Dear Prospective Student,

Thank you for your interest in Lewis University’s Doctoral Program (Ed.D.) in Educational Leadership for Teaching and Learning. In response to your inquiry, enclosed you will find a complete application packet. Applications are currently being accepted for the fall 2016 cohort located at our Romeoville Campus.

Admission to the graduate education programs at Lewis University is based on the academic qualifications and appropriate experience of the applicant. It is made without regard to race, color, religion, disability, age, sex or sexual orientation. A maximum of 20 students will be admitted into the program.

Candidates seeking admission to the Ed.D. program must fulfill the following requirements:

- 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
- Master’s degree from a regionally accredited institution
- Written essay
- Two letters of recommendation on departmental forms
- Example of scholarly and academic work
- Personal interview

Questions may be addressed to Nina Nowaczyk in the Office of Graduate Admission at 815-836-5811 or by e-mail at [nowaczni@lewisu.edu](mailto:nowaczni@lewisu.edu).

Sincerely,

Nina Nowaczyk

Educational Partnerships Coordinator
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 critical, ethical and moral leadership, this program will position participants to meet the growing challenges in our global and complex society.

Admission

An applicant for admission to the Doctoral Program in Educational Leadership for Teaching and Learning must submit:

- Completed application and fee
- Official transcripts from all institutions of higher education previously attended
- A 3.0 GPA on a 4.0 scale in the last 30 hours of graduate work
- A master’s degree from a regionally accredited institution
- Written essay
- Two letters of recommendation on Lewis University forms from professors, employers or advisors
- Previously completed scholarly paper and academic work
- Personal interview

The doctoral faculty in educational leadership selects the most qualified applicants. 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 falls 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

51-710 Philosophy of Education (3 credit hours)
One of Simon Blackburn’s (1999) three arguments for why philosophy is important is that the act of reflection or its absence impacts human action. This certainly applies to a wide variety of vocational spaces within the field of education. This course pursues the reflection – practice connection through a study of classical (e.g., Plato, Aristotle, Locke, Rousseau, Dewey) and contemporary (e.g., Nel Noddings, Maxine Greene, Jane Roland Martin, Richard Rorty) readings in philosophy of education.

51-712 Theories of Critical Transformative Leadership (3 credit hours)
This course will establish a critical theoretical orientation to leadership and develop an understanding of the politicized nature of leadership. An activist stance toward leadership will be examined by exploring human rights as a way of life and how leaders come to demonstrate their social, moral and political agency as they resist the status quo and promote equity and social justice.

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.

51-723 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.

51-725 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.

51-731 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.

51-737 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.

51-738 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 moves to particular considerations within this confluence including popular culture, technology, postcolonialism, language and “marketization” (Apple, 2005).

51-745 Program Evaluation (3 credit hours)
Program Evaluation is fundamentally a search for, and claim about, quality and cannot 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.

51-746 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.

51-747 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.

51-757 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.

51-760 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 for historically and socially locating those at the margins of that discourse. Major movements and trends in education will therefore be considered in their social, economic and cultural contexts as a way to understand their “history.”

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.

51-775 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. This course is repeated for a total of six credit hours.

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
   - Successful Completion of Portions of Project
   - Successful Completion of New Project

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 candidate has completed the Dissertation Seminar, the candidate must register in course number 51-785 for two semesters, then continue to register in 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 Nina Nowaczyk in the Office of Graduate Admission via e-mail at nowaczni@lewisu.edu or by telephone at (815) 836-5811.
Personal Essay Guidelines

The purpose of the essay is for you to share your perspective about the nature of the work and values of educators needed in our global society. Your essay should specifically address your understanding of what it means to be a:

- Knowledgeable critical transformative educator
- Multicultural educator
- Social justice advocate

Following are the guidelines for writing your essay:

- Maximum of four, double-spaced pages
- 12 point Times New Roman font
- Include a cover sheet with your name, contact information and date

We look forward to learning about your views and perspective and we thank you for your time in creating your personal essay.

Please mail essays to:
Lewis University
Office of Graduate Admission
Unit 1213
One University Parkway
Romeoville, IL 60446-2200

Questions regarding the completion of the essay may be addressed to Nina Nowaczyk in the Office of Graduate Admission via e-mail at nowaczni@lewisu.edu or by telephone at (815) 836-5811.
Letter of Recommendation

**Instructions for the Applicant:** Please request a recommendation from two individuals who know you well and can provide an overview of your achievements, scholarship, ambition, relationships and abilities.

**Instructions for the Writer of the Recommendation:** The person whose name appears below is applying for admission to the Educational Leadership for Teaching and Learning Doctoral Program at Lewis University. Please complete the attached form and return in the self-addressed and stamped envelope provided by the applicant.

Please complete this form and mail to: Lewis University  
Office of Graduate Admission  
Unit 1213  
One University Parkway  
Romeoville, IL  60446-2200

Questions regarding the completion of this form may be addressed to Nina Nowaczyk in the Office of Graduate Admission by e-mail at nowaczni@lewisu.edu or by phone at (815) 836-5811.

**To be completed by the applicant:**

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<th>Name of Applicant</th>
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I voluntarily waive my rights of access to this recommendation under Public Law 93-380, so that it may be kept confidential. I further understand that this confidential recommendation will be used for the sole purpose of considering my application to the Lewis University Educational Leadership for Teaching and Learning Doctoral Program.

Signature of Applicant: ___________________________  Date: ___________________________

(photocopied signature not acceptable)
To the Writer of the Recommendation: Thank you for your willingness to complete this recommendation on behalf of this applicant. Your comments will be an important factor in the admission decision.

1. Please describe how long you have known the applicant and in what context and capacity.

2. This doctoral program calls for serious study, critical reflection and an aptitude for inquiry. From your experience with this applicant, why do you think the applicant is prepared to engage in such a course of study?

3. This doctoral program calls for students with a serious commitment to improving education and assuring social justice and equity for all students. From your experience with the applicant, describe how he/she is prepared to engage in such a course of study. Provide specific examples if possible.

4. Please describe how you have observed the applicant demonstrate leadership and what core values appear to guide his/her work.

5. Please provide any additional pertinent comments related to the applicant:

Your Name:
____________________________________________________________________________
Title/Organization:
____________________________________________________________________________
Telephone Number:
____________________________________________________________________________
Signature: __________________________ Date: __________________________
(photocopied signature not acceptable)