMENT THURSDAY-SATURDAY)

LEAD 7210 The Complexity of Organizational Structures and Functions: Implications for Leadership and Management (3 credits)

The highly successful leader understands the complex nature of organizations and uses that knowledge to develop strategies to move the organization toward its goals. The systems at play within organizations -- and how those systems intersect and interplay -- will inform how the leader supports the organization's mission and implements new initiatives. The course will examine the structure and function within and between groups, considering (1) interpersonal and group dynamics, (2) the interplay of politics, power, and authority, and (3) the role of leader as multidimensional actor. The course will also examine how these elements together impact the effectiveness and timeliness of change, assessing the role of leader as change agent through a social justice lens.

LEAD 7902 Leader Learner Community (2 credits)

See LEAD 7902 course description above.

In summer year 2, LEAD 7902 will be the forum in which candidates will demonstrate their degree of mastery of program competencies before a panel of faculty and scholar practitioners to continue in the program. Candidates will maintain an electronic portfolio of their work throughout the program and will present it to the panel along with a detailed reflection upon their development of the 19 program competencies. Panelists will pose questions and share feedback on candidates' areas of strengths and those that should be focused upon for improvement. Candidates who do not demonstrate the requisite level of development in any area of competency will be required to engage in a specified process toward improvement and ultimately demonstrate competence in order to continue in and graduate from the program.

YEAR 2: FALL SEMESTER

LEAD 7320 Research Design and Methods II (3 credits)

This course is designed to guide scholarly leaders into applying *qualitative, quantitative, and mixed methods* research with the goal of focusing on their dissertation in practice, which will become the basis for their capstone experience. Candidates will learn how to determine the best research method or combination of methods for their dissertation in practice contingent on their goals and the nature of their research questions. They will be able to select and use appropriate software for data analyses and interpreting/reporting results.

LEAD 7500 Four Pillars of Effective Organizations: Finances, Fundraising, Law and Public Policy (3 credits)

Knowing that organizations are complex systems, although with distinctive purposes with defined outcomes, they must operate within a complex environment that reflects the interplay among financial, budgetary, legal and policy constructs for organizational leaders. Candidates will have an opportunity to get an overview of the leader's role and responsibilities in these domains. Candidates will then participate in one of three specialized modules for a more in depth understanding in their selected area.

These modules will examine financial management, investment portfolios, legal restrictions for partnerships between public and private entities; the art of fundraising, restricted and unrestricted gifts, trusts, bequest intents, and endowments; and legal and policy implications, including employment, civil rights, and state- specific gender equality laws.

LEAD 7901 Leader Learner Community (1 credit)

See LEAD 7902 course description above.

YEAR 2: SPRING SEMESTER

LEAD 7800: Special Topics in Leadership (3 credits)

This course critically analyzes evidence informed practices and issues that guide and influence highly effective leadership practices. Selected topics will be drawn from emergent issues that impact today's leaders. This course will concentrate on current issues that require a more specialized or in-depth analysis.

Elective (3 credits)

Candidates must select a three-credit graduate course (master's and doctoral level) that pertains to their personal and professional interests. The course may be offered by any college within William Paterson University or may be offered at another accredited institution. The course must be approved by the program director during the preceding fall semester. **LEAD 7510 (below) is offered by the Ed.D. program that may be used to fulfill the elective requirement.**

LEAD 7510 Elements of the Human Resource Functions of Leadership (3 credits)

This course will examine the administrative and technical functions embedded in leadership roles, particularly as they relate to the successful management of human resources within an organization. The course will explore the most effective ways to set personal goals as a leader, assess the effectiveness of a leadership team, and develop talent within the organization. The course will examine formative and summative assessments as ways to enhance team development for optimal performance. Also examined are strategies for the management of conflict and how the successful and timely resolution of inter-organizational issues can lead to personal and professional growth. The course will explore organizational communication as a cornerstone of effective leadership, and how interpersonal listening skills are critical to working in a multigenerational, pluralistic workplace.

LEAD 7901 Leader Learner Community (1 credit)

See LEAD 7902 course description above.

YEAR 3: SUMMER SEMESTER (INCLUDES RESIDENCY REQUIREMENT THURSDAY-SATURDAY)

LEAD 7710 Conflict Resolution and Mediation (3 credits)

This course is a valuable asset for executive leaders is a skillset in mediating conflict within the organization and between organizational partners. Strong leaders must navigate difficult situations by negotiating with partners to find a suitable and timely solution while maintaining and supporting the

humanity of the involved parties, all while focusing on fulfilling the needs of the organization. This is particularly important for social justice leaders, who must hold equity and fairness as a core value in all decision-making. This course will examine (1) theoretical constructs of conflict through political, historical, philosophical, and sociological lenses, (2) current research on conflict management in the workplace that focuses both on personal dispositions and emotional intelligence, and (3) strategies for managing conflict through mediation and resolution that ensures equity for organizational members, particularly those from historically-marginalized groups. This course will provide an understanding of, and the ability to implement, conflict resolution strategies in a variety of organizational structures and situations, focusing on cross-cultural and intergenerational perspectives.

LEAD 7902 Leader Learner Community (2 credits)

See LEAD 7902 course description above.

In summer year 3, LEAD 7902 will be the forum in which candidates will demonstrate their degree of mastery of program competencies before a panel of faculty and scholar practitioners to continue in the program. Candidates will maintain an electronic portfolio of their work throughout the program and will present it to the panel along with a detailed reflection upon their development of the 19 program competencies. Panelists will pose questions and share feedback on candidates' areas of strengths and those that should be focused upon for improvement. Candidates who do not demonstrate the requisite level of development in any area of competency will be required to engage in a specified process toward improvement and ultimately demonstrate competence in order to continue in and graduate from the program.

YEAR 3: FALL SEMESTER

LEAD 8600 Dissertation: Scholarship in Practice (6 credits)

The Dissertation: Scholarship in Practice (DSIP) is a scholarly endeavor that impacts a complex problem of practice. A complex problem of practice is a persistent, contextualized, and specific challenge embedded in the practice of a professional leader/practitioner. Addressing this complex problem of practice through research and collaboration has the potential to result in improved understandings, experiences, and outcomes in the candidate's practice or anticipated practice.

Candidates will be given the opportunity to design and complete the DSIP in three semesters (Summer III, Fall III and Spring III) through inquiry, seminars, independent study, and on-line synchronous and asynchronous participation in collaboration with their colleagues and professors. During the research process, both qualitative and quantitative data will be used to support the research and candidates will demonstrate their ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens. The design of the candidate's DSIP may take on a variety of scholarly practitioner formats and include the use of media.

YEAR 3: SPRING SEMESTER

LEAD 8600 Dissertation: Scholarship in Practice (6 credits)

See course description above.

BEYOND YEAR 3 – AS NEEDED

LEAD 8700 Dissertation Continuation (1 credit)

This is a continuation course in a sequence that facilitates completion of the Dissertation: Scholarship in Practice (DSIP). Students who have not completed their research project by the end of their Dissertation: Scholarship in Practice (DSIP) must enroll in this course continuously until they have successfully defended their dissertation. It is expected that in this phase of completion students will work primarily with their Dissertation Chair and possibly other members of the Dissertation committee.

LEADER LEARNER COMMUNITY (LLC)

The Leader Learner Community (LLC) is a signature concept of the Ed.D. in Leadership program at William Paterson University. LLC brings together teams of doctoral candidates with similar career interests to support and challenge one another under the egis of a faculty mentor from the candidates' first semester in the program through the dissertation process. Whether doctoral candidates intend to remain in a current leadership position, grow into other leadership positions within the profession, or change professions entirely, ongoing professional learning through reciprocal peer mentoring along with the guidance of seasoned professionals is of tremendous value. Simultaneously, the development of deep knowledge of theoretical constructs of leadership and their application to specific fields of practice is essential to growth and advancement. The Leader Learner Community assumes that both experienced faculty mentors and fellow candidates are experts and shareholders in the lifecycle of professional leading and learning. Faculty mentors will engage candidates in developing their expertise in the application of research to practice, the analysis of professional literature, and scholarly writing.

The LLC will follow the Thematic Group Model (TGM), adapted from the USC-Rossier School of Education. LLC faculty mentors will work on a common theme with candidates, with each student conducting her/his own research on a specific topic within the common theme umbrella.

The benefits of TGM are threefold:

- candidates will start to focus on their particular topic early in the three-year cycle,
- candidates will conduct their own research according to their specific interests, but will gain additional breadth of knowledge from fellow candidates, resulting in a more comprehensive understanding of the broader theme, and
- the faculty mentor will be able to more closely monitor candidates' progress toward fulfilling their Dissertation: Scholarship in Practice experience.

E-Journal. Candidates will maintain an e-journal for the first two years of study as part of the LLC curriculum. Under the direction of the LLC mentor, candidates are expected to add at least three journal entries each fall and spring semester, and one entry during the summer semester.

The e-journal will provide opportunities for candidates

- to self-reflect on their own journey as they explore leadership from new and different perspectives,
- to give feedback on how they are progressing in the program, especially where they have perceived deficiencies in areas they wish to strengthen,
- to give feedback on areas where the curriculum/instruction meets or exceeds their expectations and real growth has occurred,
- to give feedback on areas where the program needs to be strengthened or where additional/ other expertise is needed,
- to comment on the workings of the LLC groups, including interactions with the faculty mentor and fellow candidates.

DISSERTATION: SCHOLARSHIP IN PRACTICE

The dissertation is the culminating project of the doctoral program. The successful completion of the dissertation and its defense is the last step before being awarded the doctoral degree. The dissertation is a representation of a student's mastery of a topical area of interest related to the candidate's career objectives, within the realm of leadership. The dissertation is a scholarly work that adds to the body of knowledge within a specific field of inquiry. As such, each dissertation is an independent endeavor that reflects the highest standards of academic research and exploration.

Although the majority of the independent work on the dissertation occurs during the third year of the program, the development of the topic and the research plan begins during the first two years of the program, as both are integrated into two research courses as well as LLC discussions. This integrated approach will help ensure that the project is completed within the three-year program of study.

Candidates are provided a detailed description of the entire dissertation process, from proposal to defense, in the *Dissertation Handbook*, provided to doctoral candidates in fall/year 2.

Dissertation Committee. Each candidate must select a three-member dissertation committee to help guide the process. The committee includes a chairperson who will work closely with the student through the duration of the project, and two readers who will offer advice and counsel at key junctures as the project develops. The chairperson must be selected and approved by the program director during the spring of year 1.

Selecting the right committee is a critical part of the dissertation process. Committee members must hold an earned doctorate and should be selected based on the area of expertise and commitment to the timely completion of the candidates' research. If a committee member is not affiliated with William Paterson University, a current curriculum vita must be submitted to the program director prior to final approval. The LLC mentor may serve on the dissertation committee if s/he fits within the membership criteria.

Students defend their research proposals in spring/year 2, after which data collection commences. Then independent work continues throughout the fall and spring of year 3 (12 credits total), with the expectation that the dissertation is completed and approved for defense by mid-spring semester in order to graduate with the Ed.D. in May. Students should plan in advance for the heavy amount of work required during these last two semesters in order to stay on course and on track.

The formal defense of the dissertation will occur during spring/year 3. Those seeking to graduate in May of year 3 must apply for a defense date through the dissertation chair; the date will be determined yearly according to the academic calendar and in consultation with the Registrar's Office (for graduation purposes). The dissertation defense will be permitted once the dissertation committee clears the dissertation to move forward. All members of the University community will be invited to the defense. It is expected that the dissertation committee will attend and pose questions and comment on the dissertation.

PROGRAM COMPETENCIES

The Ed.D. in Leadership is built around 19 competency areas which demonstrate both the breadth and depth of study in leadership development. Unlike some traditional doctoral programs that require the successful completion of comprehensive written and oral exams in order to be approved to move to the culminating dissertation experience, this program has embedded the 19 competencies in the curriculum. The 19 competencies are grouped into three overarching categories: (1) Professional Competence, (2) Structures and Functions, and (3) Inclusive Leadership.

Throughout the course of study, candidates will be assessed on their level of mastery on each of the 19 competencies by instructional faculty and LLC mentors, with the assumption that all areas will be mastered on completion of the program (see Table 1). In preparation for a formal review by program faculty in the summer residency in years 2 and 3, candidates will prepare a reflective narrative that speaks to their progress on meeting the 19 competencies, using the curriculum map as presented in Table 2 as a guide. Program faculty will use the narrative to provide formative assessment (see Table 4, beginning on page 27).

The coursework is sequential and begins with an exploration of personal dispositions and theoretical foundations of leadership, then moves to the critical analysis of leadership strategies and the resulting impact on organizations, and culminates with the personal mastery of leadership skills and the demonstration of one's personal expertise in a particular area of inquiry.

Table 2. Program Competencies with Student Learning Outcomes

I. Professional Competence	
1.A. Self-reflection	Candidates will be able to assess their strengths and challenges, invest in self-development, demonstrate self-confidence and work persistently toward a goal.
1.B. Creative Thinking	Candidates will be able to develop new insights and novel solutions and embrace innovations and cultivate innovative thinking in others.
1.C. Oral Communication	Candidates will be able to present their thoughts orally in a precise and concise manner to individuals and groups and focus intently on what others are communicating.
1.D. Written Communication	Candidates will be able to present their thoughts in writing in a precise and concise manner and critically review and comprehend information written by others.
1.E. Technical Acumen	Candidates will be able to demonstrate knowledge and technical skills within a profession, occupation or industry and stay current with changes and developments in their profession, occupation, or industry.
1.F. Life-Long Learning/Learning Capacity	Candidates will be able to demonstrate the ability to understand and apply new knowledge and skills and acquire and use information productively.
1.G. Research/Scholarship	Candidates will be able to use research/scholarship to recognize and define challenges in practice, analyze relevant information, present and encourage alternative solutions, and develops plans to solve challenges.
1.H. Ethical Behavior	Candidates will be able to practice integrity, honesty, and emotional self- control.

Table 2 (continued). Program Competencies with Student Learning Outcomes

II. Structures and Functions	
II.A. Vision/Mission	Candidates will be able to lead in the development of a shared vision for an organization, inspire others to promote the vision, and effectively carry out the mission of the organization.
II.B. Personnel Management	Candidates will be able to ensure effective systems for employee selection, placement, development, performance appraisal, recognition, and corrective action and advance positive labor relations and employee well-being.
II.C. Strategic Thinking, Planning and Evaluation	Candidates will be able to establish policies, guidelines, plans and priorities, coordinate with others, align required resources, guide progress and evaluate outcomes, improve organizational efficiency and effectiveness.
II.D. Financial Leadership	Candidates will be able to understand financial nuances and an organization's budget process and align the budget to the organization's vision, mission and strategic plan.
II.E. Technology	Candidates will be able to demonstrate proficiency in using technological resources.
II.F. History, Politics and Policy	Candidates will demonstrate a keen awareness of the policies, priorities, trends and special interests that are both internal and external to the organization and use this awareness to make decisions and consider the impact of external influences on the organization's decisions and actions.
II.G. Change and Transitions	Candidates will understand the psychological dimensions of the change process, create a culture in which risk-taking is valued, support sustainable changes and understand the importance of making successful transitions

Table 2 (continued). Program Competencies with Student Learning Outcomes

III. Inclusive Leadership	
III.A. Cultural Competency	Candidates will lead in the development and continuous improvement of culturally responsive organizations that value ethnic, gender, and other individual differences and will provide opportunities to encourage a diverse workforce.
III.B. Team Building and Collaboration	Candidates will build highly effective teams throughout the organization, afford opportunities for the organization's members to work in a collaborative, cooperative, community building environment and encourage consensus building in decision making.
III.C. Interpersonal Relationship Building	Candidates will be able to consider and respond appropriately to the needs, feelings, and capabilities of others, they welcome feedback and accurately assesses its impact on others, provide useful feedback to employees and build trusting relationships throughout the organization.
III.D. Boundary Spanning	Candidates will be able to reach across their organizational borders to build relationships, interconnections and interdependencies with others to enhance the organization's effectiveness and develop partnerships and collaborations by building sustainable relationships with the organization's external audiences.

*Adapted from Donahue (2018)

Table 3. Curriculum Map of Competencies

Comp	Courses												
	LEAD 7100	LEAD 7200	LEAD 7210	LEAD 7310	LEAD 7320	LEAD 7400	LEAD 7500	LEAD 7510	LEAD 7600	LEAD 7700	LEAD 7800	LEAD 7901/7902	LEAD 8300/8600
I. A.	I	I	I			D		D	D	D	*M	I, D, M	M
I. B.	I					D	D		D	D	*M	I, D, M	M
I. C.	I	I	I			D		D	D	D	*M	I, D, M	M
I. D.	I		I	D	D	D		D	D	D	*M	I, D, M	M
I. E.		I		D	D		D			D	*M	I, D, M	M
I. F.	I								D	D	*M	I, D, M	M
I. G.	I	I		D	D					D	*M	I, D, M	M
I. H.	I	I	I	D	D	D	D	D	D	D	*M	I, D, M	M
II. A.		I	I			D	D	D			*M	I, D, M	
II. B.		I	I			D	D	D	D		*M	I, D, M	
II. C.		I	I			D	D	D		D	*M	I, D, M	
II. D.		I					D				*M	I, D, M	
II. E.		I					D				*M	I, D, M	
II. F.		I					D		D		*M	I, D, M	
II. G.		I	I				D	D	D		*M	I, D, M	
III. A.	I	I	I			D		D	D	D	*M	I, D, M	
III. B.	I		I			D		D	D	D	*M	I, D, M	
III. C.		I	I			D		D	D	D	*M	I, D, M	
III. D.		I				D			D	D	*M	I, D, M	

I = INTRODUCTION: the first two foundational courses in the program focus on the understanding of leadership styles and competencies and the discovery of one's personal values and beliefs or dispositions.

D = DEVELOPMENT: seven courses focus on the critical analysis and evaluation of leadership as it impacts organizational structure, organizational change, and decision-making, all within the realm of ethical behaviors and actions.

M = MASTERY: the final courses, including the creation of the culminating dissertation in practice, focus on the demonstrable mastery of leadership theories and the creation of one's personal expertise, empirically-based and within a specific area of interest and/or career objective.

*M = competency area dependent on topic

ASSESSMENT OF STUDENT LEARNING OUTCOMES

Student learning outcomes will be assessed by both direct and indirect measures. As indicated in Table 3 below, direct measures include but are not limited to case studies, presentations, debates, analyses and critiques, e-portfolios and the dissertation in practice. Indirect measures include student reflections, surveys, and course evaluations.

Table 4. Program Competencies/Student Learning Outcomes by Course

Competency Clusters	Competencies/Student Learning Outcomes (SLO)	SLO Assessment by Course			Sample Direct Assessment Measures
		Introduction	Development	Mastery	
I Professional Competencies	1. Candidates will be able to assess their strengths and challenges, invest in self- development, demonstrate self-confidence and work persistently toward a goal.	7100 7200 7210 7901/7902	7400 7500 7510 7600 7901/7902	7800 7901/7902 8300/8600	Of candidates at entry: Academic qualifications Dispositions/interview Within curriculum: Case Study Peer Evaluation Leading Learning Plan Presentation E-Portfolio Analysis & Critique Debate Reflective Journal Collaborative Group Project Field Assignment Literature Review Pilot Study Research Protocol Dissertation in Practice Proposal At exit: Dissertation in Practice & Defense Of Program: Program Completer Survey Focus Groups Employer Survey Job Placement Data
	2. Candidates will be able to develop new insights and novel solutions, embrace innovation, and cultivate innovative thinking in others.	7100 7901/7902	7400 7500 7510 7600 7710 7901/7902	7800 7901/7902 8300/8600	
	3. Candidates will be able to present their thoughts orally in a precise and concise manner to individuals and groups and focus intently on what others are communicating.	7100 7200 7210 7901/7902	7400 7600 7710 7901/7902	7800 7901/7902 8300/8600	
	4. Candidates will be able to present their thoughts in writing in a precise and concise manner and critically review and comprehend information written by others.	7100 7901/7902	7310 7320 7400 7600 7710 7901/7902	7800 7901/7902 8300/8600	
	5. Candidates will be able to demonstrate knowledge and technical skills within a profession, occupation or industry and stay current with changes and developments in their profession, occupation, or industry.	7200 7901/7902	7310 7320 7500 7510 7710 7901/7902	7800 7901/7902 8300/8600	

Competency Clusters	Competencies/Student Learning Outcomes (SLO)	SLO Assessment by Course			Sample Direct Assessment Measures
		Introduction	Development	Mastery	
	6. Candidates will be able to demonstrate the ability to understand and apply new knowledge and skills and acquire and use information productively.	7100 7901/7902	7600 7700 7901/7902	7800 7901/7902 8300/8600	
	7. Candidates will be able to use research/ scholarship to recognize and define challenges in practice, analyze relevant information, present and encourage alternative solutions, and develops plans to solve challenges.	7100 7200 7210 7901/7902	7310 7320 7710 7901/7902	7800 7901/7902 8300/8600	
	8. Candidates will be able to practice integrity, honesty, and emotional self-control.	7100 7200 7210 7901/7902	7310 7320 7400 7500 7510 7600 7710 7901/7902	7800 7901/7902 8300/8600	
II Structures and Functions	9. Candidates will be able to lead in the development of a shared vision for an organization, inspire others to promote the vision, and effectively carry out the mission of the organization.	7200 7901/7902	7400 7500 7510 7901/7902	7800 7901/7902	Of candidates at entry: Academic qualifications Dispositions/interview Within curriculum: Case Study Peer Evaluation Leading Learning Plan Presentation E-Portfolio Analysis & Critique Debate Reflective Journal Collaborative Group Project Field Assignment
	10. Candidates will be able to ensure effective systems for employee selection, placement, development, performance appraisal, recognition, and corrective action and advance positive labor relations and employee well-being.	7300 7901/7902	7400 7500 7510 7600 7901/7902	7800 7901/7902	

Competency Clusters	Competencies/Student Learning Outcomes (SLO)	SLO Assessment by Course			Sample Direct Assessment Measures
		Introduction	Development	Mastery	
	11. Candidates will be able to establish policies, guidelines, plans and priorities, coordinate with others, align required resources, guide progress and evaluate outcomes, improve organizational efficiency and effectiveness.	7200 7210 7901/7902	7400 7500 7510 7710 7901/7902	7800 7901/7902	Literature Review Pilot Study Research Protocol Dissertation in Practice Proposal At exit: Dissertation in Practice & Defense Of Program: Program Completer Survey Focus Groups Employer Survey Job Placement Data
	12. Candidates will be able to understand financial nuances and an organization's budget process and align the budget to the organization's vision, mission and strategic plan.	7200 7210 7901/7902	7400 7500 7510 7901/7902	7800 7901/7902	
	13. Candidates will be able to demonstrate proficiency in using technological resources.	7200 7210 7901/7902	7500 7510 7901/7902	7800 7901/7902	
	14. Candidates will demonstrate a keen awareness of the policies, priorities, trends and special interests that are both internal and external to the organization and use this awareness to make decisions and consider the impact of external influences on the organization's decisions and actions.	7200 7210 7901/7902	7500 7510 7600 7901/7902	7800 7901/7902	
	15. Candidates will understand the psychological dimensions of the change process, create a culture in which risk-taking is valued, support sustainable changes and understand the importance of making successful transitions.	7200 7210 7901/7902	7500 7510 7600 7901/7902	7800 7901/7902	

Competency Clusters	Competencies/Student Learning Outcomes (SLO)	SLO Assessment by Course			Sample Direct Assessment Measures
		Introduction	Development	Mastery	
III Inclusive Leadership	16. Candidates will lead in the development and continuous improvement of culturally responsive organizations that value ethnic, gender, and other individual differences and will provide opportunities to encourage a diverse workforce.	7100 7200 7210 7901/7902	7400 7600 7710 7901/7902	7800 7901/7902	Of candidates at entry: Academic qualifications Dispositions/interview Within curriculum: Case Study Peer Evaluation Leading Learning Plan Presentation E-Portfolio Analysis & Critique Debate Reflective Journal Collaborative Group Project Field Assignment Literature Review Pilot Study Research Protocol Dissertation in Practice Proposal At exit: Dissertation in Practice & Defense Of Program: Program Completer Survey Focus Groups Employer Survey Job Placement Data
	17. Candidates will build highly effective teams throughout the organization, afford opportunities for the organization’s members to work in a collaborative, cooperative, community building environment and encourage consensus building in decision making.	7100 7901/7902	7400 7600 7710 7901/7902	7800 7901/7902	
	18. Candidates will be able to consider and respond appropriately to the needs, feelings, and capabilities of others, then welcome feedback and accurately assesses its impact on others, provide useful feedback to employees and build trusting relationships throughout the organization.	7200 7210 7901/7902	7400 7600 7710 7901/7902	7800 7901/7902	

		SLO Assessment by Course			
Competency Clusters	Competencies/Student Learning Outcomes (SLO)	Introduction	Development	Mastery	Sample Direct Assessment Measures
	19. Candidates will be able to reach across their organizational borders to build relationships, interconnections and interdependencies with others to enhance the organization's effectiveness and develop partnerships and collaborations by building sustainable relationships with the organization's external audiences.	7200 7210 7901/7902	7400 7600 7710 7901/7902	7800 7901/7902	

SELF-ASSESSMENT AT YEAR 2 AND 3

Doctoral candidates are required to complete a self-assessment as part of the summer residency at the beginning of years 2 and 3. The self-assessment includes a written narrative and a formal presentation to program faculty.

Candidates must provide a written narrative that

- ensures that each program competency has been mastered by providing course-based evidence of same.
- responds to two questions that assess the candidates' overall leadership development within the context of *social justice leadership*.

The narratives must respond to the following questions, by year:

At Year 2

Part I: Provide a brief narrative that shows your progress on each of the competency areas that are embedded into the first year of coursework: LEAD 7100, LEAD 7200, LEAD 7210, LEAD 7310, LEAD 7400, LEAD 7600; LEAD 7901, LEAD 7902. Focus on how you have developed/refined your leadership skills.

Part II: Provide a narrative of how your participation in the program -- in coursework, LLC groups, and with fellow candidates -- has impacted your development as a social justice leader. Refer back to the Student Handbook/EdD webpage to review the conceptual framework around which the program is built to craft your narrative.

At Year 3

Part I: Provide a brief narrative that shows your progress on each of the competency areas that are embedded into the second year of coursework: LEAD 7320, LEAD 7500, LEAD 7510, LEAD 7710, LEAD 7800, LEAD 7901, LEAD 7902. Focus on how the research courses and the progress made on your area of interest/dissertation have further developed/refined your research skills and provided breadth and depth to your overall leadership development.

Part II: Provide a narrative on how you have integrated the outcomes of this program -- both via course material and via insights uncovered through your own research/exploration -- that have impacted your leadership acumen and how you are integrating those outcomes into your personal leadership profile. The narrative should show how you are integrating social justice leadership into your current position and how you intend on implementing those skills in future roles.