The Doctor of Education in Educational Leadership for Teaching and Learning is designed to prepare transformative educational leaders who are deeply

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

EDLD-71000 *Philosophical Foundations (3 credit hours)*

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EDLD-71200 *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.

EDLD-71500 *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.

EDLD-72200 *Ethical and Moral Studies in Education (3 credit hours)*

Hqnqy kpi "Dgtpctf "Y knkco u*3;;7+'f kuvkpevkqp"dgvy ggp"gvj keu'cpf m qtcnkv{ "kp"*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.

EDLD-72300 *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.

EDLD-72500 *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.

EDLD-73100 *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.

EDLD-73500 *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.

EDLD-73700 *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.

EDLD-73800 *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.

EDLD-74300 *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 r qr wct "ewnwwtg."\gej pqrqi {.'r quveqrqpkcrkuo ."ncpi wci g"cpf "õo ctngvk| cvkqpö"*Cr r ng."4227+0

EDLD-74500 *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.

EDLD-74600 *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 vq"f khhwug"kppqxcvkqpu"cpf "õuecng"wr ö'tghqto s"dg{qpf "r knqv'r tqlgevu0'Vj ku"eqwtug"y knl\cmg"c" 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.

EDLD-74700 *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.