

EDUCATIONAL LEADERSHIP, SOCIETY AND CHANGE PH.D.

A Ph.D. in Educational Leadership, Society, and Change is proposed to prepare those interested in forging a new type of P-16+ leadership that is ready to take on evolving 21st century challenges. Here, leadership is conceptualized as a critical, cultural practice. Graduates are equipped with the commitment, knowledge, and research acumen to enact equitable change in the context of ongoing reform. In increasingly unstable and divisive times, there is an urgent need for educational leaders who possess an expansive scope of critical and methodological abilities to ensure academic excellence for all, including those from marginalized backgrounds. Individuals become cognizant of dynamics such as race, class, gender, and ability in shaping future realities.

The Ph.D. in Educational Leadership, Society, and Change resonates with the university mission. The D'Youville mission foregrounds "providing academic, social, spiritual, and professional development in programs that emphasize leadership and service...[and] teaches students to contribute to the world community by leading compassionate, productive, and responsive lives." In the presented Ph.D., researchers uncover approaches to help prepare a new generation of critically conscious leaders who are dedicated to improving the social world and the academic lives of P-16+ students, especially those from marginalization backgrounds. The ethos of the program is those with privileged educational leadership platforms have the responsibility to advocate for a just and equitable future for others.

Inside structure and culture, critical leaders envision democratic education despite massive economic restructuring, increasing social conflicts, growing numbers of families living in poverty, and demands for greater accountability. They also are critically reflective to engage successfully with broader social movements impacting educational institutions and attempts to control knowledge.

The program draws from multi- perspective sociological, economic, and historical theories and fields. Emphasis is placed on educational leaders collaborating with the communities they serve to support and sustain student well-being.

Time to Completion Policy. Students can repeat the course, EDL 831 Dissertation Guidance, for up to four semesters to complete the Dissertation. Leaves of absence do not extend the time limit.

The extension maximum is 12 months. Extensions are granted on a per semester basis. The student must write a letter to the Program Director explaining reasons for requiring an extension. The letter must be submitted to the Program Director prior to the end of the term in which the time limit expires. An extension is granted on a case-by-case basis. An extension can only be granted twice.

Proposed Curriculum Plan

Ph.D. in Educational Leadership, Society, and Change

Research Core (13 credits)

Code	Title	Credits
EDL-731	Doctoral Seminar	3
EDL-732	Advanced Statistics & Lab	4

EDL-733	Quantitative Research Design	3
EDL-734	Qualitative Research Design	3
Total Credits		13

Academic Core (18 credits)

Code	Title	Credits
EDL-736	Educational Leadership and Change	3
EDL-737	Inequality and Education	3
EDL-738	History & Future of Education Reform	3
EDL-739	Cultural Perspectives in Education	3
EDL-740	Cultural Perspectives II	3
EDL-741	Education Leadership, Law, and Social Movements	3
Total Credits		18

Electives (29 credits)

Electives will be taken under advisement, Graduate electives taken at any other institution will be subject to approval by the program director.

Comprehensive Exam

Dissertation Core (12 credits)

Code	Title	Credits
EDL-752	Dissertation Proposal I	3
EDL-753	Dissertation Proposal II	3
EDL-831	Dissertation Guidance	6
Total Credits		12

Total Approved Graduate Hours 72

Core Transfer Credits

In addition to electives, students can transfer in up to six core credits, subject to the program director.

Additional Requirements

1. There will be a Comprehensive Exam immediately preceding the dissertation. This will consist of one or more written questions to be analyzed using the scholarship and theory learned throughout the program. The Comprehensive Exam must be successfully completed prior to the start of the Dissertation Core.
2. There will be a formal oral defense of both the dissertation proposal and the final dissertation.
3. Time to Completion Policy for earning the degree. Students can repeat the course, EDL 831 Dissertation Guidance, for up to four semesters to complete the Dissertation. Leaves of absence do not extend the time limit. The extension maximum is 12 months. Extensions are granted on a per semester basis. The student must write a letter to the Program Director explaining reasons for requiring an extension. The letter must be submitted to the Program Director prior to the end of the term in which the time limit expires. An extension is granted on a case-by-case basis. An extension can only be granted twice.

If a petition is approved, the student is notified in writing of the expectations for progress and of the expected timeline for completion and award of degree.

If the petition is denied, the student is notified in writing they will be terminated from the doctoral program.

To apply, applicants will submit:

- Official undergraduate transcript showing degree completion and graduate transcripts indicating completion of any graduate level courses with a grade of B or better.
- A professional curriculum vitae or resume
- A two-page written Statement of Intent describing reasons for pursuing the program.
- Two professional letters of recommendation.
- A writing sample of at least 5 pages.
- Applicants may be asked to interview with the Educational Leadership, Society, and Change faculty, in-person or virtual.