

EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM

The Lewis & Clark Educational Leadership program is a cohort-based doctoral program designed to develop scholar-practitioners who can transform educational systems through rich inquiry into persistent and pressing inequities. We aim to promote equity and social justice through the integration of theory, research, policy, and practice as candidates work to solve authentic educational problems. Six focal themes guide program coursework:

- Transformative leadership and institutional change
- Social justice, equity, and critical foundations of education
- Human relations, adult development, and learning
- Educational policy and politics
- Community engagement and collaboration
- Research and evaluation

Working collaboratively with peers and faculty members, candidates gain the knowledge and skills to understand how power and politics operate in educational settings and to inquire about and take action to redress injustice. The program's structure allows professionals to complete this academically rigorous terminal degree while maintaining full-time employment.

Accreditation

Lewis & Clark's educational administration and leadership programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) and the National Council for Accreditation of Teacher Education (NCATE) for educational leadership preparation programs.

Doctor of Education in Leadership

The EdD program consists of 60 semester hours. Up to 14 hours of post-master's work can be applied toward this total at the time of admission. Students who do not have 14 semester hours of post-master's coursework to transfer must meet with the EdD program director to plan a course of study for the elective requirements.

The coursework portion of the 46-semester-hour cohort program takes two summers and four semesters (two calendar years) to complete. During their two years of coursework, students are guided in the preparation of a dissertation proposal focused on an issue of practice relevant to the promotion of social justice and equity. Most students complete and defend their dissertations by the end of the fourth year. To meet the requirements for advancement to degree candidacy, participants must successfully complete all coursework and successfully defend a completed dissertation proposal.

Students who already hold a Preliminary or Initial Administrator License and who wish to obtain the Professional Administrator License may qualify for a waiver from the Oregon Teacher Standards and Practices Commission (TSPC) if they successfully complete their doctoral degree program. If granted, the student would not have to enroll in an advanced institutional Professional Administrator License Program or be assessed for advanced competencies. Candidates apply directly to TSPC for the Professional Administrator License, independent of any recommendation from Lewis & Clark. For more information, contact the

office of K-12 Career and Licensing Services (https://graduate.lclark.edu/career_and_licensing/k-12).

Degree Requirements

Completion and defense of a dissertation

60 semester hours (up to 14 hours may be transferred), 46 of which should be distributed as follows:

Required Degree Courses

EDLL 701	History of Leadership in Education	2
EDLL 702	Organizational Theory and Leadership	2
EDLL 704	Leading Change Through Cultural Competence	2
EDLL 708	Ethics and Leadership for Social Justice	2
EDLL 709	Adult Development and Learning	2
EDLL 710	Introduction to Educational Research	2
EDLL 716	Critical Theory and Pedagogy	2
EDLL 725	Leadership in a Changing Global Society	1
EDLL 726	Seminar in Scholarship and Writing	2
EDLL 727	Focused Literature Research	1
EDLL 728	Conceptual Framework	2
EDLL 729	Dissertation Design	3
EDLL 731	Equity-Focused Policy and Practice	2
EDLL 733	Educational Leadership Field Experience	2
EDLL 741A	Qualitative Research Methods	2
EDLL 741B	Quantitative Research Methods	2
EDLL 742	Quantitative Research Methods Practicum	1
EDLL 743	Qualitative Research Methods Practicum	1
EDLL 750	Doctoral Dissertation	12
EDLL 780	Social Justice Leadership Retreat	1

Students who have not advanced to doctoral degree candidacy by the third summer of their program must complete Advancement to Candidacy Seminar (EDLL 730).

Elective Courses

Any remaining required semester hours may be earned by taking elective courses. Students who intend to apply for the Professional Administrator License should complete School Finance and District Budgeting (EDAD 556) as one of their elective courses.

Educational Specialist in Advanced Leadership

The Educational Specialist in Advanced Leadership degree offers a unique opportunity for Lewis & Clark doctoral students who have successfully completed doctoral coursework yet do not plan to complete the Doctor of Education in Leadership degree. This post-master's degree is *only* available to Lewis & Clark educational leadership doctoral students, who must complete a "Change of Program" application to be admitted to the EdS degree program (form can be obtained from the graduate school's registrar's office). Students with doctoral work from other institutions may not apply for this degree program.

Coursework accumulated in the Lewis & Clark doctoral program will be accepted for the educational specialist degree. The program director will assess a student's transcript of applicable doctoral coursework to identify at least 36 hours of work (of the possible 46 hours of doctoral coursework, excluding dissertation hours). Courses offered at the time the student entered the program will be taken into consideration for degree credit, as will courses selected from the 14 elective credits.

(Students should review the official course planning sheets for each cohort.)

A capstone/culminating written and oral project will require students to synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will register for 1-2 semester hours of EDLL 799 Independent Study, which must be completed within one semester.

Degree Requirements

A minimum of 37 semester hours, distributed as follows:

Required Courses

36 semester hours of coursework from the Doctor of Education in Leadership Program

EDLL 799	Independent Study (Capstone Project)	1
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Earning the Professional Administrator License

Students who successfully complete the requirements of the Ed.S. degree program may also become eligible for a Professional Administrator License by completing the following:

1. EDAD 556 School Finance and District Budgeting, in Strand Three (Effective Management), of the Professional Administrator License Program
2. EDAD 549 Professional Mentorship and Seminar

Educational Leadership Courses

EDLL 701 History of Leadership in Education

Content: In 1837, Horace Mann said, "A nation could not long remain ignorant and free." Mann argued for universal public education, supported by tax funds. The major questions of the day: Who is to be educated? Who will teach them? What will they learn? These have since been answered many times over; in the 21st century we are raising those questions again. Explore how leadership, organization, and ethical and political issues relate to those three fundamental questions.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 702 Organizational Theory and Leadership

Content: This course introduces students to core concepts of organizational theory relevant to a large range of organizations e.g., schools, community groups, manufacturing businesses, hospitals) as well as organizational issues confronting leaders (e.g., design, improvement, accountability). Students will become adept at thinking critically and analytically about the organizational contexts in which they work. The course will also help students new to doctoral-level research learn how to interact with scholarly literature and apply it usefully to their work.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 704 Leading Change Through Cultural Competence

Content: Offers leaders help developing strategies to lead their schools in the development of cultural proficiency. Explores how policies and practices can enable staff, students, and families to interact effectively in a culturally diverse environment. Discussion of how a lack of cultural competence impedes teaching and learning in many of today's schools. Participants will learn how to analyze their values, beliefs, and behavior in this context and will reflect on their own cultural competence.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 708 Ethics and Leadership for Social Justice

Content: Leaders face challenges when implementing policies and procedures regarding diversity, equity, and social justice. Explore ethical issues dealing with leadership, governance, and policy development pertaining to public institutions.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 709 Adult Development and Learning

Content: Understanding how people and organizations develop and learn is centrally important for organizational leaders, whether learning is about existing or new knowledge. In this course students will explore a variety of theories related to adult learning including transformational learning, critical and feminist theories, distributed cognition, and social practice theory. Students will apply these theories to their own experiences as learners, and to learning in the organizational settings in which they work.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 710 Introduction to Educational Research

Content: Introduction to epistemologies, paradigms, and methodologies in social science research. Students learn about different approaches used in education research and examine their underlying assumptions and values. The course addresses and critiques some of the long-standing traditions in education and social science research that have privileged certain values and viewpoints while marginalizing others. Students will read and critique a variety of education research articles and consider how education leaders can use research for advocacy and transformative social action.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.
Credits: 2 semester hours.

EDLL 715 Intercultural Community Collaboration

Content: Building collaborative relationships between schools and the diverse families and communities they serve is critical. By analyzing nontraditional forms of parent and guardian involvement and learning to work with existing cultural traditions, education leaders will gain skills to support diverse students and strengthen community connections. The goal is to build on the diverse assets of families and to connect with valuable local resources in order to strengthen collaborative learning for the entire school community.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.
Credits: 1 semester hour.

EDLL 716 Critical Theory and Pedagogy

Content: Education research sits at the intersection of debates about the philosophy of education (ontology), the role of education in (re)producing a pluralistic and free democracy (critical theories of education) what counts as a "just" society (critical social theory), what counts as knowledge production/construction (critical epistemology and critical research design), and ultimately what it means to educate a public for public schools (critical pedagogy). Therefore, education research focused on any one of these areas has implications in all of these areas. For education research focused on problems of (in)justice, with an interest in solving these problems, critical theory offers intellectual traditions and analytic tools. Using these intellectual tools, students will recognize, understand, discuss and apply the historical and current tenants of critical theory to form your own emerging conceptual framework for explaining and describing problems of practice in school leadership and policy, organizing, pedagogy, and education research.

Prerequisites: None.

Restrictions: Admission to doctoral program or consent of program director.

Credits: 1-2 semester hours.

EDLL 725 Leadership in a Changing Global Society

Content: In this course we will explore education systems around the globe and the influences of globalization on education practices. Students will consider the interdependence of social, political, economic, and cultural phenomena within and across local and global social systems including education systems.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 1-2 semester hours.

EDLL 726 Seminar in Scholarship and Writing

Content: Introduction to scholarly writing and the development of self-as-scholar in education and the social sciences. Students gain an understanding of the elements and processes of scholarly writing. The course also provides training in APA style and library and reference resources.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 727 Focused Literature Research

Content: This seminar is designed to prepare students to develop a critical review of pertinent academic literature focused on the problem or problems that will be addressed in their dissertation research. The seminar will provide instruction and support with the processes and techniques for scholarly discussion of controversial literature and students will receive feedback on academic writing from the course instructor. Additionally, each student will work with a Lewis Clark faculty member serving as a "content advisor" who will assist them with interpreting literature pertaining to their problem area.

Prerequisites: EDLL 726.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 1-2 semester hours.

EDLL 728 Conceptual Framework

Content: Students will learn to generate clear, coherent, well-grounded conceptual frameworks and apply them to their work as emerging researcher-practitioners. Students will read and critique a variety of conceptual frameworks as well as collaboratively generate conceptual frameworks based on course readings. They will begin to develop a conceptual framework particular to their own practice and research interests.

Prerequisites: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 729 Dissertation Design

Content: Students will learn the acceptable formats, techniques, and approaches necessary for producing a defensible doctoral dissertation as well as the purpose and process of applying for permission to conduct studies involving human subjects. Students will complete a draft dissertation proposal and a human subjects research institutional review board (IRB) application, as well as understand their responsibilities to their dissertation committee.

Prerequisites: None.

Restrictions: Admission to the Ed.D program or consent of program director.

Credits: 3 semester hours.

EDLL 730 Advancement to Candidacy Seminar

Content: Extends time and support for doctoral students to complete advancement to candidacy and institutional review board (IRB) process. Provides individualized coaching and writing assistance and allows students to work toward finalization of their dissertation proposal under faculty supervision while maintaining access to college services through continuous enrollment in the doctoral program.

Prerequisites: Completion of all doctoral coursework, excluding EDLL 729 and EDLL 750.

Restrictions: Admission to doctoral program. Students may register for a maximum of 3 consecutive semesters of EDLL 730 beginning in the third summer of their program.

Credits: 1-3 semester hours.

EDLL 731 Equity-Focused Policy and Practice

Content: This course focuses on equity policy in education. Students will explore the sources of policy ideas, the processes of policy making, and the complex relationship between policy design and policy implementation. Students will read and critique equity-focused policies and learn to assess the strengths and constraints in policy designs using a variety of analysis approaches. Students will also read and critique policy implementation research.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 733 Educational Leadership Field Experience

Content: Provides authentic, in-situ opportunities for candidates to synthesize and apply theory and research to their leadership development and growth as practitioner-scholars. In concert with their dissertation work and in collaboration with a university and field supervisor, candidates spend sustained time in the field gathering and analyzing data around a pressing problem of practice. Through their field experiences, candidates are expected to: (1) identify and engage with the key contact points and people within their schools, districts, organizations, and/or communities in ways that facilitate robust and ethical data gathering; (2) explore how dissertation data and findings illuminate critical questions and themes in leadership work, and (3) make recommendations for improving leadership practice and spurring organizational change.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 734 Educational Leadership Field Experience II

Content: Provides authentic, sustained, in-situ opportunities for candidates to synthesize and apply theory and research from program coursework to their development as practitioner-scholars. In concert with the doctoral program mission, candidates' field experiences center on the practice of transformative social change in educational settings, through research and inquiry. The experiences are designed to support candidates in two critical phases of their dissertation work, including formulating and articulating a problem (year 1) and applying methodologies to explore and understand a problem of practice (year 3). Field experiences are planned and guided collaboratively by the Lewis Clark supervisors and school, district, and agency personnel for graduate credit. They culminate in a presentation at the end of the program, where candidates share what they have learned about leadership and organizational change through the practicum process.

Prerequisites: EDLL 733.

Credits: 1 semester hour.

EDLL 741A Qualitative Research Methods

Content: Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

Prerequisites: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 741B Quantitative Research Methods

Content: Overview and application of quantitative research methods. Through course readings, discussion, and practical application, we examine basic designs and methods associated with quantitative research and become acquainted with descriptive and inferential statistical analyses and relevant analysis software, as well as learn how to interpret and present statistical findings. Candidates gain the skills necessary to review and critique quantitative research and to design and undertake their own quantitative research.

Prerequisites: Admission to Ed.D. program or consent of program director.

Credits: 2 semester hours.

EDLL 742 Quantitative Research Methods Practicum

Content: Practice quantitative research skills. Through reading, discussion, and four practicum workshops students will practice: (1) designing researchable quantitative questions; (2) collecting quantitative data; (3) cleaning and structuring data for analysis; (4) conducting descriptive and inferential statistical analyses; and (5) writing up results in APA style.

Prerequisites: EDLL 741b

Credits: 1 semester hour.

EDLL 743 Qualitative Research Methods Practicum

Content: Students practice foundational skills necessary for conducting qualitative research. Through reading, discussion, and four practicum workshops students will practice qualitative research skills: (1) collecting observation field notes; (2) developing and piloting interview and/or focus group questions; (3) collecting and managing audio and video recorded data; (4) transcribing audio and/or video data; (5) developing and using analytic coding. Students will also be introduced to the human subjects review process and complete the CITI responsible research module and the human subjects module.

Prerequisites: EDLL 741A

Credits: 1 semester hour.

EDLL 750 Doctoral Dissertation

Content: Completion of dissertation research under the direction of the chair of the candidate's dissertation committee. Candidates must be enrolled in this course during the term in which they defend their dissertations, and must complete at least 12 semester hours before defending their dissertations. Grade will be considered incomplete until the candidate has successfully defended his or her dissertation.

Prerequisites: Advancement to candidacy, and successful defense of a dissertation proposal.

Restrictions: Admission to Ed.D. program.

Credits: 1-12 semester hours.

EDLL 780 Social Justice Leadership Retreat

Content: Leaders of school communities and agencies must be able to work effectively with individuals and groups representing diverse cultures and backgrounds; these skills are at the core of leading and serving all members of the community. This retreat will provide an opportunity to explore and learn about issues of diversity in a mutually supportive environment led by trained diversity facilitator(s). The retreat builds experientially on the academic emphasis on social justice and equity threaded through the doctoral program curriculum and leads to a practical application component during the ensuing academic year.

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.

Credits: 1-2 semester hours.