

Educational Leadership

Doctoral Program *for teaching & learning (Ed.D)*

The Doctor of Education in Educational Leadership for Teaching and Learning is designed to prepare transformative educational leaders who are deeply discerning, knowledgeable and approach the educational system as a potential avenue for challenging and transforming the status quo. Through a foundation in ethical and moral leadership, this program will position experienced educators/administrators to successfully meet the growing challenges and increased responsibilities in the United States school systems.

Admission

An applicant for admission to the doctoral program in educational leadership for teaching and learning must submit:

- Completed application and fee
- All official transcripts from institutions of higher education
- A 3.0 GPA on a 4.0 scale in the last 30 hours of graduate work
- A Masters degree in the field of education from a regionally accredited institution
- Scores on the Graduate Record Examination (within last 5 years)
- Written essay
- Two letters of recommendation
- Personal interview
- Five years of educational experience preferred

The doctoral faculty in educational leadership select the most qualified applicants. Preference is given to experienced educators with an interest in social justice who hold a master's degree from an accredited university with a minimum graduate GPA of 3.5. Faculty decisions are based on the total profile of each applicant. Any applicant who is denied admission may submit an appeal to be reviewed by the admissions committee and the faculty. Appeals must be in writing, explaining the basis for the appeal, and include information not previously submitted.

Doctoral Requirements

- Coursework in moral philosophy, history, cultural difference, curriculum theory, critical pedagogy, global issues, policy, economics, and legal perspectives (36 semester credit hours)
- Coursework in social science research and inquiry (18 semester credit hours)
- Doctoral research and dissertation (6 semester credit hours)
- Successful completion of an Early Inquiry Assessment.
- Successful completion of a First Year Review
- Successful completion of a Qualifying Examination and Oral Defense
- Successful completion of a Dissertation Proposal and Oral Defense
- Successful completion of Dissertation and Dissertation Defense

Total credit hour required for program completion – 60 semester credit hours.

Academic Policies

Grade Point Average

All students must maintain a 3.0 grade point average (on a 4.0 scale). Any student whose GPA fall below a 3.0 for two consecutive semesters will be dismissed from the program.

Transfer Credit

No credit hours from other institutions are accepted due to the unique and explicit orientation of this doctoral program

Life Experience Credit

No credit hours for life experience are accepted.

Proficiency Examinations

No credit hours can be earned through proficiency examinations

Residency Requirement

All coursework must be completed at Lewis University

Research Requirements

Students are required to successfully complete an Early Inquiry Project and a Dissertation and Oral Defense.

Qualifying Examination

Students are required to complete a written qualifying examination and oral defense in order to achieve doctoral candidacy. This examination may be repeated once if unsuccessful.

Practicum, clinical and field experience requirements

None required.

Time Limits

All requirements for the doctoral degree must be completed within ten consecutive years of initiation of coursework.

Course Descriptions

51-750 *Introduction to Doctoral Studies (3 credit hours)*

This course will introduce students to philosophical foundations of social science, critical perspectives on educational leadership, and scholarly writing and research.

51-760 *History of American Education (3 credit hours)*

This course traces the development of schooling in the US from the Common School movement and its antecedents to the present. It focuses diachronically on the dominant discourse that has provided the structure of thought for conceiving education as well as on for historically and socially locating those at the margins of that discourse. Major movements and trends in education will be therefore considered in their social, economic, and cultural contexts as a way to understand their “history.”

51-715 *Foundations of Educational Inquiry (3 credit hours)*

The aim of this course is to familiarize students with the major theoretical traditions in social science and to develop an appreciation of the diverse forms of knowledge included within social science. The course will introduce students to the major epistemological stances and theoretical perspectives that shape current social research as well as the philosophical origins of these schools of inquiry.

51-722 *Ethical and Moral Studies in Education (3 credit hours)*

Following Bernard Williams’ (1985) distinction between ethics and morality in *Ethics and the Limits of Philosophy*, this course examines the social aspects of leadership in moral terms using major writers in the tradition of political philosophy. Students will examine the philosophical texts that argue for and question social justice as an orientation in education leadership. This course aims to ground a critical approach to educational leadership in philosophical texts.

51-737 *Curriculum Theory (3 credit hours)*

Curriculum Theory examines social and philosophical foundations of curriculum. It takes the position that curriculum as what students learn and the decisions made to determine it are never neutral and thus must be considered from the values and beliefs that make curricular programs rational. This course assumes a strong knowledge of the historical aspects of curriculum but seeks to understand the function of curriculum theoretically.

51-745 *Critical Pedagogy and Assessment (3 credit hours)*

This course is built on the belief that both pedagogy and assessment should be used as tools of liberation. Following Peter McLaren, Joe Kincheloe, and Paulo Freire (among others), it uncovers ways in which both pedagogy and assessment are complicit in the oppression of some groups and individuals and then examines approaches for teaching and learning that enables students to both navigate and challenge social realities.

51-735 *Qualitative Inquiry (3 credit hours)*

This course is designed to build a theoretical underpinning for critical qualitative research, which will include examining what is meant by critical epistemology. As this theoretical base is built, students will also begin to examine and put into practice the tasks of critical qualitative research.

51-725 *Conceptualizing and Designing Research (3 credit hours)*

This course is designed to assist students in formulating, reformulating, and pursuing their own theoretically informed research. Students will explore relevant bodies of literature that will inform their research, begin to navigate the process of crafting their inquiry, and clearly articulate ways in which their proposed research will serve social justice.

51-745 *Program Evaluation (3 credit hours)*

Program evaluation is fundamentally a search for and claim about quality and can not be a value-neutral process. This course will approach program evaluation as a tool for social change where the values of social justice, equity, and emancipation are promoted. Students will study democratic, participatory, and critical theories of evaluation and explore the ethical dimensions of this work.

51-723 *Theories of Cultural Difference in Education (3 credit hours)*

Building on, yet going beyond typical discourses in diversity and education, this course examines a variety of theoretical schools of thought for the purpose of deepening understandings of cultural difference. These understandings will then be applied to the educative process in an effort to address marginalization and oppression.

51-765 *Quantitative Inquiry (3 credit hours)*

This course examines a variety of quantitative research designs and data collection and statistical analysis procedures appropriate to each.

51-738 *Critical Perspectives in School Law (3 credit hours)*

In this course, students will deepen their understanding of current school laws and legal issues. Critical legal theory will also be explored which asserts the law is a collection of beliefs and prejudices that legitimize the injustices of society.

51-743 *Topics in Globalization and Education (3 credit hours)*

This course attempts to critically examine globalization and its confluence with education from a LaSallian perspective. It considers the connection between globalization and education at a general level to begin with, then move to particular considerations within this confluence including popular culture, technology, postcolonialism, language, and “marketization” (Apple, 2005).

51-758 *Economic Theories in Education (3 credit hours)*

In this course, students survey the field of economics education literature and use microeconomic economic concepts for approaching educational issues in economic ways. Whereas economics has become largely descriptive, this course will include normative considerations as outlined by Amartya Sen in *Ethics and Economics*. Thus, this course aims both to provide students with an understanding of educational economics literature and to provide a critical orientation towards educational issues using an economic perspective.

51-757 *Policy Studies in Education (3 credit hours)*

This course aims to make students familiar with the issues in policy studies and the literature that has developed to address those issues. In so doing, this course also aims to provide students with analytical tools for critically evaluating policy. Specifically, we will examine the ways in which schools intersect with the state and how interest groups and politics affect that intersection.

51-747 *Organizational Theory (3 credit hours)*

In this course students examine schools as institutions from an organizational perspective. It surveys the field of organizational theory that has largely developed in business in order to better understand how schools function the way they do by turning to studies in business about organizational structure and culture. Students will develop the tools to look at organizational behavior from a variety of perspectives, which will provide a basis for understanding the status quo of any organization and the dynamics for change.

51-746 *Theories of Institutional Transformation (3 credit hours)*

For more than three decades, the field of educational leadership has focused a great deal of attention on the problem of educational change, why teachers resist change, and why it is difficult to diffuse innovations and “scale up” reforms beyond pilot projects. This course will take a different approach where students will examine current educational reforms in relation to the crisis of American democracy, develop a critical perspective on educational leadership and educational transformation, and discuss what it takes to change the persistent patterns of differences in success among students grouped by race, ethnicity, culture, neighborhood, income of parents, or home language.

51-775 *Dissertation Seminar (3 credit hours)*

This course will support students in preparing, writing, and defending their dissertation proposal.

51-785 *Dissertation (3 credit hours)*

Students will be supported by their Dissertation Director and committee during the year they are working on their dissertation.

51-795 *Dissertation Supervision (1 credit hours)*

Students will be supported by their Dissertation Director and committee if their dissertation is not completed one year after the completion of their coursework.

Description of Doctoral Program Requirements

First Year Review: This requirement provides early feedback to the doctoral student regarding their performance in the program including areas of strength and areas of needed improvement. This will be held at the end of their first year of coursework. The First Year Review Committee may make one of three decisions:

- Successful First Year Review
- Probation with a Review the next semester
- Termination from the Program

Early Inquiry Assessment: This requirement provides feedback to the doctoral student about their developing research skills. The students will complete a project in a course, Conceptualizing and Designing Research, which is scheduled in the first semester of their second year of coursework. The doctoral faculty may make one of three decisions:

- Successful Early Inquiry Assessment
- Probation with Completion of another Project
- Termination from the Program

Qualifying Examination and Oral Defense: The purpose of this requirement is to determine how the student has integrated the program's major theoretical concepts into the practice arena. This will be conducted at the end of the third year of coursework. A written examination will be developed by program faculty. An oral defense of the examination is also required. The faculty may make one of three decisions:

- Successful Qualifying Examination and Oral Defense
- Rewrite Identified Portions of Qualifying Examination
- Rewrite Qualifying Examination (fail)

A student who fails a qualifying examination a second time will not be permitted to continue work toward the doctorate, and admission to the doctoral program will be terminated.

Successful completion of the qualifying exam and oral defense will admit the student to doctoral candidacy.

Dissertation and Dissertation Defense: The purpose of this requirement is to demonstrate the doctoral candidate's ability to conduct theoretically grounded, high quality research. A doctoral candidate who has formally begun this phase will register for the Dissertation Seminar. Once a student has completed the Dissertation Seminar, the student must continue to register in course number 51-785 or 51-795 until completion of the dissertation. Members of the dissertation committee may make one of three decisions:

- Pass: Successful completion of dissertation and defense
- Pass: pending revision of the dissertation
- Fail: Unsuccessful completion of dissertation and defense with need to make substantive changes

Questions may be addressed to the Office of Graduate and Adult Admission via e-mail at edd@lewisu.edu or by telephone at (815) 836-5610 or to Dr. Lauren Hoffman, Program Director via telephone at (815) 836-5501.