

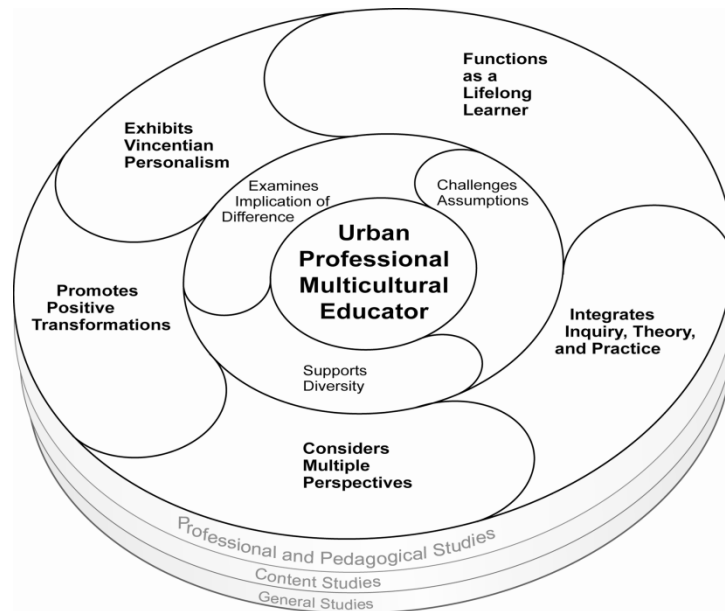


DEPAUL UNIVERSITY

College of Education

Student Handbook

EdD Program



2015-2016

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INTRODUCTION

Welcome to the Education Doctoral Program at DePaul University. In this handbook, you will find essential doctoral program information including but not limited to required coursework, course schedules, program strand information, admissions, timelines, degree- planning guidelines, and dissertation instructions.

The Education Doctoral Program is located within the College of Education Building at 2247 N Halsted St. Chicago, IL, 60614, and you can find the EdD Program office on the third floor in Room 339. Listed in the table below is the contact information for the EdD faculty directors for each program strand as well as the administrative and advising staff that will help you throughout your doctoral journey. Please feel free to contact us with any questions and concerns, and again, welcome to the EdD Program.

EdD Faculty and Staff

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PROGRAM DESCRIPTION AND PURPOSE

The doctoral program is designed to prepare Urban Professional Multicultural Education leaders. With an emphasis on social justice and working with underserved populations, the doctoral program seeks to train educational professionals who wish to become leaders capable of transforming schools or other educational institutions. Students have **ten years** to complete the program and dissertation; however, occasionally, exceptions can be made in consultation with dissertation chairs to extend the term of ten years.

The goals of the EdD Program are as follows:

- Help professional practitioners make sense of the complex, dynamic, and idiosyncratic ways they experience problems in education.
- Prepare scholars who will make meaningful academic contributions to the field of education.
- Enhance students' understanding of the complex, dynamic interactions which occur between self and others and social, historical, psychological, and political constructs that shape emergent relationships in schools and other educational contexts.
- Facilitate students' understandings of the social, historical, psychological, and political nature of the relationships among individuals, groups, and society.
- Broaden and contextualize students' concepts of education so as to enhance their ability to be leaders who collaboratively facilitate the critical examination of society, educational institutions, and the nature of the learning process.
- Enhance students' capacity to examine and weigh multiple perspectives and emergent "courses of action" in order to determine alternatives that are sensitive to the school, community, and broader societal contexts.
- Extend and challenge the boundaries of students' thinking about the goals of their professional practice.
- Support students' integration of interdisciplinary bodies of knowledge in order to interpret their daily encounters, to inform their decisions, and to help them shape the nature of educational institutions and the quality of educational processes.
- Engage a cadre of educational leaders in developing the potential of relationships at the institutional, community, and society level to create multicultural contexts for learning and school transformation.

DOCTORAL STUDENT DISPOSITIONS

The doctoral program sets forth the following dispositions for doctoral students, which represent educational and professional expectations.

- Receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Respects and considers cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and nonverbal communication and listening skills
- Committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habit of conduct (dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrate concern for and protection of safety and well-being of others

Additional dispositions for ECE students:

- Values critical thinking, including engaging theoretical and philosophical frameworks and shows evidence of critical thinking through discussion and writing (e.g., journals, response to prompts)
- Understands the importance of and is committed to communicating clearly orally and in writing both in traditional and in new and emerging digital formats

- Values and is committed to continually developing strong content area knowledge and/or knowledge of the professional field, including pedagogical content knowledge
- Takes initiative, uses imagination and creativity, and seeks out information using a variety of human and material resources and technology to inform his or her teaching
- Aware of the role of classroom environment and uses management procedures that reflect respect and care for learners and concern for their emotional and physical well being
- Takes the time and effort needed to understand how students learn, including discovering their interests and experiences and determining how to shape teaching acts (using technology as appropriate) that engage learners meaningfully and actively
- Values and is responsive to diverse learners' academic, emotional, and social needs through teaching acts (including careful instructional planning, implementation, and differentiation) and through everyday interactions with students

PROGRAM STRANDS, LICENSURES, AND ENDORSEMENTS

Program Strands

The EdD Program has three program strand options: **Educational Leadership, Curriculum Studies, and Early Childhood Education**. Students will complete a series of core, research, and concentration courses before beginning work on their dissertation. It should also be noted that the Early Childhood Education strand requires two internships; one in teaching and another in research.

The following sections detail each of the program strands' descriptions, degree requirements, and admissions instructions.

EDUCATIONAL LEADERSHIP

I. EdD in Educational Leadership: (20 courses or 76 quarter hours)

The Educational Leadership Program provides a rich knowledge base to analyze administrative practices and promote socially just leadership of schools and organizations with an educational purpose. This program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists.

The program's schedule is flexible, allowing students to attend full-time or part-time as their professional and personal schedules allow. Graduates of the program may wish to enter a new career or strengthen their current position. They may assume faculty positions in higher education, take leadership positions in local and state education agencies, or become leaders in educational policy and advocacy in organizations and institutions.

II. Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of "C." Upon receiving a third grade of "C," students must retake the class in which the grade was received. Grades of "D" and "F" require that the course be retaken.

Educational Leadership Degree: (20 courses, 76 quarter hours)

Core Courses: (6 courses, 24 quarter hours)

- A&S 801 LEADERSHIP: THEORY AND PRACTICE
- A&S 811 ASSESSMENT AND ACCOUNTABILITY
- CS 704 CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT

- SCG 701 PHILOSOPHY OF ETHICS IN EDUCATION
- SCG 711 CULTURE, POWER AND EDUCATION

Research Courses: (5 courses, 20 quarter hours)

- SCG 775 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
- SCG 785 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
- *Choose one subsequent research course from the following list:*
- SCG 755 QUANTITATIVE RESEARCH METHODS II
- SCG 765 QUALITATIVE RESEARCH METHODS II

Elective Requirement: (1 course or 4 quarter hours)

Concentration Courses: (5 courses, 20 quarter hours)

- A&S 803 SCHOOL PROGRAMS, PLANT AND HUMAN RESOURCES
- A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
- A&S 843 THE POLITICS OF SCHOOLING
- A&S 873 CURRENT TRENDS IN BUDGETING AND FINANCE
- A&S 883 SCHOOL LAW

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Dissertation Courses: (2 courses, 8 quarter hours)

- A&S 849 SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
- A&S 859 INDEPENDENT DISSERTATION RESEARCH: EDUCATIONAL LEADERSHIP

Teacher Leader Endorsement Option: (10 additional courses, 40 quarter hours)

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT
- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 488 CURRICULUM DESIGN

Principal Licensure Option: (12 additional courses, 44 quarter hours)

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (2 quarter hours)
- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (2 quarter hours)
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP
- A&S 694 SCHOOL FINANCE
- A&S 695 SCHOOL LAW
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Superintendent Endorsement Option: (1 additional course, 4 quarter hours)

- A&S 899 SUPERINTENDENT INTERNSHIP

CURRICULUM STUDIES

I. EdD in Curriculum Studies: 20 courses, 76 quarter hours

The Curriculum Studies Education Program encourages educators to reflect on and strengthen their own practice and to challenge themselves and their colleagues to work effectively for social justice and educational excellence. Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education.

Curriculum decision-making is a theoretically informed, practical, and dialogic activity. We encourage educators to seek the most defensible course of action in specific circumstances; this requires a thorough understanding of the sociocultural and political context and the analytical ability to think critically about broader purposes and consequences. We consider educators to be teachers not only in the classroom, but also in a variety of settings where they interact (including in higher education, community organizations, etc.). Educational environments, especially those in urban settings, are complex; creating viable options within them requires a rich knowledge base and the ability to think conceptually. Our program provides educators with a variety of theoretical perspectives to use in analyzing educational phenomena.

II. Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of “C.” Upon receiving a third grade of “C,” students must retake the class in which the grade was received. Grades of “D” and “F” require that the course be retaken.

Curriculum Studies Degree (20 courses, 76 quarter hours)

Core Courses: (6 courses, 24 quarter hours)

- A&S 801 LEADERSHIP: THEORY AND PRACTICE
- CS 704 CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- SCG 701 PHILOSOPHY OF ETHICS IN EDUCATION
- SCG 711 CULTURE, POWER AND EDUCATION
- SCG 721 HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS

Research Courses: (5 courses, 20 quarter hours)

- SCG 775 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
- SCG 785 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I

Choose one subsequent research course from the following list:

- SCG 755 QUANTITATIVE RESEARCH METHODS II
- SCG 765 QUALITATIVE RESEARCH METHODS II

Elective Requirement: (1 course, 4 quarter hours)

Concentration Courses: (5 courses, 20 quarter hours)

- CS 754 CURRICULUM THEORIZING: MULTIPLE LENSES
- CS 761 ASSESSING SCHOOL CURRICULUM
- CS 764 YOUTH DEVELOPMENT, IDEOLOGY, CULTURE, AND SOCIETY
- CS 784 CURRICULUM AND PROGRAM DESIGN
- CS 794 SPECIAL TOPICS IN CURRICULUM

Candidacy Course: non-credit, non-tuition

- CS 706 CANDIDACY PAPER

Dissertation Courses: (2 courses, 8 quarter hours)

- CS 849 SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
- CS 859 INDEPENDENT DISSERTATION RESEARCH: CURRICULUM STUDIES

Teacher Leader Option: (10 additional courses, 40 quarter hours)

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT
- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 488 CURRICULUM DESIGN

Principal Licensure Option: (12 additional courses, 44 quarter hours)

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 602 PRINCIPAL LICENSURE INTERNSHIP I (2 quarter hours)
- A&S 603 PRINCIPAL LICENSURE INTERNSHIP II (2 quarter hours)
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP
- A&S 694 SCHOOL FINANCE
- A&S 695 SCHOOL LAW
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

Superintendent Endorsement Option: (7 additional courses, 28 quarter hours)

- A&S 803 SCHOOL PROGRAMS, PLANT AND HUMAN RESOURCES
- A&S 811 ASSESSMENT AND ACCOUNTABILITY
- A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
- A&S 843 THE POLITICS OF SCHOOLING
- A&S 873 CURRENT TRENDS IN BUDGETING AND FINANCE
- A&S 883 SCHOOL LAW
- A&S 899 SUPERINTENDENT INTERNSHIP

EARLY CHILDHOOD EDUCATION

I. EdD in Early Childhood Education: 23 courses, 88 quarter hours

The Early Childhood Education concentration recognizes the current shortage of highly trained early childhood professionals for colleges and universities at the national level. The program focuses not only on analyzing theory and practice in early childhood education today, but also on the policy issues influencing the field of early childhood education.

All of the coursework in this program is designed based on best practice guidelines from a variety of leading national early childhood education professional and research organizations, such as National Association of Education of Young Children, Council for Exceptional Children and Zero to Three. The program is rooted in applied child development as well as curricular theory that embraces the notion of learner self-efficacy, inquiry-based curricula, and partnerships with families.

Recognizing the need for hands-on training in research and higher academic teaching, part of the focus of this program is on mentoring doctoral candidates in acquiring these skills through two research and teaching internships prior to their dissertation work. The program is designed to prepare early childhood professionals who might come from a variety of backgrounds such as teachers, leaders or administrators, professionals working in the early childhood or related fields, or instructors at the college level.

II. Degree Requirements

Students must maintain an overall GPA of 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. Students are allowed no more than two grades of “C.” Upon receiving a third grade of “C,” students must retake the class in which the grade was received. Grades of “D” and “F” require that the course be retaken.

Early Childhood Education: (23 courses, 88 quarter hours)

Core Courses: (7 courses, 28 quarter hours)

- A&S 801 LEADERSHIP: THEORY AND PRACTICE
- A&S 811 ASSESSMENT AND ACCOUNTABILITY
- CS 704 CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- SCG 701 PHILOSOPHY OF ETHICS IN EDUCATION
- SCG 711 CULTURE, POWER AND EDUCATION
- SCG 721 HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS

Research Courses: (5 courses, 20 quarter hours)

- SCG 775 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
- SCG 785 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
Choose one of the following
- SCG 755 QUANTITATIVE RESEARCH METHODS II
- SCG 765 QUALITATIVE RESEARCH METHODS II

Elective Requirement: (1 course, 4 quarter hours)

Concentration Courses: (7 courses, 28 quarter hours)

- ECE 704 SEMINAR IN RESEARCH IN CHILD DEVELOPMENT
- ECE 714 SEMINAR IN DEVELOPMENT, RISK, AND RESILIENCE
- ECE 724 SEMINAR IN CURRICULAR APPROACHES IN EARLY CHILDHOOD EDUCATION
- ECE 734 SEMINAR IN EARLY CHILDHOOD PROGRAM DESIGN AND EVALUATION
- ECE 744 SEMINAR IN CULTURE, LANGUAGE AND LEARNING
- ECE 759 TEACHING INTERNSHIP IN EARLY CHILDHOOD EDUCATION
- ECE 769 RESEARCH INTERNSHIP IN EARLY CHILDHOOD EDUCATION

Candidacy Course: non-credit, non-tuition

- AS or CS 706 Candidacy Paper

Dissertation Courses: (2 courses, 8 quarter hours)

- ECE 849 SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
- ECE 859 INDEPENDENT DISSERTATION RESEARCH: EARLY CHILDHOOD EDUCATION

Teacher Leader Endorsement Option: (10 additional courses, 40 quarter hours)

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT
- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 488 CURRICULUM DESIGN
- CS 482 THE HISTORY OF CURRICULUM PRACTICE

Principal Licensure Option: (12 additional courses, 44 quarter hours)

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 499 PLANNING FOR PROFESSIONAL DEVELOPMENT
- BBE 599 SCHOOLWIDE APPROACHES TO EDUCATING ELL
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 488 CURRICULUM DESIGN
- CS 482 THE HISTORY OF CURRICULUM PRACTICE

Superintendent Endorsement Option: (6 additional courses, 24 quarter hours)

- A&S 803 SCHOOL PROGRAMS, PLANT AND HUMAN RESOURCES
- A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
- A&S 843 THE POLITICS OF SCHOOLING
- A&S 873 CURRENT TRENDS IN BUDGETING AND FINANCE
- A&S 883 SCHOOL LAW
- A&S 899 SUPERINTENDENT INTERNSHIP

ECE Internships:

Students are required to complete two internships; one in research and another in teaching. Please consult the ECE director for guidance in facilitating these internships.

COLLEGE OF EDUCATION POLICIES

Student in Good Standing

Students who are not taking regular courses and are working on their dissertation must register as a student in good standing each quarter until the research is completed. This non-credit, ungraded registration provides students with an active student ID and access to all DePaul facilities and services such as the library. There is a small fee for registration. Register for the 700 Student in Good Standing course, using the letter code of your program (A&S or CS). Register only when all other coursework is completed. Approval of a student's dissertation chair is required, and must be formally obtained using a Student in Good Standing Course Registration form, which is available from the Ed.D. Program Office (COE Room 339) or online at

http://education.depaul.edu/student-resources/policies-and-forms/Documents/forms_library/600_625_700_Registra.pdf

Readmission

Students who have not been enrolled in courses for three consecutive quarters, excluding summer, are automatically discontinued by the university and must apply for readmission. (Students should register for A&S 700 or CS 700, or they may request a leave of absence through Campus Connection if they are not registered for any other doctoral courses in order to not be discontinued.) All students are bound by the standards of the catalog and/or program requirements in effect at the time of readmission.

EdD Program faculty will review the petition for readmission, and if the applicant is readmitted, they will suggest any course additions to the program of study. The student may be required to take additional course work to upgrade skills and knowledge or to meet new state or other accreditation requirements. If it has been more than (or almost) 10 years since the student began his/her graduate program, the student must also submit an extension request to continue progress toward a degree. Please visit the link below for instructions for readmissions or contact the College of Education Graduate Admissions Office at (773) 325-4405.

<http://education.depaul.edu/admission-and-aid/graduate-admission/admission-requirements/Pages/default.aspx>

Extension

Students have 10 years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the 10-year clock.) For example, a student who begins in Fall 2010 must complete the program by Spring 2020. For students approaching this time limit, an Application for Extension must be submitted to the EdD Program Office. This should be done no later than the fall quarter of the tenth year, although earlier is preferable. The extension application includes the Request for Extension form, a letter from the student explaining a rationale for his/her request, and a letter of support from his/her dissertation chair.

Incomplete Grades

A student must request an Incomplete grade for a course and secure the instructor's permission. All grades of Incomplete must be made up by the end of the second quarter following the term in which the Incomplete grade was assigned. All remaining Incompletes will automatically convert to "F" grades.

Note: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the Incomplete must be resolved within the four-week grace period before final degree certification.

Grade Challenges

A student who is considering a grade challenge for a College of Education course must discuss the grade with the instructor before the end of the following regular term, i.e. autumn quarter challenges must be made before the end of the spring quarter, and spring and summer quarter challenges must be made before the end of the autumn quarter. Only if the instructor is not at the university during the following regular term after the grade was issued may the student proceed to challenge the grade without meeting with the instructor.

The student may then continue the challenge by submitting a written request to the Grade Challenge Review Committee in the College of Education Dean's Office. This request must be submitted within the term following the award of the disputed grade. The Committee will review all requests and an action will be taken within two months.

ADVISING AND COURSE SCHEDULES

Throughout the doctoral program, students consult with faculty advisors and their academic advisor, and these roles are detailed as follows:

Initial Faculty Advisors

Faculty advisors are assigned to new students upon acceptance into the program. The role of the initial faculty advisor is to provide general guidance. Students will be expected to select an ongoing advisor (dissertation chair) once their research interests become more focused.

Academic Advisors

The EdD Program has an assigned academic advisor through the College of Education's Advising Office. The Advising Office is located in COE suite 140. Academic Advisors help students develop a long-term plan, assist with registration issues, complete degree audits, and serve as a resource for issues related to student services.

Dissertation Chair

The dissertation chair takes the place of the initial faculty advisor; the same faculty can serve as both. See section on the Dissertation Committee.

Calendar of Course Offerings (for detailed descriptions of these course, see Appendix C on page 27)

2014-2015

Autumn	Winter	Spring
A&S 801 (Th)	A&S 811 (T)	CS 751 (T)
A&S 843 (M)	A&S 823 (M)	CS 794 (M)
CS 761 (M)	CS 704 (W)	ECE 714 (M)
ECE 724 (Th)	CS 794 (M)	ECE 744 (F)
SCG 711 (W)	ECE 734 (W)	SCG 701 (W)
SCG 721 (W)	SCG 735 (W)	SCG 765 (Th)
SCG 785 (T)	SCG 745 (Th)	SCG 775 (Th)

2015-2016

Autumn	Winter	Spring
A&S 801 (Th)	A&S 811 (T)	A&S 883 (M)
A&S 803 (M)	A&S 873 (M)	CS 751 (T)
CS 764 (M)	CS 704 (W)	SCG 701 (W)
ECE 704 (W)	CS 754 (M)	SCG 755 (W)
SCG 711 (W)	SCG 735 (W)	SCG 765 (Th)
SCG 721 (W)	SCG 745 (Th)	SCG 775 (Th)
SCG 785 (T)		

2016-2017

Autumn	Winter	Spring
A&S 801 (Th)	A&S 811 (T)	CS 751 (T)
A&S 843 (M)	A&S 823 (M)	CS 794 (M)
CS 761 (M)	CS 704 (W)	ECE 714 (M)
ECE 724 (Th)	CS 794 (M)	ECE 744 (F)
SCG 711 (W)	ECE 734 (W)	SCG 701 (W)
SCG 721 (W)	SCG 735 (W)	SCG (765) (Th)
SCG 785 (T)**	SCG 745 (Th)	SCG 775 (Th)

***Please note that many doctoral courses are only offered once per year, and some courses are offered more infrequently. For this reason, it is essential to make advising appointments each quarter to insure that your degree plan is not delayed.**

****SCG 721 will only be offered in 2016-17 if the enrollment minimum is met. Otherwise, students will need to take this course in Autumn 2017-18.**

SUGGESTED COURSE SEQUENCE

Suggested Course Sequence

The suggested course plan for students is as follows. This is the plan of study recommended if a student wishes to complete coursework in three years. Some courses are offered once per year and some once every other year. For that reason, careful planning is important. Please be advised that this plan is not a guarantee that course offerings will be identical to those listed here.

Early Childhood Education- EVEN YEARS				
Starting Year	Starting Year	Autumn	Winter	Spring
2012-13	2014-15			
2012-13	2014-15	ECE 724 SCG 721	CS 704 A&S 811	SCG 701 SCG 775
2013-14	2015-16	SCG 785 ECE 704	SCG 735/745 elective	SCG 755/765 CS 751
2014-15	2016-17	A&S 801 SCG 711	SCG 735/745 ECE 734	ECE 744 ECE 714
2015-16	2017-18	ECE 759	ECE 769	

Early Childhood Education-ODD YEARS				
Starting Year	Starting Year	Autumn	Winter	Spring
2013-14	2015-16			
2013-14	2015-16	SCG 721 ECE 704	CS 704 A&S 811	SCG 701 SCG 775
2014-15	2016-17	ECE 724 SCG 785	SCG 735/745 ECE 734	ECE 744 ECE 714
2015-16	2017-18	SCG 711 A&S 801	SCG 735/745 elective	SCG 755/765 CS 751
2016-17	2018-19	ECE 759	ECE 769	

Educational Leadership- EVEN YEARS				
Starting	Starting	Autumn	Winter	Spring

Year	Year			
2012-13	2014-15			
2012-13	2014-15	SCG 711 A&S 801	A&S 811 CS 704	CS 751 SCG 775
2013-14	2015-16	SCG 785 A&S 803	SCG 735/745 A&S 873	SCG 755/765 A&S 883
2014-15	2016-17	A&S 843 Elective	A&S 823 SCG 735/745	SCG 701 Elective
2015-16	2017-18	proposal and dissertation development		

Educational Leadership- ODD YEARS				
Starting Year	Starting Year	Autumn	Winter	Spring
2013-14	2015-16			
2013-14	2015-16	SCG 711 A&S 801	A&S 811 CS 704	SCG 701 SCG 775
2014-15	2016-17	SCG 785 A&S 843	SCG 735/745 A&S 823	SCG 755/765 CS 751
2015-16	2017-18	A&S 803 elective	A&S 873 SCG 735/745	A&S 883 Elective
2016-17	2018-19	proposal and dissertation development		

Curriculum Studies-EVEN YEARS				
Starting Year	Starting Year	Autumn	Winter	Spring
2012-13	2014-15	SCG 711 A&S 801	CS 704 Elective	CS 751 SCG 775
2013-14	2015-16	SCG 785 CS 764	SCG 735/745 CS 754	SCG 755/765 Elective or SCG 701
2014-15	2016-17	CS 761 SCG 721**	CS 794* SCG 735/745	CS 794 SCG 701 or Elective
2015-16	2017-18	proposal and dissertation development		

Curriculum Studies-ODD YEARS				
Starting Year	Starting Year	Autumn	Winter	Spring
2013-14	2015-16	SCG 711 A&S 801	CS 704 Elective	CS 751 SCG 775
2014-15	2016-17	SCG 785 CS 761	SCG 735/745 CS 794*	SCG 755/765 CS 794
2015-16	2017-18	CS 764 SCG 721	CS 754 SCG 735/745	SCG 701 Elective
2016-17	2018-19	proposal and dissertation development		

* Students are also encouraged to take CS 784 if it is offered at this time
 **Section will only be added if the enrollment minimum is met.

* Students are also encouraged to take CS 784 if it is offered at this time

PROGRAM STEPS AND MILESTONES

The doctoral journey consists of a series of steps and milestones that students must complete in order to obtain the EdD degree. Many of the steps detailed below have corresponding forms which must be turned into the EdD office. Forms can be found at the following link:

<http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

I. Coursework

Students should register for their courses in consultation with their academic advisor. Full-time students will take two courses per quarter and finish their coursework in approximately three years. Because not all courses are offered every year, it is very important to stay in close contact with your academic advisor when planning courses so as to select a plan that allows for a three-year completion time frame.

Once students have finished their coursework, they must sign up for the **A&S/CS/ECE 700 Student in Good Standing** course in order to continue to have access to DePaul University resources. Registration for this course is contingent on approval from the dissertation committee chair, and enrolled students must be making noticeable progress towards the completion of their dissertation. The student should have the corresponding form signed by his or her dissertation chair and then submit it to the EdD office.

II. Dissertation Committee

Many students work with the same committee for the candidacy paper, dissertation proposal and dissertation. The student will take the following steps to organize the committee, ideally in their second year of the program:

1. **Identify a faculty member to serve as the committee chair.** The student consults a faculty member, potentially interested in the student's topic. Students are encouraged to review the COE faculty web pages to find faculty members with research interests related to questions of interest to them. They may also request help from their faculty advisor. The role of the chair is to supervise the development of the

student's candidacy paper, final development of the proposal for the dissertation study, and the study itself. (Preliminary development of the proposal often takes place in conjunction with previous course work, and a critical review of pertinent literature is often the focus of the candidacy paper.) The chair must be a COE faculty member currently employed full-time by DePaul.

2. **Select at least two additional faculty members to the committee.** The chair must approve the student's choice of at least two additional faculty members on the committee. One member of the committee must be a COE faculty member (either full-time or part-time). A second member of the committee can be from outside the COE or from an institution other than DePaul. All faculty members serving on dissertation committees must possess the terminal degree for their field of expertise. The EdD Committee must approve any exceptions to this policy. Students are expected to work closely with their chair to determine membership on the committee.
3. **Submit a Committee Membership form to the EdD Program Office.** Once your entire dissertation committee has been formed, obtain the signatures of the chair and all members on a Committee Membership form and submit it to the EdD Program Office.

For any exceptions to committee composition or other processes and policies related to the program, students should consult with the chair of their dissertation committee. If the membership of a student's dissertation committee has changed, the student must submit a Change in Dissertation Committee form to the EdD Program Office.

III. Candidacy

After completing a minimum of 36 quarter hours and at least three research courses (SCG 775, 785, and either 735 or 745), students may apply for candidacy. Students present a scholarly paper that is an analytical review of research, a thoughtful analysis of a topic in the student's area of interest, or a revised version of a paper initially prepared for a course. The committee must attest that the student is capable of satisfactorily completing the program as demonstrated by the candidacy paper. The candidacy process insures that a student's writing, analytical skills, and appropriate subject knowledge are at a level sufficient to begin the dissertation process. Should the committee membership change between the candidacy and the dissertation, the candidacy also enables potential dissertation committee members to evaluate the student's progress in his/her course of study. This can allow potential dissertation committee members to guide the student in research and thought. Students who have not filed for candidacy will not be allowed to register for the dissertation proposal or dissertation research courses (CS/A&S/ECE 849 and 859).

A meeting with the committee will be convened by the student when the candidacy paper is ready for review. (Students should work with the committee chair to determine when the paper is ready and schedule a time for the defense.) The EdD Program Assistant will arrange a room and notify the student and the committee members. At least two weeks prior to the meeting, the student will distribute the candidacy paper to the committee members for their review.

In the committee meeting, faculty will discuss with the student his or her submission, ask questions, raise theoretical and technical problems, and allow the student to respond. Following the discussion, the student will be asked to leave, and the committee will discuss whether or not the student passed candidacy. In the event that the student does not pass, the candidacy committee will discuss whether or not the student should be encouraged to stay in the program and take the candidacy again at a future date or whether the student should be encouraged to drop out of the program. The committee will call the student back into the meeting and discuss the decision with him or her, explaining why the decision was reached. In the event that the committee passes the student for candidacy, the committee members sign the Approval of Candidacy Standing form, which will be filed in the student's permanent file and forwarded to the EdD Program's Academic Advisor, who will register the student for the **A&S/CS 706** course in the subsequent quarter.

IV. Dissertation Proposal

The dissertation proposal shall consist of the topic, introduction, review of the literature, and the research design. The entire dissertation committee must approve the written proposal. The chair of the committee will determine which style guide (MLA, APA, University of Chicago, Turabian, or other standard) will be used for the format of the dissertation.

In the quarter prior to the planned proposal defense, the student must register for A&S/CS/ECE 849 for the quarter in which they defend their dissertation proposals. The dissertation chair's approval is required for registration for this course.

Once the dissertation committee chair deems the proposal ready for committee review, the student distributes copies to the chair and the entire committee. The student should find a time convenient for the committee to meet for the proposal committee meeting, which should be at least two weeks after distribution of the draft proposal. The EdD Program Assistant will schedule a room for the meeting, and the student is responsible for notifying the chair and committee of the location.

The student should expect to discuss the dissertation proposal in detail in the committee meeting. In addition, the student is expected to justify the research questions and methods and be prepared to defend these in contrast to other research approaches. The committee will assist the student in developing a realistic timetable for completion of the dissertation research.

When the proposal is approved by the committee, the Dissertation Proposal Approval form (available from the EdD Program Office) is signed and submitted to the EdD Program Assistant for the student's permanent file. The student shall prepare a copy of the approved proposal for distribution to the committee members.

Research and the Local/Institutional Review Board (LRB/IRB)

All EdD students who conduct research that involves human subjects must comply with the regulations of the Institutional Review Board (IRB) at DePaul (research.depaul.edu). The IRB guidelines are updated from time-to-time in compliance with federal regulations.

The University IRB must approve any research that includes data that pertains to human subjects (people) before the research can begin. The procedure for securing University approval begins with submission of an application for IRB approval to the dissertation committee for approval. Then it is submitted to the Local Review Board (LRB) of the College of Education, which reviews the IRB application, may request revisions, and then submits it to the IRB. The dissertation proposal must also be approved prior to submitting the IRB application to the LRB.

The LRB/IRB process generally takes at least four but up to 10 weeks, depending in part on when the application is submitted and how much revision is required. Research cannot begin until approval for it is granted by the IRB.

When applicable, students must also secure research approval from school districts or other sites selected for their research and allow time for the process.

V. Dissertation

After the dissertation proposal is approved by the dissertation committee and the IRB application is approved by the IRB, the student can collect data for the dissertation. Students must continuously enroll themselves in A&S/CS/ECE 700 during the dissertation process in order to have access to DePaul University resources.

Dissertation credit is carried by A&S/CS/ECE 859. Students should submit the Independent Dissertation Research Course Request form to the EdD Program Office and the Coordinator of Advanced Programs/Academic Advisor during the quarter before the student wishes to be enrolled in the course. Students must register for this course in consultation with their chair in order to make sure that registration takes place during the quarter that the dissertation defense will take place. **If a defense does not take place within two quarters of the registration date, the grade will become an irreversible F.**

Students will have 10 years after first enrolling in courses to complete the dissertation. The EdD Program Committee may consider extensions. The student must complete a Request of Extension to Complete the EdD Degree form, provide a rationale for his/her request, and submit a supportive letter from his/her dissertation chair. Other requirements may pertain, or permanent ABD (All But Dissertation) status may be recommended by the EdD Program Committee.

Students work with their chair as their dissertation research and writing evolves; however, a dissertation is intended to be an opportunity to demonstrate scholarly independence. A conversation between student and chair about this working relationship is often a good idea so that expectations are clear. Generally, the chair determines when the dissertation is ready to distribute to the rest of the committee for their review and for the public defense of the dissertation.

The chair, with a one-month lead time, will schedule a public defense of the dissertation. Each student shall prepare a copy of the abstract for the EdD Program Office at the time of scheduling so that it may be duplicated for distribution to faculty and posted. The EdD Program Office will assume responsibility for scheduling a room for the public defense and announcing it to the EdD Program community (students and faculty).

The primary purpose of a dissertation is to educate the student in the processes of scholarly research and writing under the direction of members of the faculty. After the student has graduated and the dissertation is published, it serves as a contribution to human knowledge, useful to other scholars and perhaps even to a more general audience. Therefore, COE faculty have established format standards that a dissertation must meet before it receives final approval as a fulfillment of a graduate requirement. (See the Dissertation Format Guide in Appendix A.) This guide sets forth these standards. Some of the dissertation requirements are purely technical; others have been established to ensure that certain vital information is presented in an orderly, uniform manner.

The requirements in this guide apply to all COE doctoral dissertations. They are, however, designed to allow for maximum flexibility in minor matters, which vary among academic disciplines (e.g., reference formats). Thus, while you will need to comply with the specifications given here, you will also need to consult a specialized manual of scholarly style in your field or the style sheet of a leading journal. Also consult with your dissertation chair to see if s/he prefers a certain style over another (e.g., APA or University of Chicago).

Be careful if using another dissertation as a model for your dissertation. Remember that this guide is revised regularly, and you must meet current dissertation requirements. You have a fair amount of discretion with regard to style, but you must be consistent in format throughout. The dissertation should be written in clear, grammatically correct Standard American English, with words spelled and divided correctly and punctuation standard and appropriate.

Dissertation Organization

One possible way to organize your text is as follows:

I. Front Matter

The front matter of the dissertation includes the following, in the order given:

- a. title page
- b. signatory page
- c. abstract (always begins on page iii)
- d. table of contents
- e. lists of figures, illustrations, abbreviations, maps or tables (in no particular order)
- f. preface (optional)
- g. acknowledgments (optional)
- h. epigraph, frontispiece, or dedication (optional)

II. Introduction

This may include:

- a. Statement of your study's purpose, rationale, significance, and background
- b. Identification and definition of key concepts related to your specific topic or theme
- c. Limitation(s) of your study
- d. Nature and order of the presentation of your study

III. Review of Existing Literature

This may include:

- a. Summary of different points of view on the specific topic or theme found in books, periodicals, and articles; as well as the historical development of ideas, issues, and problems under study
- b. Critical analysis of these views, indicating strengths and weaknesses of previous research and scholarship
- c. General conclusions about recent advances in the specific topic or theme at the time of your literature review
- d. Rationale for your study—an explanation of the contribution this research could make to the field

IV. Conceptual Framework and Methodology

This may include:

- a. Statement of your educational research issues, problems, or questions
- b. Discussion of research methodology used
- c. Discussion of the relationship between the issues, problems, and purposes of your study

- d. Discussion of the sources, means, and appropriateness of obtaining certain information, material or data (data to be broadly defined as observation records, narratives, texts, existing data sets, etc.)
- e. Special emphasis on the limitations and conclusions generated by the methodology used

V. Presentation and Analysis of Data

This may include:

- a. Analysis of the issues, problems, and questions, using the information, material, or data collected. At the end of each chapter in this part of the dissertation, it might be useful to develop emergent conclusions concerning the problems, issues, and questions analyzed in the chapter
- b. A brief summary/synthesis at the end of each chapter or section

VI. Conclusion

This may include:

- a. Conclusion with respect to the issues, problems, and questions raised in your study
- b. Conclusions with respect to stated purpose of the study
- c. Discussion of possible implications of the study for educational theory, practice, and/or policy
- d. Suggested areas for further research and study

VII. Back Matter

The back matter (or end matter) of the dissertation may include some or all of the following:

- a. bibliography or reference list (may be in the back matter or at the end of each chapter)
- b. appendices (if any, they may come either before or after references)
- c. endnotes or notes (if any, they may be in the back matter or at the end of each chapter)
- d. vita (optional) (if included, it is always as the last page and never numbered)

VI. Graduation

DePaul holds one graduation commencement ceremony each year in the Spring. In order for EdD students to be eligible to participate in the commencement ceremony they must defend their dissertation eight weeks prior to the commencement ceremony and turn in their revised dissertation to the committee chair by **May 1**. Additionally, students must have proof that their dissertation has been sent to the bindery by **June 1**.

Students must apply for Spring graduation at the time they apply for degree conferral. Degree conferral dates are set by student records and the deadline for Spring 2015 is February 1. Students can find information about the graduation and degree conferral applications at the following link:

<http://education.depaul.edu/CurrentStudents/Graduation/index.aspx>

SAMPLE TIMELINE

This sample timeline aims to give students an idea of how the various program milestones can fit together for students who are on a full-time schedule and are striving to complete the dissertation within a certain time frame. The suggested deadlines correspond to the June commencement date, and students planning on having their degree conferred during the winter quarter should consult their academic advisor for the appropriate deadlines. Please keep in mind that this time line is merely an example; students will create their own timelines in consultation with their dissertation chairs. Furthermore, students have the flexibility to alternate between a full-time and part-time schedule as needed, and their timeline will therefore change accordingly.

DEPAUL EDD PROGRAM
FULL-TIME STUDENT SAMPLE TIMELINE & RESPONSIBILITIES

		Dissertation Steps	Additional Courses
Coursework: Core, Research, Concentration, and Elective Classes	Year 1	Make appointment to meet with both faculty advisor and academic advisor	
	Year 2	1. Choose Dissertation Chair 2. Work with Chair to choose committee 3. Defend Candidacy Paper (e.g. Lit Review)	After candidacy defense, turn in A&S/CS/ECE 706 Candidacy Paper (non-credit) request form to EDD office. Advising will then register you for the class.
	Year 3	Defend Dissertation Proposal (e.g. Intro + Lit Review + Methods)	Register for A&S/CS/ECE 849 Supervised Dissertation Proposal Development*
Writing	Years 4 - 5+	1. Submit IRB Application 2. Complete Research 3. Write Dissertation	Register as "Student in Good Standing" (A&S/CS/ECE 700) each quarter (non-credit)
Completion	Dissertation Defense	1. Schedule Defense once approved by chair 2. Defend Dissertation by April 30**	Register for A&S/CS/ECE 859 Independent Dissertation Research*
	Revision and Publication	1. Submit Revisions by May 1** for format review by EDD office 2. Work with EDD office to send reviewed dissertation to Proquest by June 1**	
	Graduation Process	1. Register for degree conferral by quarterly dates on DePaul website. Note: degree conferral requires a grade for A&S 859 or CS 859 which is not given until AFTER revisions are submitted. 2. Submit application for yearly graduation ceremony by February 1. You MUST have defended to participate in graduation.	

*Grade will change to F after 2 quarters, so it is recommended that you do not register until your chair confirms you are ready to defend.

**These deadlines are for a June graduation date. Due to the high volume of dissertations submitted to the EDD office in spring quarter, it is recommended that you complete these steps much earlier than the stated deadline.

INSTRUCTIONS FOR DISSERTATION CHAIRS

Dissertation chairs play an integral role in students' doctoral journey, and the following list details some of the primary roles and responsibilities associated with serving as a dissertation chair. These responsibilities are in chronological order.

1. Dissertation Chairs advise students in forming a dissertation committee. (2nd year)
2. Dissertation chairs guide students through the candidacy (2nd year), proposal (3rd year), and dissertation writing and defense processes.
3. When students are finished with the required coursework, dissertation chairs should approve registration for AS/CS/ECE 700 for the duration of the student's dissertation writing process as long as the student is actively working on his or her dissertation.
4. Dissertation chairs should approve a student's registration in AS/CS/ECE 849 (proposal) and 859 (dissertation) courses only for the quarter that the proposal and dissertation defense will take place.
5. When students are ready to defend their candidacy, proposal or dissertation, dissertation chairs should contact the EdD Program Assistant in order to schedule the respective defense and obtain the appropriate forms.

6. Once the dissertation defense is complete, dissertation chairs should give students a timeline for when the revisions should be complete. **Chairs should not give students a grade for AS/CS/ECE 859 until the revisions are submitted and approved.**

FREQUENTLY ASKED QUESTIONS

1. Q: How long will it take to complete the required coursework?

A: Full-time students take two courses per quarter and finish their coursework in three years. Students have 10 years to complete the entire degree program.

2. Q: What is a candidacy paper?

A: Typically, a candidacy paper is a literature review, which is related to your dissertation topic. Many students begin writing this paper in SCG 785 and work with their dissertation chair to turn it into the candidacy paper.

3. Q: What is a dissertation proposal?

A: The dissertation proposal typically consists of an introduction, literature review leading to your research question, and a proposed research methodology.

4. Q: Do I need to register for a course while I am writing my dissertation?

A: Yes, you will need to register for the Student in Good Standing Course (700) each quarter in order to maintain your active status in the program.

5. Q: When should I register for the Proposal (849) and Dissertation (859) courses?

A: You should register for these courses the same quarter that you will defend each one, but only after you receive approval from your chair.

6. Q: Who conducts my format review?

A: Once your committee has fully approved your dissertation, the EdD Program Assistant will work with you on the formatting and publication processes.

7. Q: Where can I find the forms that I will need to submit to the EdD office?

A: Necessary forms can be found at the link below:
<http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

8. Q: Who should I contact when I have questions?

A: **Advising Office:** Registration and degree completion progress: bwashin3@depaul.edu or 773-325-4409
Initial Faculty Advisor: Guidance throughout coursework until a dissertation chair is selected.
Dissertation Chair: Guidance throughout the dissertation research and writing processes
EdD Program Office: Forms, scheduling, format review, publication, event info, support. Reach us by phone at 773-325-2155 or email Karlee Johnson at kjohn140@depaul.edu.

APPENDIX A: DISSERTATION FORMATTING CHECKLIST

Edd Program Office Format Review Checklist

Instructions: Please use this checklist to help you correctly format your dissertation.

1. **Front Matter**

A. **Title Page (See Appendix B)**

- **The title page does not have a number.**
- The title page contains appropriate vertical spacing and the same margins as the rest of the document
- All items are centered.
- First two lines say “DePaul University” and “College of Education.” An optional third line may say “A Dissertation in Education with a Concentration in either Educational Leadership or Curriculum Studies.”
- The title of the dissertation is capitalized and double spaced.
- Word substitutes are used for symbols and formulas etc.
- The word **or** symbol for copyright is displayed- **not both**.
- The student used his or her legal name as it appears on DePaul’s records and this name is used consistently each time it appears in the document.
- The degree is designated as follows: “Doctor of Education.”
- The date line reflects the month and year of the Degree Conferral (not the defense date)- degrees are conferred in either November or June.

B. **Signatory Page (See Appendix B)**

- The signatory page follows the title page and **does not have a number**
- At least **three signatures** appear on the signatory page
- The dissertation advisor/chair is designated. If there is more than one chair, they are listed as Co-Chairs or Co-Advisors.
- All signatories are members of Depaul’s Faculty- for special case requirements
- All signatories are identified by their professorial title.

C. **Abstract**

- The abstract is the first numbered page, and **it appears on page iii.**
- The abstract does not include internal headings, parenthetical citations of items listed in the reference section, diagrams, or other illustrations.
- The heading “ABSTRACT” appears at the top.
- The abstract is double spaced.

D. **Table of Contents**

- The table of contents should appear immediately after the abstract.
- None of the following are listed in the Table of Contents: abstract, table of contents, epigraph, frontispiece, or vita.
- It includes everything that appears after the Table of Contents including a list of figures, tables etc.
- All Chapter headings and main section breaks are listed.
- Spacing is consistent with headings, sub-headings etc.
- If items are single spaced, dot leaders are used to connect headings to the page numbers.
- Heading and subheading style is consistent.
- Headings in the Table of Contents are consistent with headings in the text.
- Page numbers are aligned at the right.
- Page numbers are correct.
- Appendices and display pages (if applicable) are included.

E. **Lists of figures, illustrations, abbreviations, maps or tables, (in no particular order)**

- Tables and Figures are listed on separate lists.
- The number, caption, and page number for every figure and table are listed.

F. **Preface (optional)**

G. **Acknowledgements (optional)**

H. Epigraph, frontispiece, or dedication (optional)

2. General Formatting

A. Type Size

- Text is **10, 11, or 12 font**.
- No italics are used except for foreign words, book and journal titles, and special emphasis.
- No text larger than 18 point or smaller than 9 point appears in text.
- Font is consistent throughout document and any font changes are minimal and consistent.

B. Chapter Heading Pages and Layout

- Each Chapter begins on a new page.
- Each element of front matter, reference section, and appendix begins on a new page.
- No headings appear at the bottom of the page unless there is room for at least two lines of text.
- If applicable, display pages (a page that only displays the chapter and title at the beginning of a chapter) are used consistently.

C. Margins

- **All sides have a 1 inch margin**
- Everything on the page including page numbers and footnotes adheres to these margin requirements.
- Text is at least a double space from the page number.

D. Page Numbers

- **The front matter is numbered using lower case roman numerals.**
- Arabic numerals are used for the text.
- The text begins on page 1.
- If applicable, the vita (last page) does not show a page number.
- The title and signatory pages (i and ii respectively) do not show a page number.
- The first page that shows a number is the abstract, which begins on **page iii**.
- Page numbers appear on every page. If student is using a style that hides page numbers on the first page of each major section (ie: chapters and appendices) this style is used consistently throughout the document.
- All pages are present and in proper order when they are numbered.
- Pages are not numbered with letters (ie: a, b).
- All pages are counted - even those displaying tables and figures.
- Page numbers do not include punctuation such as dashes or periods.
- The word “page” is not typed before the number.
- There are no running headers.

E. Page Number Location

- Pages are in a consistent location at least 1 inch from the edge of the page (The preferred location is the upper right corner but it is also acceptable to place the number in the lower right corner or to center it at the top or bottom of the page).
- Page numbers do not appear on the left side of the page.
- Page numbers and text do not overlap, and there is a reasonable distance between page numbers and any text.

3. Back Matter

A. Bibliography

- Appears before or after appendices (if any).
- The student has edited the bibliography according to whichever scholarly style he/she is using.

B. Appendices

- Appendices are designated A,B, C, D and so on.
- If display pages are used, they are used consistently and numbered accordingly.
- Appendices are numbers consecutively with the text of the dissertation.

C. Endnotes or Notes

D. Vita (Optional)

- The vita is limited to one page and **does not have a page number**.

DePaul University
College of Education

**A STUDY OF EFFECTIVE LEADERSHIP
IN SEVEN CHARTER SCHOOLS**

A Dissertation in Education
with a Concentration in Educational Leadership

by

Jane S. Brown

© 2003 Jane S. Brown

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Doctor of Education

June 2003

Sample Signatory Page

We approve the dissertation of Jane S. Brown.

Mary S. Professor
Associate Professor
DePaul University
Chair of Committee

Date

John D. Professor
[Title]
[University]

Date

Sam A. Professor
[Title]
[University]

Date

Sally K. Professor
[Title]
[University]

Date

I. Educational Leadership

Educational Leadership has an established set of standards for candidate performance that draw from the College of Education's conceptual framework, Illinois state standards, and the Educational Leadership Constituent Council (ELCC). Candidates must demonstrate proficiency prior to program completion. *Note: The numbers in parentheses refer to standards established by the ELCC.

Diversity & Positive Transformation

1. *Disciplinary Foundations*. Demonstrates interpretive, normative, critical understanding of educational phenomena and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).
2. *Transformation*. Demonstrates understanding of the human transformative dimensions of educational phenomena and/or praxis at the level of the self and/or the social.
3. *Identity Development*. Understands the dynamic nature of identity development and maintains the role of individual agency in bringing about personal and social transformation.
4. *Understanding Difference*. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understands pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.

Multiple Perspectives & Inquiry, Theory, and Practice

5. (1.1-1.5) *Vision*. Promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
6. (2.1) *School Culture*. Promotes the success of all students by advocating, nurturing, and sustaining a school culture.
7. (2.2) *Instructional Program*. Promotes the success of all students by advocating, nurturing, and sustaining an instructional program conducive to student learning.
8. (2.3) *Best Practices for Student Learning*. Promotes the success of all students by supporting and sustaining programs based on best practices and that promote student learning.
9. (2.4) *Professional Development*. Promotes the success of all students by advocating, nurturing, and sustaining staff professional growth.
10. (3.1-3.3) *Organizational Management*. Promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
11. *Technology I*. Promotes the success of all students by understanding and using technology to enhance curriculum and student learning.
12. *Technology II*. Understands and uses technology to enhance his/her own professional practice and school operations.
13. (6.1-6.3) *Larger Context*. Promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
14. *Inquiry*. Undertakes independent inquiry and uses technology as one tool to assist him or her in the overall inquiry process.

Personalism, Professionalism, and Life-Long Learning

15. (4.1-4.3) *Collaboration*. Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
16. (5.1-5.3) *Integrity, Fairness & Ethics*. Promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

17. (7.1-7.5) *Internship*. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills indicated in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district.

II. Curriculum Studies

Curriculum Studies has an established set of standards for candidate performance that draws from the College of Education's conceptual framework, and state and national standards. Candidates must demonstrate proficiency prior to program completion.

Diversity & Positive Transformation

1. *Disciplinary Foundations*. Demonstrates interpretive, normative, critical understanding of educational phenomena and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

2. *Transformation*. Demonstrates understanding of the human transformative dimensions of educational phenomena and/or praxis at the level of the self and/or the social.

3. *Identity Development*. Understands the sociocultural process of human development over the lifespan and historical time, the dynamic of identity construction through interpersonal and societal relations, and the role of individual agency and collective action in bringing about personal and social transformation.

4. *Understanding Difference*. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understands pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference.

Multiple Perspectives & Inquiry, Theory, and Practice

5. *Curriculum Discourses*. Understands major movements and discourses in curriculum history and connects these to current educational controversies and practices.

6. *Curriculum Assessment*. Understands the strengths and weaknesses of a variety of assessment processes and can design an assessment of a curriculum.

7. *Curriculum Theory and Practice*. Understands and selects diverse theories and connects them to educational practices.

8. *Subject Matter and Curriculum*. Understands that any subject matter uses a variety of organizing principles and discursive structures and that the choices arising from this diversity are an important curricular resource.

9. *Inquiry*. Undertakes independent inquiry and uses technology as one tool to assist him or her in the overall inquiry process.

Personalism, Professionalism, and Life-Long Learning

10. *Choices, Actions, Communities*. Evaluates how choices and actions affect students, parents and other professionals in the learning community to foster relationships with school colleagues, parents and agencies in the larger community.

11. *Professionalism*. Understands curriculum as a profession, maintains standards of professional conduct, and provides leadership to improve curriculum, as well as students' learning and well-being.

Technology

12. *Technology*. Understands and uses technology effectively in curriculum and program design.

III. Early Childhood Education

The Early Childhood Education concentration goals are developed from the developmental and educational research base recommended by the National Association of Education of Young Children (NAEYC) and its standards for

early childhood professional preparation programs (2009), which are available at www.naeyc.org/positionstatements/cape. The program goals are articulated below:

Strand Goal 1: Mastery of Knowledge in Child Development and Theory

The doctoral candidate will be able to demonstrate mastery of an in-depth knowledge of child development and learning and their related theories.

Strand Goal 2: Building and Promoting Positive Relationships with Children and Families

The doctoral candidate will be able to demonstrate abilities in building positive relationships with the diverse families and their children, and promoting such relationships according to child's and family's developmental diverse needs.

Strand Goal 3: Mastery of Content Knowledge in Early Childhood Curricula

The doctoral candidate will be able to demonstrate a mastery of knowledge in the early childhood educational curricula according to the diverse needs of children and their families, including disabilities, cultural and linguistic differences.

Strand Goal 4: Mastery of Research in Early Childhood Education and Related Fields

The doctoral candidate will be able to successfully perform appropriate research on issues related to child, curricula, programs, and other related topics in the field of early childhood education.

Strand Goal 5: Mastery of Teaching in the Science of Early Childhood Education

The doctoral candidate will be able to successfully demonstrate teaching mastery and a mastery of knowledge in pedagogical approaches suited to teaching students in higher education who prepare to work in the field.

APPENDIX D: EDD COURSE DESCRIPTIONS

Core Courses

Six common core courses (24 quarter hours) are taken by all students, and a seventh core course is required of Early Childhood Education students. Please note that CS 704 should be taken early in one's program.

SCG 701 Philosophy of Ethics in Education (4)

This course is a philosophical investigation into the structure and meaning of ethics within education. Education, a condition for self-formation and self-other relations, is explored as a site of ethical inquiry. It is within this framework that education, which involves learning, teaching, response, and communication, is posed as a condition of ethical possibility and not merely as the vehicle through which a certain ethics gets carried out. Primary and secondary philosophical and non-philosophical literature and authors within and outside of philosophy of education will be used to study these issues.

SCG 711 Culture, Power and Education (4)

The purpose of this course is to explore and compare various positions within contemporary debates over multiculturalism and to analyze the implications these positions have for developing an understanding of schooling and education as linked to democratic public life. As a way to analyze the consequences and orientations of various multicultural perspectives, and specifically their pedagogical and socio-political intentions with respect to developing a public culture, the course will focus on the concept of "culture" as both an ideology, characterized by a specific set of assumptions and ideas, and as a practice that organizes the formation and relationship between oneself, others and the wider society. The course will examine how various multicultural positions construct racial differences: that is, how, through their particular interpretation of culture, they define the concept of race and its articulation with ethnicity, language, gender, sexuality, class, and nationality. In addition, the course will also analyze the pedagogical and socio-political consequences of different definitions of culture and how their representations of racial difference mediate complex relations of power with respect to the wider society.

CS 704 Curriculum Discourses/Perspectives over Time (4)

This course focuses on the examination of the ways in which curriculum as a field has developed over time: attention to changes in terms of how it has been defined, conceptualized; theoretical and philosophical issues; assumptions and values; as well as implications for teaching and learning. These topics will be addressed within different historical and social contexts. Readings will include primary texts by major theorists as well as secondary material including commentary and critique. A primary goal of the course is to provide students with an overview of major movements in curriculum history as a foundation for further study. This course will serve as a prerequisite for all other curriculum courses in the doctoral program.

CS 751 Curriculum for Human and Community Development (4)

This course provides a framework for thinking about how education can and cannot facilitate both human development (that is, healthy growth, learning, and maturation of individuals) and community development (that is, the creation or maintenance of healthy, safe, connected, literate, & politically enfranchised neighborhoods). The course explores contemporary theories and models of curriculum reform, school improvement, and youth and community development, notably: project and community based learning, asset-based development, participatory action research (PAR), full-service community schools, and university-assisted community schools. Additional topics explored may include: the kinds of schools, curricula, and teaching needed to best prepare *all* students for meaningful participation in an increasingly interconnected world; the explicit and implicit goals of current school reform efforts and how these (re-)shape civic and democratic goals of schools; how universities, schools, and communities can collaborate to push school improvement and community development; and the benefits and liabilities of hybrid school improvement/community development projects (e.g., the Harlem Children's Zone and Promise Neighborhoods).6t6

A&S 801 Leadership: Theory and Practice (4)

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 educational leadership settings and evaluate the efficacy of the theoretical frameworks in light of practice.

A&S 811 Assessment and Accountability (4) *For Educational Leadership and Early Childhood Education students

This course addresses the key role of leaders in educational systems for the development, articulation, implementation, and supervision of an assessment process that provides accountability for all stakeholders--students, parents, teachers, legislators, relevant communities, and governing authorities. Issues of philosophy, standards, outcomes, curricula, instrumentation, and the interconnected nature of these factors are identified as they impact the leadership role in accountability compliance. Factors related to ethical practice and social justice serve to anchor the philosophical and political parameters of the course.

SCG 721 Human Development and the Educational Process (4) *For Curriculum Studies and Early Childhood Education students

This course will examine the process of human development and learning through the ages by critically examining cross-cultural research and developmental theories designed to describe and interpret the physical, social, emotional, intellectual, and psychological processes involved. Emphasis will be placed on the range of individual, familial, environmental, and cultural factors that may enhance or inhibit human growth and development and on the critical role that human relationships play in the lifelong interactive processes of learning and growth. Considerable attention will be paid to the historical role of power, culture, class, gender and capability in defining and interpreting certain behaviors as indicators of normative development. These normative indicators will be critiqued with regard to underlying cultural assumptions and values, their function in fostering and maintaining current social, educational and political relations, and their contribution to the current crises in urban education and the development of children and youth. Class participants will examine their perspective on human development and learning and explore the socio-cultural and historical bases which contribute to their underlying values and assumptions. Through multifaceted inquiry utilizing self-reflection, case studies, theoretical analyses, and child assessment and observation, participants will consider the implications for their work as educational leaders in approaching current challenges with students, parents, community, and teachers and in creating schools that will foster societal change to support the healthy development of children and youth.

Research Core Courses

Five research core courses (20 quarter hours) are taken by all students. Research courses should be taken in a particular sequence; please note prerequisites.

SCG 775 Seminar: Frameworks of Inquiry in Educational Research I (4)

This course offers doctoral students a general introduction to theory and practice in educational research. First, it is designed to help students develop an understanding of the assumptions that underlie multiple approaches to knowledge construction and the conduct of inquiry in education. Second, the course will introduce students to the structural organization of a research manuscript. By the end of the course, students should be able to: understand key theoretical and methodological issues in educational inquiry; engage in the critical analysis of multiple educational frameworks; recognize the components of a research manuscript; and identify a general topic area for dissertation research.

SCG 785 Seminar: Frameworks of Inquiry in Educational Research II (4)

Drawing upon the knowledge and skills developed in Frameworks of Inquiry I, this course is designed to enhance students' ability to critically analyze existing research as a crucial element in completing their own doctoral research. Emphasis will be placed on the preparation of a critical literature review. By the end of the course, students should be able to: review the components of a research proposal; develop further the ability to evaluate research critically; conduct a literature review that will involve interpretation, evaluation, and synthesis of literature on a topic of their choice; refine a topic for dissertation research; and make an informed decision between the quantitative and qualitative sequences. *Prerequisite: SCG 775.*

SCG 735 Quantitative Research Methods I (4)

This course is designed to provide doctoral level students with theoretical and practical preparation in quantitative research design including: instrumentation; data collection; statistical analysis; ethics and politics of the conduct of research; and development of analytical skills for critiquing research. Students will have the opportunity to work with real databases to conduct both univariate and multivariate analyses, including correlations, ANOVAS, and multiple regressions. *Prerequisite: SCG 785.*

SCG 745 Qualitative Research Methods I (4)

This course is designed to provide doctoral level students with theoretical and practical preparation in qualitative methods including: data collection and analysis; ethics and politics of the conduct of research; and critical analytical skills for review and critique of qualitative research. Students will be introduced to a range of approaches to qualitative inquiry that may include: narrative inquiry; ethnography; case study; phenomenology; grounded theory; and participatory action research from a variety of theoretical perspectives. *Prerequisite: SCG 785.* Students must decide to take either SCG 755 or SCG 765:

SCG 755 Quantitative Research Methods II (4)

A continuation of SCG 735. Students will prepare a methodology section of a research project and will learn how to write up quantitative results of their analyses. By the end of the course, students should be able to: understand quantitative methodological approaches; select appropriate data collection strategies; conduct the appropriate analysis for the research question(s) proposed and the nature of the data; and be prepared to write a candidacy paper. *Prerequisite: SCG 735.*

SCG 765 Qualitative Research Methods II (4)

A continuation of SCG 745. Students will conduct a pilot study on an issue of interest using a qualitative research design. By the end of the course, students should be able to: understand qualitative methodological approaches; select appropriate data collection strategies; conduct the appropriate analysis for the research question(s) proposed and the nature of the data; and be prepared to write a candidacy paper. *Prerequisite: SCG 745.*

Areas of Concentration

Each student is admitted into one concentration in the program—Early Childhood Education, Educational Leadership or Curriculum Studies. The Educational Leadership and Curriculum Studies concentrations require five courses (20 quarter hours), and the Early Childhood Education concentration requires seven courses (28 quarter hours).

Early Childhood Education Concentration Courses

Seven ECE concentration courses (28 quarter hours) are taken by Early Childhood Education students.

ECE 704: Seminar in Research in Child Development (4)

Students will be introduced to major research questions and issues in child development. They will lead discussions on the most current and seminal research in the field of child development and participate in analyses of existing US Policies in regards to child development.

ECE 714: Seminar in Development, Risk, and Resilience (4)

This seminar will examine the concept of risk and its influence on child development within various frameworks such as environment, genetics and neurobiology, psychopathology, family, public policy and education. An issue of interest will be development of children who are at-risk due to environment factors. The U.S. policies in addressing this population will be examined.

ECE 724: Seminar in Curricular Approaches in Early Childhood Education (4)

This seminar will examine issues related to curriculum in early childhood education and intervention, including assessment and other related contemporary issues. An in-depth analysis of various theoretical approaches to early childhood education will be conducted. Field observations of model programs in the city will be a part of this seminar.

ECE 734: Seminar in Early Childhood Program Design and Evaluation (4)

Doctoral students will examine the design and goals of various nationally funded early childhood programs. These programs will be examined from their philosophical and policy perspectives. Doctoral students will devote the major part of this seminar to conducting a research evaluation of one selected national early childhood program as a class team project. The research may require utilizing field research methodologies of one or more centers belonging to the selected program. When feasible, the students will present their research findings in a local or national conference.

ECE 744: Seminar in Culture, Language and Learning (4)

This seminar will focus on examining the influences of race, culture and language in development and education of children. Current cross-cultural, cross-lingual educational research will be examined in detail, as well as educational policies in relationship to bilingual and bicultural children in the US.

ECE 759: Teaching Internship in Early Childhood Education (4)

This teaching internship, which spans across two quarters, is designed to respond to the growing need for training high quality teaching professionals in the field. Doctoral students acquire hands-on experience in the field of college level teaching in early childhood education. Doctoral candidates will take on teaching two college level early childhood education courses for the duration of two quarters under the supervision of an early childhood program faculty member. The courses to be taught are recommended by the supervising faculty.

ECE 769: Research Internship in Early Childhood Education (4)

This research internship, which spans across two quarter hours, is designed to provide a hands-on experience for doctoral students in the field of research in early childhood education. With the approval of ECE program faculty, the candidates will work either with a faculty from the College of Education, another college at DePaul University, or a research associate or scientist at DePaul or in another institution to work and assist on a research project in one of the following areas: child development, early childhood education, child and family studies, developmental psychology, or another closely related field. The research internship will take place for the duration of two quarters (Fall through Winter quarter, or Spring through Summer quarter). The student's progress will be supervised by an Early Childhood Education advising faculty member.

Educational Leadership Concentration Courses

Five A&S concentration courses (20 quarter hours) are taken by Educational Leadership students. A&S 899 is an additional course for those seeking the superintendent endorsement.

A&S 803 School Programs, Plant and Human Resources (4)

The development of school programs, based on current research and school laws and regulations, will be explored. The focus will be on the core curriculum, Education and Secondary Education Act (ESEA), State Chapter I, Bilingual and Special Education mandates and opportunities as well as on other discretionary school programs. Responsibilities in relation to plant operation and management, staffing formulas for all staff, developing job descriptions, recruitment, and staff selection and evaluation are included. *Prerequisite: A graduate level course in School Administration.*

A&S 823 Community and Consensus Building for School Improvement (4)

Students will examine inclusive models for consensus building among school/community members that engage membership in processes and decision making through data collection, self-analysis, mission/vision development, goal setting and program 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.

A&S 843 The Politics of Schooling (4)

Education problem solving, decision making and renewal processes in relation to the impact of the following will be studied: students, parents, community members, staffs, unions, book publishers, the business establishment, testing services, schools of education, school boards, and professional associations. Serious attention will be given to the means by which support for change is developed with special emphasis on collaborative dialog and teamwork, informed by the use of the theory and technology of applied behavioral science, including action research.

A&S 873 Current Trends in Budgeting and Finance (4)

This course focuses on the priorities of school funding. Financial decisions undergird instructional programs and administrative decision-making. Relating these to available money and funding, setting priorities and maximizing the impact on student achievement will be studied. *Prerequisite: A graduate level course in School Finance.*

A&S 883 School Law (4)

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. *Prerequisite: A graduate level course in School Law.*

A&S 899 Superintendent Internship (4-8) – (Optional—Superintendent’s Endorsement Only)

This course is intended for those seeking the Illinois State Board of Education (ISBE) Superintendent Endorsement. The experiences provided are designed to enrich the students’ theoretical background with practical opportunities to participate in major functions and critical duties at the district, regional and/or central office level. The student will be cooperatively assigned to site(s) and be supervised by the on-site superintendent and a DePaul faculty member. Prerequisite(s): Advanced standing in the educational leadership program, possession of an ISBE Administrative Endorsement (type 75 certificate), and permission of faculty advisor. (This course is not included within the 76 credit hours required for the EdD)

Curriculum Studies Concentration Courses

Five CS concentration courses (20 quarter hours) are taken by Curriculum Studies students. It is recommended that CS students take CS 704 prior to enrolling in the concentration courses.

CS 754 Curriculum Theorizing: Multiple Lenses (4)

This course examines diverse curriculum discourses, historical as well as contemporary, within a broader context of issues related to education and schooling. It is designed to engage students critically in the study of curricular frameworks, their assumptions, values, and implications for education, schooling, teaching and learning. Major topics include: frameworks for defining and conceptualizing curriculum and curricular visions; social, political, and historical contexts of curriculum construction; issues of gender, race, class, ableness, and the media; the curriculum as socially constructed, and historically contextualized discourse(s) about what is and what should be taught. Particular content areas will be used as examples.

CS 761 Assessing School Curriculum (4)

This course develops a framework for assessing the content, characteristics, and outcomes of the curriculum in a school. The framework will include the collection, organization and analysis of both quantitative and qualitative measures of effective instruction. Particular attention will be given to local, state, and national standards for content, teaching and outcomes. Attention will also be given to the qualities of the lived experiences of students in school and thus to the unintended as well as intended outcomes of schooling. Each student will be expected to begin assessing the curriculum in his or her school and to outline a proposal for a more complete assessment of the school's curriculum.

CS 764 Ideology, Culture, and Society: Youth Development (4)

This course examines the ideological significance of "youth," youth development, and education in societies characterized by structural inequalities based on class, race, ethnicity, and sexual/gendered relations of domination and subordination. Texts from a range of academic disciplines -- psychology, sociology, cultural studies, social work -- are studied to show the influence these perspectives have had in shaping discourse about youth, youth development, and education as a vehicle for social reproduction and social change. Youth and education are looked at as the locus of arguments about social crises and social change and the impacts of framing social problems as educational and youth problems are explored.

CS 774 Engaging in Curriculum Deliberation (4)

This course engages students in systematic and collaborative deliberation on curriculum problems. A pattern for deliberation—including situation analysis, problem discrimination and formulation, development of alternative courses of action, and anticipation of consequences—will be developed, exemplified, and contrasted with other descriptions of curriculum development. The importance and role of alternative conceptions of learners, of situations, and of knowledge structures within disciplines will be emphasized. After engaging in simulated deliberations, each student will be asked to examine the intellectual commitments underlying this approach to curriculum change, to reconsider his or her role as a curriculum leader in a school or other educational setting, and to develop realistic plans for engaging a particular school community in collaborative curriculum deliberation.

CS 784 Curriculum and Program Design (4)

This course studies principles underlying the design of effective, coherent, and comprehensive instructional programs. Topics include: the design and organization of core courses of study and related curricular components; the associated staff development program; and alignment with local, state, and national mandates. Particular

attention will be given to planning for diversity, including differences in learning styles, special needs, culture, and language.

CS 794 Special Topics: Curriculum (4)

In order to assure that the program remains flexible, responsive to the needs of students, and inclusive of the areas of interest of both faculty and students, this variable topics course will provide an opportunity for critical examination of compelling topical issues related to education. Topics could include: issues in educational reform; special education; controversies in curricular discourse; current issues such as the education of homeless children; or legal and constitutional issues in education and schooling. The course will be conducted in a seminar format.

Elective Courses

Each student takes one elective (4 quarter hours). The elective can be any doctoral course (700 or above) for which the student qualifies, or one of the following: A&S 598, BBE 404, BBE 466, BBE 406, BBE 510, BBE 526, BBE 530, CS 489, CS 588, SCG 527, SCG 611. Other options need to be approved by the EdD Program.

Candidacy & Dissertation Research

Three courses are taken beyond the core, concentration, research and elective courses (8 quarter hours; one is non-credit bearing).

A&S 706 or CS 706 Candidacy Paper (Non-Credit)¹

This registration indicates that a student has successfully completed the candidacy paper.

A&S 849 or CS 849 Supervised Dissertation Proposal Development (4)²

Students register for this course for the quarter in which they defend their dissertation proposals. *Prerequisite: Permission of dissertation chair.*

A&S 859 or CS 859 Independent Dissertation Research (4)

Students register for this course for the quarter in which they defend their dissertation. *Prerequisite: Permission of dissertation chair.*

Student in Good Standing Course: A&S 700 or CS 700 Doctoral Student in Good Standing (Non-Credit)

Registration in this course is required of all doctoral students who are not enrolled in a doctoral course but who are *actively* working on academic work in the program. It provides access to University facilities, and maintains status as an active student. This course carries a nominal charge per quarter. Approval of the student's dissertation chair is required. Doctoral students may enroll in A&S/CS 700 no more than six times during the program.

¹ Required of those admitted Fall 2000 and thereafter.

² Required of those admitted Fall 2005 and thereafter.