Lewis University and DePaul University

Joint Program Initiative

Doctor of Education (Ed.D.) in Educational Leadership for Teaching and Learning
with Superintendent Endorsement

The Lewis University College of Education and Social Sciences, in partnership with the DePaul University College of Education, will offer a joint program initiative starting Fall 2021 in which students will receive an Ed.D. from Lewis University with a Superintendent Endorsement from DePaul University. By bringing together the resources of both institutions under the umbrella of ethical school leadership for positive growth and change, Lewis and DePaul offer this unique joint program initiative at a time when cooperation and collaboration in education is both desirable and necessary. This program initiative combines the teaching, research, and practical experience of both universities’ full-time and adjunct faculty.

The Doctor of Education degree in Educational Leadership for Teaching and Learning from Lewis University 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 initiative will position participants to meet the growing challenges in our global and complex society. In partnership with Lewis, DePaul University offers coursework leading to the superintendent endorsement further enhancing candidates’ preparation and training to lead at the district level. Students are provided with a rich knowledge base to analyze administrative practices and promote socially just leadership of schools and organizations with an educational purpose. Uniquely designed to further the knowledge and skills of educational professionals, this program is intended for current and future leaders who want to impact positive growth and change. This program initiative also allows individual students to tailor course assignments and clinical experiences to the local opportunities and challenges of their home districts.

The Lewis/DePaul program initiative is designed to be delivered to a cohort of students starting in Fall 2021 via a combination of face-to-face (F2F) and online courses. There are two possibilities for the location of delivery of the F2F portion of the coursework. Lewis/DePaul plan to offer the program initiative at the convenient and well-resourced Oak Brook campus of Lewis University (https://www.lewisu.edu/campuses/oakbrook/index.htm).
Sample Course Schedule Beginning Fall 2021:

All courses will be fully online or taught in a hybrid model with some face-to-face meetings at Lewis University in Oak Brook.

Lewis University and DePaul Educational Leadership Partnership: 
Doctorate in Education with a Superintendents Endorsement

YEAR 1: 2021-2022
Fall 1 Theories of Cultural Differences in Education (Lewis)
Fall 2 Leadership Theory and Practice (DePaul)
Spring 1 Philosophical Foundations (Lewis)
Spring 2 Current Trends in Budgeting and Finance (DePaul)
Summer 1 Foundations of Educational Inquiry (Lewis)
Summer 2 Assessment and Accountability (DePaul)

YEAR 2: 2022-2023
Fall 1 Curriculum Theory (Lewis)
Fall 2 The Superintendency: Programs, Systems and Structures (DePaul)
Spring 1 Ethical and Moral Studies in Education (Lewis)
Spring 2 Community and Consensus Building (DePaul)
Summer 1 Program Evaluation (Lewis)
Summer 2 Advanced Human Resources Management (DePaul)

YEAR 3: 2023-2024
Fall 1 Topics in Globalization and Education (Lewis)
Fall 2 The Politics of Schooling (DePaul)
Spring 1 History of American Education (Lewis)
Spring 2 School Law (DePaul)
Summer 1 Qualitative Inquiry/Quantitative Inquiry (Lewis)
Summer 2 Capstone Conceptualizing and Designing Research (Lewis)

YEAR 4: 2024-2025
Fall 1 & 2 Superintendent Internship Seminar-Theory into Practice (DePaul)
Superintendent Internship I (DePaul)
Spring 1 & 2 Superintendent Internship II & III (DePaul)
FAQs Lewis University and DePaul University
Joint Program Initiative

What is the purpose of this program initiative?
This joint program initiative is designed to empower educational leaders to address the most pressing educational, social and political issues of their community and society. Upon completion of this program students will have gained knowledge in research, critical pedagogy, moral philosophy, history, cultural difference, curriculum theory, global issues and critical policy studies. This joint program aims to prepare graduate students for administrative positions in PK-12 public and private schools. Through coursework and supervised internships, students are provided with a rich knowledge base to analyze administrative practices and promote socially just leadership of schools and organizations with an educational purpose.

Is this program initiative accredited?
Each of the programs that constitute this initiative are accredited. The Educational Leadership doctoral program at Lewis University and DePaul University are accredited by the Higher Learning Commission and fully approved by the State Educator Preparation and Licensure Board and the Illinois State Board of Education.

How many credit hours is the program initiative and how often do you meet for class?
The program initiative is a total of 60 credit hours and classes meet once on a weeknight or every other Saturday (same weeknight throughout the program initiative). However, some courses will be offered fully or partially online.

What is the tuition rate?
The tuition charge for the 2020-21 academic years at Lewis University is $785 per semester hour and at DePaul University is $655 per quarter hour. However, both Lewis and DePaul have agreed to a 25% tuition partnership discount off their rates for a cohort formation of at least 15 students. Note: The partnership discount cannot be used in conjunction with other scholarships, waivers, or awards offered through Lewis or DePaul. Additionally, you can expect to pay certain fees from Lewis and DePaul including technology, registration and athletic fees.

Where and when will classes be held? Classes will be held at Lewis University’s Oak Brook, Illinois campus and some will be offered in an online format. Classes will be scheduled one day a week, from 5:00pm to 8:30pm and some Saturdays from 8:30am to noon.

What is the contact information for this program initiative?

<table>
<thead>
<tr>
<th>Rhonda Richter, M. A.</th>
<th>Stephanie G. Wood</th>
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<tr>
<td>Graduate Admission Counselor</td>
<td>Assistant Director</td>
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<tr>
<td>Partnership Coordinator</td>
<td>Office of Graduate</td>
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<tr>
<td>Lewis University</td>
<td>Admission</td>
</tr>
<tr>
<td>One University Parkway</td>
<td>2400 North Sheffield Avenue, Office 110</td>
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<tr>
<td>Romeoville, IL 60446-2200</td>
<td>Chicago, Illinois 60614-2215</td>
</tr>
<tr>
<td><a href="mailto:Richterh@lewisu.edu">Richterh@lewisu.edu</a></td>
<td><a href="mailto:Sesparz1@depaul.edu">Sesparz1@depaul.edu</a></td>
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<td>Tel: 815-836-5811</td>
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How do I apply for both programs?
Lewis University and DePaul University have designed a rigorous, two-stage application process to identify qualified candidates for this partnership program. The first stage involves completion of an application to Lewis University which allows both admissions officers and faculty to determine if candidates meet the admissions requirements for the Doctor of Education (Ed.D.) in Educational Leadership for Teaching and Learning program. Candidates who meet admission selection criteria for the Doctor of Education (Ed.D.) in Educational Leadership for Teaching and Learning program will be offered admission at Lewis University and invited to participate in the second stage of the process, for consideration of the Superintendent Endorsement at DePaul University, which involves submission of an admissions portfolio and a required on-campus interview as required by the Illinois State Board of Education.

How do I access the application for the Ed.D. in Education?
You must apply using the Lewis University Graduate application for admission.

Do I need to submit a separate application to DePaul University for admissions consideration to the Superintendent Endorsement Program?
No. As noted earlier, after candidates have been selected by Lewis University for admission to the Doctoral of Education (Ed.D) in Educational Leadership for Teaching and Learning program, their application materials will be shared with DePaul and they’ll be asked to submit an admissions portfolio and participate in a separate interview.

ADMISSION REQUIREMENTS
- A master's degree in an educationally related field from an accredited institution of higher education (to qualify for full admission, a cumulative GPA of at least 3.0 on a 4.0 scale for the final 30 hours is required).
- Official college transcripts from all institutions previously attended.
- Two letters of recommendation from professors, employers, or advisors.
- Successful completion of a personal interview.
- Submission of Personal Essay OR sample of previous scholarly paper
- A copy of a current and valid Illinois professional educator license (PEL) endorsed in general administrative, principal, chief school business official or director of special education.

What should I submit for my previously completed scholarly paper?
Applicants should submit a scholarly paper that they have previously submitted elsewhere or in an earlier program initiative attended at Lewis University or DePaul University. It should be written in a professional manner and of appropriate content.

If I do not have a previous scholarly paper what should I discuss in my personal essay?
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: (1) Knowledgeable critical transformative educator; (2) Multicultural educator; and (3) 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.

Who can be my recommenders?
Ed.D. applicants are required to submit two letters of recommendation from faculty, employers or advisors. All recommendations must be submitted using the Lewis University online application system direct email prompt, which requires applicant to provide email addresses for their recommenders. Once the name and email address are provided, the recommendation letter will be automatically emailed to the recommender.

How do I submit my transcripts?
Lewis University requires that official transcripts are provided directly from each postsecondary institution that you have attended as part of the application process. Lewis University reserves the right to request additional academic documents. Lewis University reserves the right to withdraw an offer of admissions if there is a discrepancy between the uploaded version and the official original transcript and/or the official translation.

Is the GRE a required part of the application?
Ed.D. applicants are NOT required to take the Graduate Record Examination (GRE) General Test. In addition, DePaul has determined that standardized exams do not directly reflect the ability of potential graduate students who apply to our Superintendent Endorsement program. Therefore, applicants for the Superintendent Endorsement part of the program are assessed by their transcript(s), their writing, career goals statement, admission portfolio, and an interview with the admissions committee.

Is there a comprehensive/qualifying exam?
Yes, there is a comprehensive exam. The purpose of this requirement is to determine how the student has integrated the program initiative’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 initiative 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 initiative will be terminated. Successful completion of the Qualifying Exam and Oral Defense will admit the student to doctoral candidacy.

What if I previously applied to a program at Lewis University?
Applicants who have previously applied to Lewis University and are now applying for the Ed.D. program initiative must supply any new documentation such as official transcripts for courses subsequently taken at another institution. Please note that any documentation previously submitted to Lewis University that is no longer available may require a new submission. Lewis University transcripts would be obtained internally.
Are transfer credits allowed for either the Lewis University’s Ed.D. or the DePaul University’s Superintendent Endorsement? After a transcript evaluation by program faculty, incoming students can transfer in up to 6 credit hours/2 courses of doctoral coursework from another university.

What is the focus of the capstone and how many credit hours does it carry? This program initiative is designed for the students to complete a capstone rather than a dissertation. The final capstone project culminates the program initiative, it is a research-based project driven by the work of the internship and grounded in the theoretical foundations that run through the program initiative. The capstone carries 6 credit hours of coursework.

What is the duration of the program initiative from start to end? And what degree and endorsement do candidates earn at the successful completion? This joint program initiative is designed to be a 4-year program including a yearlong internship in the last academic year of the program. Students who successfully complete all program initiative requirements will earn their doctoral degree in education (Ed.D) and be qualified to obtain the Superintendents Endorsement from DePaul University.

When and where do I complete my internship?
The internship portion of the program shall be conducted at one or more public school districts so as to enable the candidate to be exposed to and to participate in a variety of educational leadership situations in settings that represent diverse economic and cultural conditions and involve interactions with various members of the school community (e.g. parents, school board members, local school councils and other governing councils, community partners).
The intern is assigned to a district office, under the supervision of a licensed superintendent within his own district or another local school district. The student will be assigned work that will demonstrate mastery of the Educational Leadership Constituent Council (ELCC) Standards and extends through one full academic year.

What is the Final Capstone? The final capstone project culminates the program initiative, it is a research-based project driven by the work of the internship and grounded in the theoretical foundations that run through the program initiative.

If I need to access my transcripts for this program initiative whom do I request them from?
Your courses will be recorded both at DePaul and Lewis University therefore you would need to require transcripts from both institutions.
FACULTY PROFILES – DePaul

Dr. Leodis Scott is an assistant professor in the College of Education, Educational Leadership Doctoral Program initiative. He earned a Doctor of Education (Ed.D.) from Teachers College, Columbia University in Adult Learning and Leadership. His research and teaching interests include learning cities, quantitative research methods, and adult higher education-lifelong learning policy. Dr. Scott has numerous publications including two edited books: Learning Cities for Adult Learners (2015; New Directions for Adult & Continuing Education) and Quality of Life in Adult Learning (2018; Adult Higher Education Alliance).

Dr. Thomas Noel has held positions in the areas of teaching, administration, and instructing roles in K - 12 and higher education settings. Most recently, Dr. Noel worked with students and families in grades K - 8 in Rochester, NY, in a summer academic enrichment program initiative, teaching students reading, writing, and arithmetic, as well as engaging them in academic and social field trips, swimming, and other exercise activities.

Sr. Mary Paul McCaughey’s, O.P. is a Dominican Sister of Springfield IL who spent nearly thirty years in secondary administration in three high schools after years of elementary and secondary teaching. She served for almost seven years as the Superintendent of Schools for the Archdiocese of Chicago in oversight of 250 schools and the largest Catholic school enrollment in the country before assisting with the $350M To Teach Who Christ Is capital campaign. Currently an instructor and the coordinator of Catholic educational leadership programs, Sister consults widely across the country in matters of leadership, strategic initiatives, and school improvement planning.

Dr. Amira Proweller received her Ph.D. in the Social Foundations of Education from the State University of New York – Buffalo. Dr. Proweller is the author of Constructing Female Identities: Meaning Making in an Upper-Middle Class Youth Culture. Her research interests and publications have focused on the cultural politics of schooling, youth culture and identity formation, educational policy, service-learning in higher education, and youth participatory action research.

Prof. Andrea Kayne currently serves as Director of the Doctoral Program initiative in Educational Leadership and is an associate professor. She has taught, written, and consulted widely in the areas of school law, politics of education, communication and consensus building, conflict resolution, professional learning communities, data-informed decision making, internally-referenced leadership, feminist leadership, emotionally intelligence leadership, and other timely topics.

Dr. Melissa Riley Bradford is a 2018 graduate of the DePaul COE Ed.D. program initiative, having recently completed her dissertation in Curriculum Studies on the role of dialogue in value-creating education. She has taught as an adjunct instructor for DePaul University in a number of capacities, such as teaching a course for the Value-Creating Education for Global Citizenship master’s program initiative; conducting STEM and student-centered education in
Beijing, China for the OIPL; and teaching algebra for the Mathematical Sciences department. Melissa served as a graduate assistant for the Ed.D. program initiative from 2013 to 2015. In addition, Melissa is a founder of Tallgrass Sudbury School in Riverside, IL.

**FACULTY PROFILES – Lewis**

**Dr. Thomas Brignall III**, holds a Ph.D. in Sociology. He specializes in sociology of education, sociological theory, critical race theory, and the impact of technology on society. He has published several articles on the impact of technology on education, book chapters on urban education and the No Child Left Behind policy, as well as articles on the impact of popular culture on education trends. He is a member of the North Central, Mid-South, and American Sociological Associations and has presented dozens of presentations on alternative teaching methods and critical pedagogy. For over 14 years he was heavily involved in helping organize teaching sections for the North Central Sociological Association and their teaching certification programs for preparing future faculty and professional development. He has been a faculty member at Lewis University since 2007, and was a visiting professor at Fisk University.

**Dr. Erica R. Dávila**, holds a Ph.D. in Education Policy. She has worked as a teacher in a variety of contexts, including GED teacher, middle school teacher, teacher educator and internationally in Guatemala. She has published a number of articles and book chapters in the areas of urban education policy, justice-centered curriculum and pedagogy, and identity development. Most recently, she has served as a co-editor for a special issue of the Journal of Educational Foundations, which also featured one of her co-authored articles entitled Pedagogy of Permaculture and Food Justice. She was elected President of Critical Race Studies in Education Association. She is active in the American Educational Research Association, Latina/o Studies Association, National Association of Multicultural Education and the American Educational Studies Association.

**Dr. Jung Kim** is an associate professor of literacy and program director of English as a New Language, Literacy, and the Technology, Learning, and Design programs. Her areas of research are primarily focused on culturally relevant and sustaining literacy. She has published two books on teaching with graphic novels and is currently working on a book about the racialized experiences of Asian American teachers. Dr. Kim has also published on hip-hop in the classroom and writes a quarterly column on children's and young adult literature for the Illinois Reading Council Journal. A former CPS high school English teacher and literacy coach, she believes strongly in equity and the power of literacy for all. She is an ultra-runner, mother to two children, and a school board member of her local elementary school district.

**Dr. J. Michel Morrow**, Ed.D., has served as a K-12 school administrator in Illinois for over 25 years. After several years teaching elementary school, Dr. Morrow became an assistant principal for two years, then served as a principal for ten years. In 2000, he took a position as assistant superintendent and eventually superintendent in 2005. In 2014, he retired as superintendent of Homer CCSD 33C after 37 years in education. Since that time, Dr. Morrow has worked in the educational leadership program initiatives at Lewis University, with a focus on mentoring students in administration.
SAMPLE COURSE DESCRIPTIONS

A&S 801 LEADERSHIP: THEORY AND PRACTICE
This course examines leadership theories from various social, psychological and philosophical perspectives both historical and contemporary. The student will also be called upon to reflect upon contemporary practice in K-16 and other higher educational and related leadership settings and evaluate the efficacy of the theoretical frameworks in light of practice.

EDLD 71000 PHILOSOPHICAL FOUNDATIONS 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.

EDLD 71500 FOUNDATIONS OF EDUCATIONAL INQUIRY 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.

A&S 803 THE SUPERINTENDENCY: PROGRAM INITIATIVES, SYSTEMS, AND STRUCTURES This course examines the basic work of the district superintendent with an emphasis on the superintendent's role as finding and developing resources, developing positive relationships with the school board, and developing, implementing and evaluating district policy. (Requires 10 hours of fieldwork).

EDLD 72200 ETHICAL AND MORAL STUDIES IN EDUCATION 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.

A&S 811 ASSESSMENT AND ACCOUNTABILITY This course addresses the key role of leaders in educational systems, from K-16 through higher education, for the development, articulation, implementation, and supervision of an assessment process that provides accountability for all stakeholders—students, parents, teachers, faculty, staff, legislators, relevant communities, and governing authorities. Issues of philosophy, standards, outcomes, curricula, instrumentation, technology, and the interconnected nature of these factors are identified as they influence the leadership role in accountability compliance. Factors related to ethical practice and social justice anchor the philosophical and political parameters of the course.

EDLD 74500 PROGRAM INITIATIVE EVALUATION Program initiative evaluation is fundamentally a search for, and claim about, quality and cannot be a value-neutral process. This course will approach program initiative 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.
A&S 873 CURRENT TRENDS IN BUDGETING AND FINANCE  This course focuses on the priorities of school funding. Financial decisions undergird instructional program initiatives and administrative decision making. Relating these to available money and funding, setting priorities and maximizing the impact on student achievement will be studied.

A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT  Students will examine inclusive models for conflict resolution and consensus building among school/community members, whether K-16 or higher education, that engage membership in processes and decision making through data collection, self-analysis, mission/vision development, goal setting and program initiative planning, implementation and evaluation that leads to school and community improvement. Attention will be given to establishing linkages with local municipal, state, and federal resources, business and industrial resources, community services, and other community resources.

EDLD 73700 CURRICULUM THEORY  This course 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 program initiatives rational. This course assumes a strong knowledge of the historical aspects of curriculum but seeks to understand the function of curriculum theoretically.

EDLD 72300 THEORIES OF CULTURAL DIFFERENCE IN EDUCATION  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. (Course includes optional travel study.)

A&S 824 ADVANCED HUMAN RESOURCES MANAGEMENT  This course is designed to familiarize prospective superintendents with human resources and personnel management functions. This course provides a comprehensive ethical and legal background for the effective supervision of both certified and non-certified staff. Topics include hiring, induction, the evaluation of personnel, dismissal, collective bargaining, union relationships and succession planning.

EDLD 74300 TOPICS IN GLOBALIZATION AND EDUCATION  This course attempts to critically examine globalization and its confluence with education from an ethical 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).

A&S 843 THE POLITICS OF SCHOOLING  Students will engage in analyzing educational policy and the political processes related to problem identification, problem solving, decision making, the underlying political processes and their impact on the school/community, students, parents, educators, staff, and community members. The role of such entities as, school boards, unions, professional associations, businesses, university preparation program initiatives, book and test publishers, and local, state, and national policy makers in the education political arena will be analyzed. Attention will be given to the means by which support for change is developed with special emphasis on
collaborative dialogue and teamwork for political action. Strategies for coalition building, and individual and collective action will be informed by the use of theory from applied behavioral science and political science.

**EDLD 76000 HISTORY OF AMERICAN EDUCATION** 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.

**A&S 883 SCHOOL LAW** This course examines the current legal requirements of schools and how changes impact schools. Administrators make decisions that respond to many realities, including the rules and regulations at the local, state, and national levels. The administrator works within a constantly changing system. The duties and liabilities of school administrators as determined by federal rules and regulations, state school codes, the policies of boards of education, and case law will be examined.

**EDLD 72500 CAPSTONE: CONCEPTUALIZING AND DESIGNING RESEARCH** 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.

**A&S 898 SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE** This course is a prerequisite for the internship. The course provides the interns with the requisite skills to enter into the internship experience, such as reflective practice, putting theory into practice, and familiarizing themselves with the life of central office.