

For more information:

Lesley University
 29 Everett Street
 Cambridge, MA
 02138-2790
 888.LESLEY.U
info@lesley.edu

Graduate School of
 Education

<http://www.lesley.edu/prek-12-education-programs/>

PhD in EDUCATIONAL STUDIES: EDUCATIONAL LEADERSHIP SPECIALIZATION

Educational Leadership involves creative intelligence, an understanding of the disciplines that influence education, systems thinking, strategic planning, cultural responsiveness, trust building, and facilitation of collaborative efforts. The Educational Leadership specialization is designed to develop school leaders and administrators with the knowledge and skills to initiate, facilitate, support, and sustain school- or district-wide improvement of teaching, learning, and leading, and the conditions in which they occur.

The program, which is designed to accommodate the lives of working professionals, invites applications from both traditional leaders (such as superintendents or assistant superintendents, directors, principals) and those who may not serve in a strictly administrative role (such as instructional coaches, department heads, or any teacher facilitating change). In this cohort-based program, students participate in three nine-day summer residencies and attend online classes over the three-year duration of the program. Program faculty are committed to promoting a scholarly and collegial community that informs and sustains both the academic work and professional responsibilities of cohort members. The program culminates in the writing and subsequent defense of the dissertation.

Program Prerequisite: Master's degree or Certificate of Advanced Graduate Study

Courses may have prerequisites for registration; please check course descriptions before registering.

Course Number	Course Title	Course Credits
Year I		18
EAGSR 8102	Interdisciplinary Seminar I	3
EAGSR 8108	The Purposes of School in a Democratic Society	3
EAGSR 7121	Learning and Leading with Technology	3
EAGSR 8107	Critical Contexts for School Leaders	3
EAGSR 7101	Quantitative Research Methods I: Statistics for Research	3
EAGSR 7004	Adult Learning and Development	3
EAGSR 9151	Doctoral Study (taken fall and spring semesters)	0
Year II		18
EAGSR 8109	Schools as Systems	3
EAGSR 7115	Building Communities of Practice	3
EAGSR 7103	Qualitative Research Methods I	3
EAGSR 8110	Change is a Process	3
EAGSR 8104	Interdisciplinary Seminar II	3
EAGSR 7104	Qualitative Research Methods II	3
EAGSR 9151	Doctoral Study (taken fall and spring semesters)	0
Year III		9
EAGSR 8112	PhD Dissertation Seminar	3
EAGSR 7502	Doctoral Seminar II	3
EAGSR 8501	Doctoral Seminar III	3
EAGSR 9151	Doctoral Study (taken fall and spring semesters)	0
Total Credits		45

Note: Students are permitted to transfer up to a maximum of 12 credits of post-master's work toward the PhD degree. The courses must be taken at regionally-accredited institutions and completed no longer than five years prior to the date of admission to the PhD Program in Educational Studies. In order to transfer coursework, a student must have earned a grade of "B" or better. For students who have received a Certificate of Advanced Graduate Study at Lesley, a maximum of 12 credits of required coursework may also be transferred into the PhD program. These courses may include any of the required courses. All courses must be approved and taken no longer than five years prior to the date of admission to the PhD Program.

Please Note: Lesley University reserves the right to unilaterally add, withdraw, or revise any course offering in the above mentioned program of study including policies, provisions, requirements, and fees.

Lesley University is an Affirmative Action/Equal Opportunity institution and does not discriminate on the basis of age, race, religion, color, creed, national or ethnic origin, sex, sexual orientation, handicap or disability in its education programs, employment, or in admissions to, access to or treatment in its programs or activities.

Accreditation:

Lesley University is accredited by the New England Association of Schools and Colleges and is authorized to offer degree programs in many states.

For more information, please visit our website lesley.edu

Course Descriptions

EAGSR 8102 Interdisciplinary Seminar I

This seminar includes lectures and discussions by faculty, visiting faculty, and participants concerning advanced professional roles. The focus of the seminar is the teaching/therapy interface and how it affects each advanced professional in the human service field. *Ph.D. candidates and CAGS students only*

EAGSR 8108 The Purposes of School in a Democratic Society

This seminar will concentrate on beliefs about the overarching purposes of education, the role of education in a democratic society, and competing ideas about how to attain those purpose and fulfill that role. Students will consider 1) historical perspectives about the purposes of education and the reasons for schools, 2) different perspectives about the needs of students and society and how schools serve those needs, and 3) views about standards in public education. *Educational Leadership PhD students only*

EAGSR 7004 Adult Learning and Development

This course will review the theories, research, and models on adult learning and development. It explores the social context in which adults learn and develop, and the influences of race, class, gender, and culture. Students will be required to apply the material to a practice setting. This is a seminar designed for advanced graduate students.

EAGSR 8107 Critical Contexts for School Leaders

In this seminar, students will examine the principles, values and beliefs that inform contemporary educational leadership and look critically at the contextual factors that influence how leaders function in schools and school districts. Students will consider the social, economic, historical and political forces that shape school conditions and review the changing impact of Federal policy and national strategies on local educational settings. *Educational Leadership PhD students only*

EAGSR 7121 Leading and Learning with Technology

Technology tools can enhance learning, improve motivation and engagement, increase accessibility, individualize instruction, and improve communication with parents and stakeholders. This course addresses the critical elements that educational leaders must consider when Leading With Technology. These elements include using technology innovations, using technology to optimize instruction and data systems, understanding ethical responsibility, using technology tools to communicate and engage stakeholders and creating a technology strategic plan that is technology driven (not technology dependent). *PhD candidates only*

EAGSR 7101 Quantitative Research Methods I: Statistics for Research

This course is designed to introduce graduate students to basic statistical methods and involves two broad topics: descriptive statistics and inferential statistics. In addition, students are introduced to statistical model building through the technique of regression analysis and correlational analysis. While the course centers on parametric statistical techniques, a brief introduction to non-parametric statistical methods, such as the chi-square test, is included.

EAGSR 8109 Schools as Systems

This seminar will examine the factors that affect a school's capacity to improve and sustain student achievement. Participants will analyze school conditions proposed by current research and theory. Organizing principles for schools, approaches for using data and challenges related to closing achievement gaps will receive particular attention. *Educational Leadership PhD students only*

EAGSR 7115 Building Communities of Practice

If true reform is to occur in schools, school change leaders need to utilize approaches aimed at mobilizing student, teacher and parent communities. This course will examine a variety of ways school leaders may develop 1) a community of student learners that addresses self-responsibility academically and socially, 2) a supportive culture for teachers through induction, coaching and mentoring and 3) a plan to engage parents in the agenda of the school. Students will explore the literature that frames the importance of social learning, delve into historical beginnings of communities of practice and explore promising approaches in the US and in international settings. The course will also reference and reinforce the literature on professional learning communities and discuss the skills and

processes necessary to build and sustain the professional capacities of building-based faculties.

EAGSR 7103 Qualitative Research Methods I

The purpose of this class is to learn to conduct qualitative social science research. Participants will read a variety of perspectives on the philosophical bases as well as tools of the practice of qualitative data gathering and analysis. Each participant will engage in a small qualitative study that is consistent with her or his graduate study goals. They will choose a topic and research setting, negotiate research relationships, collect and analyze data, and present findings. Readings, analytic memos, interview transcriptions, and field notes will provide material for the class to work with as co-consultants.

EAGSR 8104 Interdisciplinary Seminar II

Participants in this seminar examine the political, economic, and sociocultural forces that impact upon and shape the roles of professionals within institutions of social change. The seminar is structured around the consideration of a select number of critical issues and controversies surrounding professional work within institutions of social change. Presentations by invited professional practitioners supplement seminar readings and discussions. *PhD candidates and CAGS students only*

EAGSR 8110 Change is a Process

In this seminar, new knowledge constructed from Achieving Academic Excellence for All, Critical Contexts in Educational Leadership, and Creating the School as Center of Academic Achievement will be reviewed, reinforced and applied to exploring the process of change. Students will examine work conditions that support change efforts, study models of change and discuss their implications for redefining educational leadership and redesigning schools. Students will examine the use of conceptual frameworks to initiate, facilitate, support, and sustain school or district-wide change efforts. *Educational Leadership PhD students only*

EAGSR 7104 Qualitative Research Methods II

This course combines theory and practice in advanced qualitative research methods. Participants will engage in ethnographic, case study, and other methods of qualitative analysis involving observation and interviewing. There will be emphasis on data collection, analysis, theory building, and presentation, so class members need to have a research site in place at the beginning of the semester. Coursework will involve historical/theoretical and exemplary readings, individual analytic memo writing, group consultations, and completion of a research project. *Prerequisite: EAGSR 7103*

EAGSR 7502 Doctoral Seminar II

This seminar supports deepened inquiry into one of the four major lenses of the doctoral program: Leadership, Program Development and Evaluation, Research, Adult Learning Theory. *PhD candidates only*

EAGSR 8501 Doctoral Seminar III

This seminar supports deepened inquiry into one of the four major lenses of the doctoral program: Leadership, Program Development and Evaluation, Research, Adult Learning Theory, and the development and execution of a pilot study. *PhD candidates only*

EAGSR 8112 PhD Dissertation Seminar

The Educational Leadership Ph.D. dissertation seminar is designed to assist students in finishing their dissertation. Questions/dilemmas about technology literacy, library research, data-based research, being a reflective practitioner, knowing how to make presentations, how to collaborate with others, analyze, synthesize, assess, evaluate, read critically, and write well will be dealt with in order to finish the dissertation.

EAGSR 9151 Doctoral Study

Doctoral students should register for this course every semester while taking coursework, and after, while completing the qualifying examination or dissertation.