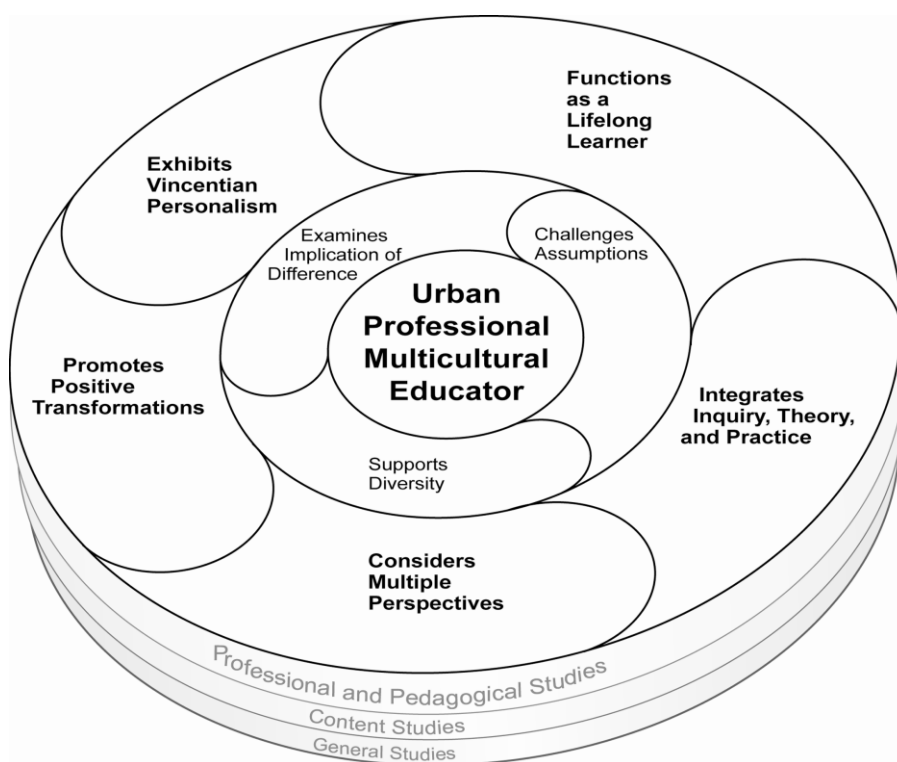


DePaul University College of Education

Ed.D. Program Handbook

Doctor of Education Program



2013-2014

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Guide to This Handbook

This Handbook includes general information for all DePaul University students, information particular to the College of Education, and information specific to the Doctoral Program in Education.

All information in this handbook is subject to change as modifications are made to the curricula and procedures. Official statements of policy are to be found in the DePaul University Graduate Student Handbook, the College of Education graduate Course Catalogs (accessible through Campus Connect), and the College of Education website.

Rights Reserved: The provisions of this handbook are not to be regarded as an irrevocable contract. The DePaul University College of Education Program reserves the right to modify, revoke, or add to any and all regulations at any time.



College of Education
Office of the Dean
2247 North Halsted Street
Suite 200
Chicago, Illinois 60614-3624
773/325-7581
<http://education.depaul.edu>

MESSAGE FROM THE DEAN

Dear Student,

I would like to take this opportunity to welcome you to our Ed.D. Program at the College of Education at DePaul University. It is my sincere desire that your experience here will match your expectations. Our staff has prepared this handbook so that your academic journey can progress in a clear and orderly fashion. Please take the time to carefully read our policies and procedures. They will explain our expectations of our students and, in many cases, clarify questions that you may have. It will always contain our updated policies and procedures.

I hope that upon the completion of your studies, you will become a DePaul graduate and leader who will make a difference in your community. I, again, offer you a hearty welcome!

A handwritten signature in black ink that reads "Paul Zionts".

Paul Zionts, Ph.D.
Dean

HISTORICAL PERSPECTIVE

DePaul University was founded as a small liberal arts college, then called St. Vincent's College, in 1898 by the Congregation of the Mission (Vincentian Fathers). In 1907, the State of Illinois issued a charter to DePaul University, the first Catholic university in Illinois with admission and hiring policies having no religious provisions. Traditionally, the University President has always been a member of the Congregation of the Mission.

Today DePaul is a leading comprehensive urban institution of higher learning and the largest Catholic university in the United States. It has nine Schools and Colleges: the Colleges of Liberal Arts and Sciences, Commerce, Communications, Law, Computing and Digital Media and Education, and the Schools of New Learning, Theater and Music. DePaul serves over 25,000 students in day and evening programs.

DePaul University established the Department of Education within the College of Liberal Arts and Sciences in 1962. It became the School of Education in 1992, and then the College of Education in 2011. It currently serves about 2,300 students, preparing educators at both the graduate and undergraduate levels in a variety of programs. The College of Education currently has 25 academic programs and more than 65 full-time faculty. Five of these programs lead to initial teacher certification (elementary, secondary, early childhood, physical education, and special education). Four of these five areas (early childhood, elementary, secondary, and special education) are offered at both the graduate and undergraduate level. In addition, the College has six advanced master's degree programs: Bilingual/Bicultural Education, Curriculum Studies, Educational Leadership, Human Services and Counseling, Social and Cultural Foundations in Education, and Language, Literacy, and Specialized Instruction. A doctoral degree (Ed.D.) is also available with two strands: Educational Leadership and Curriculum Studies. Additionally, the College of Education jointly administers an undergraduate program in music education with the School of Music.

College of Education Mission Statement

The mission of the College of Education is closely aligned with the urban, Catholic and Vincentian mission of DePaul University. The College is committed to the preparation of educators who are urban, professional, and multicultural.

Goals

In order to fulfill its function, the College of Education adopts the following goals (which encompass the traditional areas of teaching, scholarship, and service):

- Prepare professionals to work in schools and settings that support the work of schools.
- Provide practicing professional educators with degree programs, in-service programs, and other opportunities to develop advanced skills.
- Provide the University community, professionals in related fields, and the public-at-large with programs and other opportunities to examine educational issues in a larger social and cultural context, and with the perspective of life-long learning.
- Promote scholarly activity that may lead to the improvement of educational practices (e.g., quantitative and qualitative research, inquiries leading to understanding and insights into current practices or changes in education, projects resulting in innovation or improvement in schools, or collaborative endeavors with professionals in schools).
- Sponsor programs of service to children and youth, as well as their families and communities, and to collaborate with private and public agencies in formulating and delivering these services.

GENERAL INFORMATION

While the College of Education offers courses at four campuses, the Doctoral Program currently offers courses only at the Lincoln Park Campus. Most but not all courses are held in the College of Education (COE) Building (2247 North Halsted Street), Arts and Letters Building (2315 North Kenmore), Levan Center (2320 North Kenmore Avenue), and O’Connell Hall (1036 West Belden Avenue).

General Inquiries	773-325-7740
Fax	773-325-7713
Website	http://education.depaul.edu/Programs/Graduate/index.asp
Reception Desk	College of Education Building Room 140
Office Hours	9:00 AM - 5:00 PM Monday through Friday

College of Education Website

education.depaul.edu

Degree requirements, graduation application deadlines, contact information for College of Education faculty and staff, and much more can be found at the College of Education website.

DePaul University Graduate Student Handbook

sr.depaul.edu/catalog/catalogfiles/Current/Graduate%20Student%20Handbook/index.html

These official documents describe rights and responsibilities, rules and regulations, grievance procedures and disciplinary sanctions that apply to all students.

Campus Connection

campusconnect.depaul.edu

Campus Connection allows you to access all Web-based student services with a single login. Through Campus Connection you are able to view the Graduate Course Catalog, course descriptions, class schedules and financial aid information, register for courses, update your demographic information, and much more.

Desire to Learn

d2l.depaul.edu

Desire to Learn (D2L) is DePaul’s course management system. You can log into D2L with your Campus Connection user name and password. Faculty will post information for classes on D2L, including course syllabi, assignments and other information. D2L accounts are also set up for many student organizations, including the Education Doctoral Students Association.

Ed.D. Program Contact Information

Director, Curriculum Studies Concentration	Prof. Joseph Gardner COE 325 773-325-4528 jgardne3@depaul.edu
Director, Early Childhood Education Concentration	Prof. Mojdeh Bayat COE 319 773-325-1687 mbayat@depaul.edu

Director, Educational Leadership Concentration	Prof. Andrea Kayne Kaufman COE 355 773-325-7661 akaufman@depaul.edu
Academic Advisor	Maisie Yang COE 150 773-325-5233 myang17@depaul.edu
Program Assistant	currently vacant COE 339 773-325-2155
Program Graduate Assistant	Melissa Bradford COE 339 773-325-2155 mbradfo5@depaul.edu
General Inquiries	eddprogram@depaul.edu

University Resources for Current Students

All university resources are listed on DePaul's website under the Current Students section: www.depaul.edu/students. Following is a list of some of the more commonly used resources.

Career Center

careercenter.depaul.edu

Provides students, alumni and employers with opportunities to connect at every point in the career search, whether it's deciding on a career path, making a career change, or preparing for a first job interview.

Computer Labs

is.depaul.edu/computers/labs

Provides information about locations, hours, printing capabilities, and the available software in university computer labs.

Center for Intercultural Programs

www.studentaffairs.depaul.edu/cip

Promotes artistic expression, intellectual inquiry and student leadership to support a student-centered multicultural community at DePaul.

Center for Students with Disabilities

studentaffairs.depaul.edu/csd/

Provides accommodations and support to students with disabilities that will enable them to fully participate in programs and services that are available at DePaul University.

DePaul Central

depaulcentral.depaul.edu

A one-stop integrated service area where students can complete business transactions in four key areas: Student Records, Financial Aid, Student Accounts, and Payments.

Financial Aid

www.depaul.edu/admission/FinancialAid

Provides resources for helping to make college affordable, including information on student loans, scholarships,

payment plans, and other funding options.

ID Services

is.depaul.edu/systems/cards_passes

Provides students with DePaul University IDs and CTA U-Passes.

International Student Services

international.depaul.edu

Provides information on study abroad and exchange programs and advises international students.

Parking Services

parkingservices.depaul.edu

Manages parking garages and lots on all of DePaul's campuses.

Public Safety

publicsafety.depaul.edu

Strives to maintain a peaceful and safe environment for the students, faculty, staff, visitors and neighbors, and to protect university property.

Ray Meyer Fitness & Recreation Center

campusrec.depaul.edu

Enhances the quality of life of the DePaul community by encouraging active and balanced lifestyles and facilitates student learning through participation in Campus Recreation programs, services, and facilities.

Student Accounts

studentaccounts.depaul.edu

The clearinghouse for all tuition revenue and the primary gatekeeper of student financial account information.

Student Records

sr.depaul.edu

Ensures the accuracy and privacy of each student's academic record in order to protect the value and integrity of a DePaul education.

University Counseling Services

studentaffairs.depaul.edu/ucs

Provides a range of services intended to help currently enrolled DePaul students remove barriers to academic and personal success by addressing emotional, psychological and interpersonal concerns.

University Ministry

studentaffairs.depaul.edu/ministry

Provides a wide array of people, activities, events, and gatherings - all designed to help students become more complete and whole by nurturing their relationship to God and to one another, regardless of their religious affiliation.

Writing Center

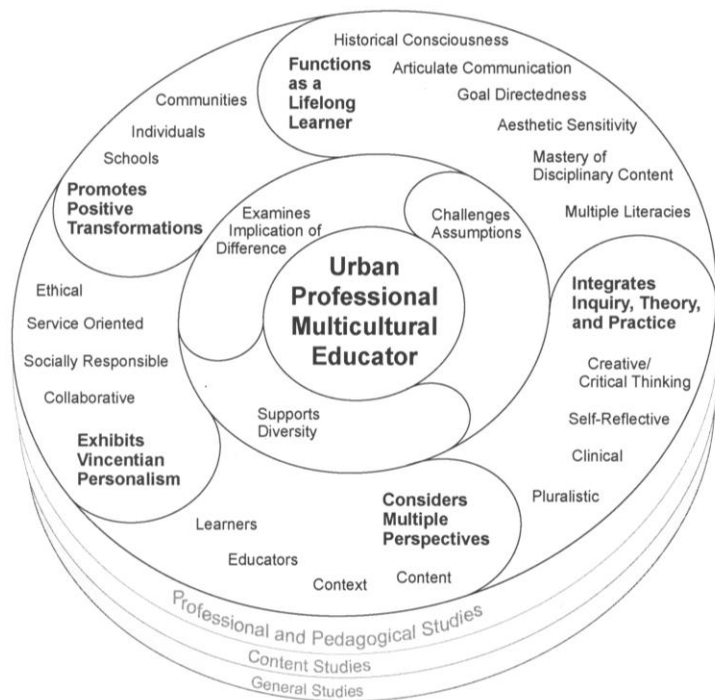
condor.depaul.edu/~writing

Provides writing help free of charge to all members of the DePaul University community, including students, alumni, faculty, and staff.

College of Education/Professional Education Unit Conceptual Framework

Overview

The conceptual framework, depicted graphically below, represents the shared vision of the Unit and its school and community partners and characterizes what is distinctive about the Unit's efforts to prepare educators to work in schools. It is carefully articulated, knowledge based, and consistent with the institution's mission.



The Unit develops educators who:

- Support diversity
- Promote positive transformation
- Integrate inquiry, theory, and practice
- Consider multiple perspectives
- Exhibit Vincentian personalism
- Function as life-long learners

Urban Professional Multicultural Educator

Urban Professional Multicultural Educators bring knowledge and understanding, skills, dispositions, appropriate attitudes and above all, judgment to their roles as educators. For teachers, school counselors, and educational leaders, exercising good judgment involves not just knowledge of teaching, learning, and of subject matter content. Judgment also involves understanding the social and cultural contexts in which teaching and learning

take place, as well as understanding the role of education in the lives of individuals and in society. It also entails a solid knowledge base of ever-changing methodologies, technologies and resources.

The various professional education programs create the foundation for the development of urban professional multicultural educators by preparing them to examine the implications of difference for schools and society, challenge assumptions, and support diversity. Engaging candidates mentally and emotionally in interactions that integrate inquiry, theory, and practice provides the condition for occurrence of positive transformations for faculty and candidates. Intellectual, ethical, and social transformations in turn create the ethos and beliefs that educating children and oneself are life-long processes.

The conceptual framework provides the context for competencies that candidates need to attain. The conceptual framework also defines a set of dispositions that are related to these competencies. Candidates are expected to develop not only the necessary knowledge and skills defined by local, state and national standards, but also the commitments to promote diversity, consider multiple perspectives, and integrate inquiry, theory, and practice, as well as promote transformation, Vincentian personalism, and lifelong learning. Faculty members expect that candidates will monitor their own progress in attaining a foundational level of competence in each of these areas and that they will continue to build upon them throughout their careers as successful urban professional multicultural educators.

Dispositions for All Candidates

The College of Education is committed to ensuring that our students are well prepared for the professions in which they will be working. A large part of this preparation involves academic knowledge and skills gained from the fundamental content taught in our courses. However, the attitudes and conduct (generally referred to as "dispositions") that we develop and assess are equally as important to professional success.

The dispositions that we expect you to demonstrate are ones that research suggests are closely linked to success in your chosen field. We will look for evidence of these dispositions in your courses, in clinical settings, and in advising sessions. We anticipate that the overwhelming majority of students will have no problem demonstrating these dispositions. For any student who presents dispositional concerns—to the extent that those concerns raise questions about the student's ability to complete his/her program or to succeed professionally—we will address those concerns as soon as possible in an effort to achieve the best possible outcome for the student and the college. Our approach is meant to be preemptive and proactive; our desire is to support your development throughout the duration of your academic program. For information on the review process used to address dispositional concerns, please visit [education.depaul.edu/ downloads/dispositions_by_prog/COE Student Performa.pdf](http://education.depaul.edu/downloads/dispositions_by_prog/COE_Student_Performa.pdf).

Dispositions for the Curriculum Studies and Educational Leadership Programs

The Curriculum Studies and Educational Leadership academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students:

- Is 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
- Is 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

Dispositions for the Early Childhood Education Program

The Early Childhood Education academic program within the College of Education has set forth these dispositions as educational and professional expectations for all students:

- Reflects on progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- 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
- Is 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 committed to using assessment to evaluate and ensure the continuous intellectual, social, emotional, and physical development of the learner
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- 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
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy
- Balances self-confidence and assertiveness with respect for others' perspectives
- Respects the requirements, expectations, and procedures of both the College of Education and of our field partners and appreciates the issues of trust, fairness, and professionalism involved

Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

DEPAUL UNIVERSITY AND THE COLLEGE OF EDUCATION POLICIES AND PROCEDURES

Registration

Registration can be processed via the Internet for all students. The web registration system occurs through Campus Connection. Graduate students are eligible to register via Campus Connection web registration during the first quarter. Once students are eligible, all of their course registration transactions must be conducted on the system. DePaul implemented Campus Connection web registration to simplify the registration process and offer students a convenient way to register for courses. Campus Connection web registration allows students to communicate directly with the University computer any time the system is open to drop and add courses, confirm class schedules, and locate classroom assignments.

Campus Connection web registration is available at the following address:

<https://campusconnect.depaul.edu>

I.D./Password Help Line: 312-362-8765

Students should consult with the program faculty and the University Course Schedule to determine the courses for which they should register. Registration information, such as registration days and times, can be found online by logging on to Campus Connection. Questions or problems with registration may be directed toward the Academic Resource Center.

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/downloads/forms/600_625_700_Registra.pdf.

Tuition, Payment Policy and Billing

As soon as there is registration activity on a student's account, a bill is generated. Bills are printed and mailed several times during the academic term and can also be accessed by logging on to Campus Connection. Payment must be made by the published due date to avoid delinquency fee assessments regardless of whether or not a bill is received. If a bill is not received please contact Student Accounts via phone (312-362-6628) or Campus Connection for information relative to charges due. Tuition is due immediately for registration and enrollment changes made after the tuition due date. For more information about the Tuition Payment and Billing Policy please visit Student Accounts at studentaccounts.depaul.edu.

Enrollment Changes

To make a change in class schedules, students must use Campus Connection web registration. Even changing the time of a course requires a drop and add to be processed. Questions or problems with enrollment changes may be directed to the College of Education advising office (773) 325-7440. Please visit oaa.depaul.edu/what/calendar.jsp for the last dates to add a course, drop a course with 100% tuition reimbursement, or drop one with no tuition reimbursement.

Adding a Closed Course

In order to register for a course that is already filled, students must be placed on a waitlist for the course. Each department in the College of Education has an administrative contact that is in charge of the waitlists for their respective courses. To complete a waitlist request a student must provide to the appropriate Administrative

Assistant the course name, course section, 5 digit course code (found online), instructor for the course, day and time of course, student DePaul ID number, and a valid phone number and email address at which the student can be reached. A deadline for waitlisting is set each term based upon the last day to add/drop courses and the start date of the term. If a student is able to be added to the requested course the Administrative Assistant for that department will contact the student to notify them. Please visit the appropriate school to find out the procedure for adding a non-College of Education closed course.

Withdrawal from a Course with Full Tuition Reimbursement

Students must drop a course prior to the date posted in the course schedule in order to receive full tuition reimbursement. Courses can be dropped via Campus Connection. DePaul refunds either 100% of tuition or 0%. There is no sliding scale for tuition reimbursement. If a course is dropped on or before the posted date, full reimbursement is received. If dropped after the date, no reimbursement is received. **Not attending a course WILL NOT officially drop a student from the course.** Students are still responsible for tuition and will receive an "FX" grade, failure due to lack of attendance, for that course. The "FX" grade is scored in the grade point average the same as an "F".

Withdrawal from a Course with no Tuition Reimbursement

Once the date to drop a course with full tuition reimbursement has passed, students may still withdraw from a course, but without a tuition refund. However, students may only withdraw until a certain point in the course schedule. Please check the course schedule for the last date to drop a course. **Not attending a course WILL NOT officially drop a student from the course.** Students are still responsible for tuition and will receive an "FX" grade, failure due to lack of attendance, for that course. The "FX" grade is scored in the grade point average the same as an "F".

Requesting a Retroactive Withdrawal from a Course

If the date to drop a course with or without a refund has passed and students still would like to drop a course, they may request a late withdrawal. **The student must consult with the academic advisor in order to determine the best path for proceeding.** Late withdrawals are typically granted *only* in medical emergency and/or exigent circumstances. The request may be approved or denied. A tuition reimbursement may or may not be given if the request is approved. The student will be notified of the decision soon after the form is submitted.

Withdrawing from the College of Education

Graduate students who would like to withdraw from the College of Education must submit a letter stating their name, DePaul University Identification Number, and the quarter in which the withdrawal begins. Please note that although the College of Education will document the student's file as having withdrawn from the program, the student will remain active in the DePaul University system for up to one year after submitting a withdrawal notification. Students are financially responsible for all courses for which they are enrolled. Not attending courses does not withdraw a student from the program.

Reclassification/Changing College of Education Graduate Programs

Students may change from one advanced graduate program to another, but *only* by applying for reclassification. Admissions criteria differ from program to program, and students must be accepted in the new program before taking courses. Students are strongly encouraged to speak to a faculty member in the program of interest to discuss reclassification options. Graduate students who are interested in changing programs within the College of Education must complete a Reclassification Application Form. These forms are located online at education.depaul.edu/_downloads/forms/reclassification_for.pdf or in the College of Education Office. The student's file will be reevaluated to determine if the admission guidelines for the program for which s/he is applying are met. Additional documentation may be required. The student will receive a letter stating the status of the application once the file has been evaluated.

The College of Education presently has one doctoral program. If a student wishes to change concentrations within the doctoral program, s/he should complete a Request to Change Ed.D. Concentration form and submit it to the Ed.D. Program Office. The student will need to meet with the Academic Advisor to have an audit of classes

performed so that it is clear how a change of concentration would impact a student's course requirements, as well as the directors for both concentrations to obtain their approval.

Readmission

Students who have not been enrolled in courses for 3 consecutive quarters, excluding summer, must apply for readmission. **All students are bound by the standards of the catalog and/or program requirements in effect at the time of readmission.** Instructions for applying for readmission are available online at: education.depaul.edu/Admission/GraduateAdmission/Readmission_Requirem.asp.

If it has been more than seven years since the student began his/her graduate program, the student must submit a petition to continue progress toward a degree. The program faculty will review the petition and 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. Please contact the College of Education Office for more information (773) 325-7440.

Grades

Grade Changes

With the exception of Incomplete or "R" grades, an instructor may change a final grade that has been submitted to the Registrar's Office only if a clerical error has been made or if a successful grade challenge or successful appeal of an academic integrity violation requires a change of grade. Grades should not be changed because of a reassessment of course work, the submission of extra work, or by the retaking of an examination. In very rare cases an instructor may request to make a change of grade but it requires approval by a college-based Exceptions Committee.

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.

Auditing Courses

Audited courses do not receive grades or earn course credit even though full tuition is charged. Due to the nature of course audits, College of Education students are not able to audit courses that are to be used to fulfill any College of Education degree requirements.

Transfer Credit

Graduate students are able to transfer in to their DePaul program up to nine (9) quarter hours from other accredited colleges or universities. The Department Chair (or Concentration Director, in the case of the Doctoral program) must approve all transfer credit.

Course Substitutions

A student who has completed an advanced level course at another university that matches the requirements for a course in the Ed.D. Program can complete an elective course at the advanced level at DePaul University in place of the required course. Approval for the replacement of a required course will be made by the director for that student's concentration (CS, ECE, or EL) upon recommendation from the student's advisor. No more than nine quarter hours may be transferred to the Ed.D. program (see "Transfer Credit" above). A Course Transfer or Substitution Request form is available online at http://education.depaul.edu/downloads/forms/Course_Transfer_Guid.pdf.

Grade Point Average

A student's grade point average is computed by dividing the total number of quarter points by the total number of credit hours attempted. The grade point average is calculated only upon grades earned at DePaul University. All graduate students must maintain a 3.0 GPA to remain in good standing. However, Doctoral Students must maintain an overall 3.3 GPA to remain in good standing in the Ed.D. Program after the completion of 36 credit hours.

Academic Probation/Dismissal

Doctoral students who are fully accepted into the program will be placed on probation if their grade point average falls below 3.0 prior to the completion of 36 credit hours and 3.3 after the completion of 36 credit hours. The first assessment will occur at the end of 12 credit hours. Students will remain on probation until four additional courses are taken, at which time a new evaluation is done. If the grade point average is not raised above the required threshold the student may be subject to dismissal from the College of Education.

Graduation

Upon successful completion of all requirements (courses, papers/dissertation), an Ed.D. degree is earned. In order to begin the degree conferral (granting) process, students must apply online through Campus Connection to formally indicate their intention to graduate in a particular term. DePaul confers degrees at multiple points during the year, always at the close of terms. Submitting the online application does not guarantee the conferral of a degree from DePaul University. Students must submit a separate application to participate in the June graduation ceremony. More information on the deadlines and process for applying for graduation can be found on the COE's website at education.depaul.edu/CurrentStudents/Graduation/index.asp.

Transcripts

The Office of Student Records processes official transcript requests for DePaul University. Official transcripts can be requested online through Campus Connection. The Family Educational Rights and Privacy Act of 1974 prohibits release of confidential transcript information without the student's authorization. Transcripts will be issued only after the student has fulfilled all financial obligations to the University.

Grievance Procedure for the College of Education

The College of Education adheres to the guidelines and procedures of the *DePaul University Student Handbook* in matters dealing with:

- Student rights
- Student responsibilities
- Policies regarding grade challenges
- Procedures for filing a grade challenge
- Disciplinary procedures and other related matters covered in the handbook

The Education Appeals Committee receives requests for consideration of exceptions related to academic requirements and to program processes and procedures such as admission to or dismissal from the program, admission to or dismissal from student teaching, and recommendation for certification. The Appeals Committee does not handle grade challenges. Grade challenges may be directed to the College of Education Grade Challenge Committee.

Appeals Related to Academic Requirements

Candidates in advanced master's or doctoral programs who want to request an exception for a specific academic requirement must first consult their *faculty* advisor. If the issue is not resolved the candidate may then discuss the matter with the department chair, or, in the case of the doctoral program, the coordinator for that student's Ed.D. concentration.

If the request is denied at the departmental (doctoral program) level, then a formal appeal can be filed through the Office of the Associate Dean for Curriculum and Academic Programs. The formal appeal consists of a cover sheet, a written statement with a rationale for the requested change to program or process (i.e. Why are you, the candidate, asking for a different decision?) and any supporting documentation. Guidelines for written statements are provided in the appendix.

Appeals Related to Academic Process

Candidates in advanced master's or doctoral programs (Bilingual/Bicultural Education, Educational Leadership, Curriculum Studies, Human Services and Counseling, Language, Literacy and Specialized Instruction, Social and Cultural Foundations in Education) who want to request an exception to academic processes such as admission to or dismissal from a program, admission or dismissal from an internship, and recommendation for certification should contact the chair of the department in which the program is housed, or, for doctoral students, the coordinator for that student's Ed.D. concentration.

If the request is denied at the departmental (doctoral program) level, then a formal appeal can be filed with the Associate Dean for Curriculum and Academic Programs. The formal appeal consists of a cover sheet, a written statement with a rationale for the requested change to program or process (i.e. Why are you, the candidate, asking for a different decision?) and any supporting documentation.

Academic Integrity Policy

Violations of academic integrity in any form are detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. Violations of academic integrity include but are not limited to: cheating, plagiarism, fabrications, falsification or sabotage of research data, destruction or misuse of the university's academic resources, academic misconduct, and complicity. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion. Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution.

College of Education Academic Integrity Policy Extension for Off-Campus Settings

DePaul University is committed to education that engages its students, faculty and staff in work in Chicago's communities. As DePaul representatives to our partner schools and community organizations, we ask that you take seriously your responsibilities to these relationships during field and clinical experiences and internships. The community, school and/or organization is an extension of the DePaul classroom. The University's Academic Integrity Policy and Code of Student Responsibility as detailed in the DePaul University Student Handbook apply to your interactions with the staff of the schools as well as the community organizations and its clients.

Licensure

If you are in a program that leads to state licensure, then once all requirements have been completed you are eligible to apply for a State of Illinois license. Students can submit completed application forms to the College of Education Office of Student Affairs. The application will be returned to students signed by the Licensure Officer for the College of Education and stamped with the DePaul seal once all requirements have been verified and all grades have been posted. Students are responsible for taking all paperwork (include official transcripts from all colleges and universities attended) to an Illinois State Board of Education regional office for registration.

State Tests

The State of Illinois requires that all students seeking a subsequent license successfully complete a content-area test. The tests are not offered at DePaul, but through the State of Illinois at various sites around the city and suburbs. You must register for each test approximately two months prior to the test dates. Specific test and registration dates are listed on Illinois Certification Testing System's web site: www.icts.nesinc.com.

Principal Licensure

The principal licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

The principal preparation program is a freestanding eleven-course program (44 quarter hours), which leads to the State of Illinois' principal licensure.

Specific requirements for entrance into the principal licensure program may be obtained from the office of graduate admissions or the LLC department office.

Individuals seeking the principal licensure must:

- Complete an approved principal licensure program at an Illinois institution
- Complete all state-mandated training and examinations
- Have successfully completed the internship experiences
- Hold a master's degree

Upon successful completion of all principal licensure program requirements and any additional requirements, students must apply for their license. Students are to work with the College of Education's Licensure Officer when applying for the license.

DOCTORAL PROGRAM IN EDUCATION (ED.D. PROGRAM)

Introduction

The doctoral program is designed to prepare Urban Professional Multicultural Education leaders. The program is for professionals who are already engaged in some way in educational practice and who wish to become leaders capable of transforming schools or other educational institutions. The goals of the Ed.D. Program are:

- Help professional practitioners make sense of the complex, dynamic, and idiosyncratic ways they experience problems in 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.

The Nature of the Ed.D. Degree

The primary, though not only, audience for this Ed.D. Program consists of educational professionals who wish to improve the quality of their work in their current roles or to prepare themselves for new roles. This Ed.D. 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. To be a practitioner is to make decisions about what to do and to take action; however *professional* practitioners — in education as in other areas — make reasonable decisions and act responsibly and ethically in the light of theoretical and professional knowledge.

- Professional educators are leaders as well as managers; they are not limited to making decisions according to rule or "by the book." They must use discretion and judgment as they seek to find the most defensible course of action in specific, complicated, and perhaps idiosyncratic circumstances. These situations are not merely instances of abstract concepts.
- Although decisions are made in the light of theoretical knowledge, theoretical knowledge cannot be applied to practice in the same way as principles are applied to cases. No single theory is able to encompass the complexities of all aspects of learning or schooling. Professional educators understand the principles and terms which characterize and limit a variety of theories and can select amongst them in order to better understand the situations in which they are involved.
- Decisions also are made in the light of professional knowledge learned on the job as well as from more formal sources. Professional educators can articulate the informal, often tacit knowledge which they

develop from practice so that it engages with and modifies the more formal theories learned from other sources.

- Professional educators not only make decisions, they act upon them responsibly. They examine the value commitments implicit in their actions; they question the appropriateness of the ends which they seek; they connect their educational contexts to broader social contexts; and they assess the effects of their actions on the achievements, dispositions, and propensities of students, colleagues and community members.

Distinctive Features of the Program

- A high quality program with selective admission and a limited enrollment.
- Enrolls a variety of people with diverse professional experiences and backgrounds in education.
- Includes reflection on the experiences and deeply-felt concerns about educational problems that students bring to the program.
- Builds connections between practical experience and theory.
- Staffed by full-time faculty whose expertise will be complemented by that of outside experts and successful practitioners.
- Strong interdisciplinary, urban, and multicultural focus.
- Research perspective embedded in and connected to the realities of professional practice.
- Incorporates activities to support dissertation research from the outset.

Program Background

Recent reform initiatives, many stimulated by the NCLB legislation, have radically redefined educational structures and have created new responsibilities and new roles for school personnel. Three structural changes have had a particular impact on school leadership roles:

- **Relationship Shifts**
The move from traditional structures to site-based management has changed the role of school leaders from primary decision-makers to collaborative leaders. This change requires a team model for creative and collaborative leadership. Administrators, curriculum leaders, and teachers need to develop the interpersonal skills necessary for participatory management, curriculum development, parent and community relationships, and institutional partnerships.
- **Management**
Site-based management and other forms of community-based management have created new responsibilities and roles for building-level administrators in leadership and curriculum development positions for which they may not have been prepared. These roles demand that building-level leaders acquire skills previously associated with the superintendency or other central office administrative functions. Required capacities include practice to solve complex political and technical agendas.
- **Instructional Leadership**
New demands for accountability require that school personnel have the knowledge and socio-political skills to be instructional leaders. They must be able to assess curricula, to determine whether populations with special needs (such as those with disabilities or those with limited proficiency in English) are being adequately served, and to structure programs to fulfill the many needs not being met.

Not only must educational leaders cope with changes in governance, administrative, and instructional roles, they must also respond to changing social and demographic conditions. As of the year 2000, one of every three persons living in the United States was a person of color, increasing the need for educational programs to facilitate the education of this population. Drop-out rates for these populations reflect the current failure to address their educational needs. School leaders must assist their faculties restructuring curricula for a multicultural and a multilingual thrust and employing a wider variation of teaching strategies.

Structural changes have generally not produced the desired teaching/learning outcomes for teachers or students. In fact, in many areas such as Chicago, they have produced instability in the learning environment, resulting in high staff attrition rates and limited measurable increase in academic achievement for students. For many students in such schools, this process can be labeled as disruptive; for others it can mean the end of their academic life and can greatly diminish life opportunities. For many teachers the changes have been frustrating and bewildering. Many realize that their preparation is inadequate for the new roles they are being asked to assume. This has accelerated retirement and normal attrition. Administrative and curriculum development vacancies caused by such upheaval are filled many times with ill-prepared replacements. With the urgency given school reform in the Chicago metropolitan area, state-wide and nationally, and the large turnover of principals and other administrators, people are searching diligently for ways to overcome the obstacles to low student achievement, especially in low-income schools serving high crime and violent neighborhoods.

Individuals who are to undertake the responsibility of serving as educational leaders in these conditions must be competent in many areas. They must be able to assess the needs of culturally, linguistically and ethnically diverse populations on a broad and continuing basis. They must develop skills essential to implementing, facilitating, and interpreting educational policies and procedures. They must be able to utilize multiple strategies to design and implement programs which result in desired teaching and learning outcomes. And finally, they must be able to shift from the traditional way of thinking about roles to one in keeping with the needs of current organizational structures which have emerged from, and are being dictated by, reform initiatives.

Program Rationale

For a host of diverse reasons, education and schooling are currently under intense scrutiny by public officials, by businesses, by communities, and by the public at large. Schools — and other educational institutions — now face tremendous pressures to do more with less. They are asked to serve increasingly diverse communities, to prepare students for changing conditions of life and work, and to provide hope and opportunity for children and youth. No longer simply places where knowledge is transmitted, skills learned, and individuals socialized to fit within existing categories and places, schools are expected to make a difference in the lives of children and adolescents in a climate of diminishing financial support and at a time when the base of funding for public schools is being eroded by the movement to privatize education.

Within this context, educators in leadership positions — administrators, faculty, and staff — face a number of specific challenges: e.g., threats of school closure, racial and ethnic conflict, issues of testing and student performance, erosion of public trust, curricular and pedagogical reform, or the breakdown of school-community relations. To meet these challenges, they need a belief in the possibility of educational transformation as well as a wide variety of knowledge and skills to actively engage all the partners in the transformation. They must be able to work collaboratively with others — educators, students, and parents — to forge a sense of vision and direction; they must be able to work with various community institutions, organizations, and leaders in order to facilitate dialog — and subsequent action — among those with differing views, priorities, and understandings about the nature of education and schooling; they must be able to engage others in critical discourse and examination of issues and ideas; and they must be able to manage facilities, to exercise fiscal oversight, and to engage in public relations. Leadership becomes a multifaceted concept, initiated by different persons and groups within different contexts and circumscribed by values which give sense to the meanings of individual and collective actions.

Those who exercise leadership within contemporary educational contexts must commit themselves to **promoting social transformation**. The problems presented have racial, class, gender, cultural, language, and other dimensions, all rooted in differences in power, resources, and opportunity. Therefore, leaders must be prepared to attend to social, political, ethical and moral dimensions of education, mindful of attitudes, beliefs, values, and behaviors which can promote or subvert possibilities for change. The commitment to social transformation necessarily entails engagement in difference and conflict and thus requires the development of sensibilities within self and others that conflict and difference are not inherently negative but rather integral parts of life and of being human. This, along with knowledge of communities and skills in management and planning, are at the core of the transformative quest to educate in the interest of social justice.

Educational leadership not only means the exercise of agency but also the cultivation of others' sense of themselves as vital and effective agents. Therefore, those who exercise leadership must also commit themselves to

fostering meaningful learning and development for all involved — students, teachers, administrators, staff, parents and community members. Whether the focus is on teaching a student to read, enhancing collegiality among faculty, or countering inequities among communities, all educational efforts must take into account the human side of learning. Over the years there have been numerous attempts, to minimize the human aspect of education by controlling various parties' impact on the learning process. Most frequently, the human element is sacrificed in the name of content, strategy, or some other non-human objective. Some of these well-intended, but misguided, initiatives focus on the *teacher* as the agent to be silenced in favor of what content is to be taught. The continual resurgence of teacher-proof curricula, curricula that even a teacher can't ruin, makes this point most clearly. Other efforts have focused on making the *learner* as generic as possible so as not to disrupt the delivery of advocated instructional and discipline strategies. The *administrator* has also been de-humanized, most often in favor of efficiency by prescribing an effective administrator style and organizational structure that reduce the chance and opportunities that come with individual leadership identities. And through less organized ways, the *family* and *community* have been historically marginalized in the educational process for a variety of reasons including efforts to simplify management and retain control. We must guard against curricula — no matter how well intended — which emerge from one single culture, class, or group. Leaders in education must be always mindful that meaningful education facilitates in all learners and educators the emergence of a sense of self as vital and effective.

Neither social transformation nor meaningful learning is all that is involved in educational reform. Educational institutions should be places for active intellectual inquiry where everyone — teachers, staff, and students — is engaged with ideas. Thus educational leaders must be committed to transforming the **intellectual climate** of schools and other educational settings. As leaders they should understand the complex relationships among culture, identity, and knowledge; in particular, they should understand that knowledge is not value-neutral but is produced and situated within a variety of human experiences. With this in mind, they should develop a climate which encourages the analysis and questioning of ideas, promotes inquiry into the nature of teaching and learning, and fosters the idea that all students can go beyond rote learning to learn in meaningful ways.

Educators in leadership positions must **function effectively within complex organizations**. These organizations have patterns, practices, and policies that fundamentally shape the character and purpose of the role of an educational leader; and they are situated within social, cultural, political, economic, and historical settings which also influence (and which might be influenced by) the functions of educational leadership. Those responsible for the leadership in these institutions must understand the organizational reality of what is, that is the ways in which schools, as complex social institutions, structure relationships of power and authority, management of resources and staff, budgetary considerations, and a host of other factors associated with life in organizations. Equally important, they must understand what can be within these same organizational realities. Toward this end they should study, experience, and critically reflect upon the ways in which educational leadership is circumscribed within the organizational dynamics of life in educational institutions and the historically situated nature of practices, policies and relationships which confront those leaders seeking to bring about transformation, change and social justice in and through education.

Program Organizing Principles

With the above rationale in mind, the following general principles shaped the development of the curriculum of the Ed.D. Program and provide a guide to graduates of the program as they pursue their professional work.

1. Human Development and Learning

- a) Both the process of education and that of professional development entail an examination and understanding of self and others within multiple embedded contexts (societal, institutional, and interpersonal) and their interrelationships.
- b) Knowledge of self and other are necessary to make decisions that are contextually based, and to understand current, unchallenged notions of leadership and decision-making.

- c) Educators' efforts to insure that children and youth from diverse backgrounds realize their potential require an understanding and examination of the culturally defined norms of human growth and development.

2. Leadership

- a) The concept of educational leadership should be broad-based, collaborative, flexible, and sensitive to immediate relational context as well as the broader contexts within which it is embedded.
- b) The decision-making process of educational leaders should be based on understanding the learner, the purpose of education, the role of the educational process in the change and transformation of society.
- c) An understanding of the interdependent relationship between the individual and society is critical for educators to fulfill their roles as leaders in educational institutions that meet the needs and aspirations of a diverse population.

3. Social and Cultural Construction

- a) Educational settings, as embedded contexts, are forged, constructed, and imbued with meaning over time through dynamic social relationships, shaped by culturally defined norms and expectations.
- b) Educators' efforts to insure that children and youth from diverse backgrounds realize their potential requires an understanding of the social constructs of race, gender, class, and culture as embodiments of existing social relationships as well as an understanding of the role of social justice in the educational process.
- c) Communities are composed of an array of social, economic, and political relationships (e.g. families, organizations, businesses, etc.), which contribute to the unique character of the educational institutions that exist within them. Therefore, communities should play an integral role in the educational process.

Graduates of the program should be able to:

- Promote social transformation, within schools, agencies, institutions, and communities, in the interest of social justice,
- Foster meaningful learning and development for all involved in the educational process,
- Enhance intellectual climate of schools or other educational settings, and
- Work effectively within the educational settings in which they are currently engaged or for which they are preparing.

Program Structure

There are three areas of concentration in the Ed.D. degree: Curriculum Studies, Early Childhood Education, and Educational Leadership. Each student selects a concentration and will complete courses in that field. The Educational Leadership and Curriculum Studies concentrations require a total of 76 quarter hours, and 88 quarter hours are required for the Early Childhood Education concentration. All students take the following courses:

- core courses (24 quarter hours)
- research courses (20 quarter hours)
- concentration courses (20 quarter hours)
- elective (4 quarter hours)
- candidacy (non-credit), and
- dissertation research (8 quarter hours).

Students in the Early Childhood Education take an additional core course (4 quarter hours), plus teaching internship and research internship courses (8 quarter hours).

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).

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 Ed.D.)

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 Ed.D. 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.

Course Sequence

CS 704 should be taken early in the student's program. The research courses should be taken in the following sequence:

1. SCG 775
2. SCG 785

¹ Required of those admitted Fall 2000 and thereafter.

² Required of those admitted Fall 2005 and thereafter.

3. One complete sequence of a research method (either SCG 735 and SCG 755, or SCG 745 and SCG 765)
4. SCG 735 or SCG 745 (whichever was not previously taken)

With the exception of A&S 859 or CS 859, which is to be taken after all coursework is completed, courses can be taken in whatever order is convenient to the student's schedule. However, please refer to the section on *Planning Your Course Schedule* later in this handbook, and meet periodically with the program's Academic Advisor to assist in course planning.

ISBE Superintendent's Endorsement Eligibility

A doctoral candidate may apply for this endorsement when the following conditions are met:

- Successful completion of all doctoral coursework;
- Successful completion of A&S 899 Superintendent Internship and all related clinical experiences;
- Current holder of either a valid Type 75 certificate or Principal's License in the State of Illinois (or the equivalent in another state);
- Two years of documented administrative experience while holding the appropriate certificate/license; and
- Successful pass score on the Superintendent content tests.

Program Standards

Program Standards for Early Childhood Education

All of the course work in the Early Childhood Education concentration is designed based on best practice guidelines from a variety of leading national early childhood education professional and research organizations, such as the National Association of Education of Young Children, Council for Exceptional Children, and Zero to Three (2011). The program is rooted in applied child development theories including those of Erik Erikson (1956, 1981), Jean Piaget (1952, 1959), as well as curricular theory that embraces the notion of learner self-efficacy, inquiry-based curricula, and partnerships with families (Copple & Bredekamp, 2009).

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.

Meeting Standards in Courses (Early Childhood Education)

Students will have an opportunity to demonstrate their competence on each standard in specific courses as listed in the table below.

Course	Goal
ECE 704	1. Child development
ECE 714	1. Child development 2. Child and family relationship 3. Mastery of content knowledge
ECE 724	3. Mastery of content knowledge
ECE 734	4. Research in ECE
ECE 744	2. Child and family relationship
ECE 759	3. Mastery of content knowledge 5. Teaching
ECE 769	4. Research in ECE

Program Standards for 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 parenthesis 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 use 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 personnel for graduate credit.

Meeting Standards in Courses (Educational Leadership)

Students will have an opportunity to demonstrate their competence on each standard in specific courses as listed on the table on page 22.

EDUCATIONAL LEADERSHIP - SUPERINTENDENT

Course	Standard
SCG 701 Ethics and Education	2 Transformation 16 (5.1) Acts with Integrity 16 (5.2) Acts Fairly 16 (5.3) Acts Ethically
SCG 711 Social Foundations of Multiculturalism	1 Disciplinary Foundations 4 Understanding Difference 13 (6.1) Understands the Larger Context 13 (6.2) Responds to the Larger Context 13 (6.3) Influences the Larger Context
SCG 721 Human Development and the Educational Process	1 Disciplinary Foundations 2 Transformation 3 Identity Development
CS 751 Curriculum for Human, Community Development	6 (2.1) Promotes Positive School Culture
SCG 725 Seminar: Frameworks of Inquiry in Educational Research	14 Inquiry
SCG 735/755 Quantitative Research <i>-or-</i> SCG 745/765 Qualitative Research	14 Inquiry
SCG 764 Ideology, Culture, and Society: Youth Development	3 Identity Development
A&S 801 Leadership: Theory and Practice	5 (1.1) Develops a Vision 5 (1.2) Articulates a Vision 5 (1.3) Implements a Vision 5 (1.4) Stewards a Vision 5 (1.6) Promotes Community Involvement in the Vision
A&S 803 Programs, Plants, and HR	7 (2.2) Provides Effective Instructional Program 8 (2.3) Applies Best Practices to Student Learning 9 (2.4) Designs Professional Growth Plan 10 (3.1) Manages the Organization 10 (3.2) Manages Operations 10 (3.3) Manages Resources
A&S 823 Community Consensus Building for School Improvement	15 (4.1) Collaborates with Families/Community 15 (4.2) Responds to Community Interests 15 (4.3) Mobilizes Community Resources
A&S 586	11 Technology I 12 Technology II
A&S 899 Internship	17 (7.1) Substantial 17 (7.2) Standards Based 17 (7.3) Real Settings 17 (7.4) Cooperatively Guided 17 (7.5) Credit

Program Standards for 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.

Meeting Standards in Courses (Curriculum Studies)

Students will have an opportunity to demonstrate their competence on each standard in specific courses as listed on the table below.

CURRICULUM STUDIES - DOCTORAL PROGRAM

Course	Standard
SCG 701 Ethics and Education	2 Transformation
SCG711 Social Foundations of Multiculturalism	1 Disciplinary Foundations 4 Understanding Difference
SCG 764 Ideology, Culture, and Society: Youth Development	3 Identify Development
CS 704 Curriculum Discourses/ Perspectives Over Time	5 Curriculum Discourses
CS 761 Assessing School Curriculum	6 Curriculum Assessment
CS 774 Engaging in Curriculum Deliberation	7 Curriculum Theory and Practice
CS 754 Curriculum Theorizing: Multiple Lenses	8 Subject Matter and Curriculum
CS 751 Curriculum for Human and Community Development	10 Choices, Actions, and Communities
CS 784 Curriculum and Program Design	11 Professionalism 12 Technology
SCG 735/755 Advanced Quantitative Research Methods <i>-or-</i> SCG 745/765 Advanced Qualitative Research Methods	9 Inquiry

Advisors for the Ed.D. Program

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 Ed.D. Program has an assigned academic advisor through the College of Education's Office of Student Affairs. The Office of Student Affairs is located in SAC 481. 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*.

Planning Your Course Schedule

The following chart provides a guide to the selection and scheduling of courses. An individual student should select courses that fit that individual's schedule of work; however, see the recommended sequence of courses in the next section. The Ed.D. courses are demanding. An individual may enroll in two four-quarter hour courses, but that level of enrollment is not required. Students are not encouraged to enroll in more than two courses per quarter, unless they are not working full-time. (Please be advised that the following chart does not constitute a guarantee that future course offerings will be identical to those listed below.)

Calendar of Course Offerings

The courses are generally offered on the following calendar. Academic years beginning in odd years (2011, 2013, etc.) follow the first calendar, and those beginning in even years (2012, 2014, etc.) follow the second.

2011-2012	Autumn	Winter	Spring	2012-2013	Autumn	Winter	Spring
	A&S 801 (Th)	A&S 811(T)	CS 751 (T)		A&S 801 (Th)	A&S 811 (T)	CS 751 (T)
	SCG 711 (W)	CS 704 (W)	SCG 701 (W)		SCG 711 (W)	CS 704 (W)	SCG 701 (W)
	SCG 721 (W)	SCG 735 (W)	SCG 775 (Th)		SCG 721 (W)	SCG 735 (W)	SCG 775 (Th)
	SCG 785 (T)	SCG 745 (Th)	SCG 755 (W)		SCG 785 (T)	SCG 745 (Th)	SCG 765 (Th)
	CS 764 (M)	CS 754 (M)	SCG 765 (Th)		CS 761 (M)	CS 784 * (M)	CS 774 * (M)
	A&S 803 (M)	A&S 873 (M)	A&S 883 (M)		A&S 843 (M)	A&S 823 (M)	
2013-2014	Autumn	Winter	Spring	2014-2015	Autumn	Winter	Spring
	A&S 801 (Th)	CS 704 (W)	CS 751 (T)		A&S 801 (Th)	A&S 811 (T)	CS 751 (T)
	SCG 711 (W)	SCG 735 (W)	SCG 701 (W)		SCG 711 (W)	CS 704 (W)	SCG 701 (W)
	SCG 721 (W)	SCG 745 (Th)	SCG 775 (Th)		SCG 785 (T)	SCG 735 (W)	SCG 775 (Th)
	SCG 785 (T)	CS 754 (M)	SCG 755 (W)		CS 761 (M)	SCG 745 (Th)	SCG 765 (Th)
	CS 764 (M)	A&S 873 (M)	SCG 765 (Th)		A&S 843 (M)	CS 784 * (M)	CS 774 * (M)
	A&S 803 (M)	ECE 704	A&S 883 (M)		ECE 744	A&S 823 (M)	ECE 724
						ECE 714	ECE 734

* CS 794 is periodically offered in the place of other CS concentration courses. Students can take CS 794 multiple times if the topics are different.

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.

For students who enter the Program in **Autumn 2011 or Winter 2012:**

EDUCATIONAL LEADERSHIP CONCENTRATION			
	Autumn	Winter	Spring
Year 1	SCG 711	A&S 811	SCG 701
	A&S 801	CS 704	SCG 775
Year 2	SCG 785	SCG 735/745	SCG 755/765
	A&S 843	A&S 823	CS 751
Year 3	A&S 803	A&S 873	A&S 883
	SCG 721	SCG 735/745	

CURRICULUM STUDIES CONCENTRATION			
	Autumn	Winter	Spring
Year 1	SCG 711	A&S 811	CS 751
	A&S 801	CS 704	SCG 775
Year 2	SCG 785	SCG 735/745	SCG 755/765
	CS 761	CS 784	CS 774
Year 3	CS 764	CS 754	SCG 701
	SCG 721	SCG 735/745	

For students who enter the program in **Autumn 2012 or Winter 2013 (or other even-numbered academic years):**

EARLY CHILDHOOD EDUCATION CONCENTRATION			
	Autumn	Winter	Spring
Year 1		CS 704	SCG 701
		A&S 811	SCG 775
Year 2	SCG 785	SCG 735/745	SCG 755/765
	SCG 721	ECE 704	CS 751
Year 3	SCG 711	SCG 735/745	SCG 724
	A&S 801	ECE 714	ECE 734
Year 4	SCG 744	ECE 759****	ECE 769****
	ECE 759****	ECE 769****	

EDUCATIONAL LEADERSHIP CONCENTRATION			
	Autumn	Winter	Spring
Year 1	SCG 711	A&S 811	CS 751
	A&S 801	CS 704	SCG 775
Year 2	SCG 785	SCG 735/745	SCG 755/765
	A&S 803	A&S 873	A&S 883
Year 3	A&S 843	A&S 823	SCG 701
	<i>Elective*</i>	SCG 735/745	<i>Elective*</i>
Year 4	SCG 721**		

CURRICULUM STUDIES CONCENTRATION

	Autumn	Winter	Spring
Year 1	SCG 711 A&S 801	CS 704 <i>Elective*</i> (A&S 811***)	SCG 751 SCG 775
Year 2	SCG 785 CS 764	SCG 735/745 CS 754	SCG 755/765 <i>Elective*</i>
Year 3	CS 761 <i>Elective*</i>	CS 784 SCG 735/745	CS 774 SCG 701
Year 4	SCG 721		

For students who enter the Program in **Autumn 2013 or Winter 2013 (and future odd-numbered academic years):**

EARLY CHILDHOOD EDUCATION CONCENTRATION

	Autumn	Winter	Spring
Year 1	SCG 711 A&S 801	CS 704 ECE 704	SCG 701 SCG 775
Year 2	SCG 785 ECE 744	SCG 735/745 A&S 811	SCG 755/765 CS 751
Year 3	SCG 721 ECE 759****	SCG 735/745 ECE 714	ECE 724 ECE 734
Year 4	ECE 759**** ECE 769****	ECE 769****	

EDUCATIONAL LEADERSHIP CONCENTRATION

	Autumn	Winter	Spring
Year 1	SCG 711 A&S 801	CS 704 <i>Elective*</i>	SCG 751 SCG 775
Year 2	SCG 785 A&S 843	SCG 735/745 A&S 823	SCG 755/765 <i>Elective*</i>
Year 3	A&S 803 <i>Elective*</i> (SCG 721**)	A&S 873 SCG 735/745	A&S 883 SCG 701
Year 4		A&S 811	

CURRICULUM STUDIES CONCENTRATION

	Autumn	Winter	Spring
Year 1	SCG 711 A&S 801	CS 704 <i>Elective*</i>	CS 751 SCG 775
Year 2	SCG 785 CS 761	SCG 735/745 CS 784	SCG 755/765 CS 774
Year 3	CS 764 SCG 721	CS 754 SCG 735/745	SCG 701 <i>Elective*</i>
Year 4		A&S 811***	

* There are multiple quarters within which students can take their one required elective.

** SCG 721 can be taken as an elective by students in the Educational Leadership concentration.

*** A&S 811 can be taken as an elective by students in the Curriculum Studies concentration.

****ECE 759 and 769 can be taken any quarter. They are individual, supervision-based internships.

Subsequent Courses

During the development of the proposal and dissertation, if all other coursework is complete, students should enroll in CS 700 or A&S 700 to ensure library and other university privileges and to prevent being discontinued from the program. (See the *Student in Good Standing* section on page 6.) These are fee-based courses; the fee is subject to change. Please check the current schedule for the applicable rate.

Students should register for A&S 706 or CS 706 the quarter after they defend their candidacy paper, A&S 849 or CS 849 for the quarter in which they will defend their dissertation proposal, and A&S 859 or CS 859 for the quarter in which they will defend their dissertation. Students should confer with their dissertation chair to determine the appropriate quarter in which they should register for these courses.

To register for A&S/CS 700, A&S/CS 706, A&S/CS 849 and A&S/CS 859, the student must complete the appropriate registration form, obtain the signature of his/her dissertation chair, and submit it to the Advising Office in the Office of Student Affairs. Copies of the forms are available in the Forms Library in the Current Students section of the College of Education website:

http://education.depaul.edu/CurrentStudents/Policies_Handbooks/Forms_Library.asp.

Please be sure to submit original forms to the Ed.D. Program Office and copies of the forms to the Coordinator of Advanced Programs/Academic Advisor.

DOCTORAL PROGRAM POLICIES

Active Student Status

Admissions

Information on the admissions process for prospective students is at:

http://www.depaul.edu/admission/types_of_admission/graduate/education/index.asp

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.** Directions for applying for readmission to the Ed.D. Program are available at:

education.depaul.edu/Admission/GraduateAdmission/Readmission_Requirem.asp.

Ed.D. 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 contact the College of Education Graduate Admissions Office at (773) 325-4405 for more information on readmission.

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 Ed.D. 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.

Academic Integrity Policy

Doctoral students are expected to know and follow DePaul's Academic Integrity Policy. Violations include cheating, plagiarism, fabrication, falsification or sabotage of research data, destruction or misuse of the university's academic resources, alteration or falsification of academic records, and academic misconduct. The university's Academic Integrity Policy is located at: academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf.

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

All Ed.D. 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.

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:

1. **Identify faculty to serve as the committee chair.** Student consults faculty members 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 consult the faculty listings on the Educational Doctorate Student Association (EDSA) website or request help from their faculty advisor.
2. **Recruit at least two additional faculty members to the committee.** 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. 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 Ed.D. 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 Ed.D. 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 Ed.D. Program Office. A copy of this form is available at http://education.depaul.edu/downloads/forms/Ed.D_Program_Forms/Committee_Membership.pdf.

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 Ed.D. Program Office. A copy of this form is available at http://education.depaul.edu/downloads/forms/Ed.D_Program_Forms/Change_in_Dissertati.pdf.

Candidacy³

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 849 and 859).

³ Applies to those admitted in fall 2000 and thereafter.

Students form a committee of three faculty, one serving as chair, to guide the development of the candidacy paper and evaluate its quality. Generally, this committee also serves as the dissertation committee, although changes to committees are possible. The student must obtain a Committee Membership Form, have it signed by the chair and each of the committee members, and return it to the Ed.D. Program Office as soon as the committee has been formed. (See the *Dissertation Committee* section on page 30 for more detailed information on who can serve on committees.)

A meeting 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 Ed.D. 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 Ed.D. Program's Academic Advisor, who will register the student for the A&S/CS 706 course in the subsequent quarter.

Approval of the Dissertation Proposal

An approved 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 849 for the quarter in which they defend their dissertation proposals. The dissertation chair's approval is required for registration for 849.

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 Ed.D. Program Assistant will schedule a room for the meeting. 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 Ed.D. Program Office) is signed and submitted to the Ed.D. Program Assistant for the student's permanent file. The student shall prepare a copy of the approved proposal for distribution to the committee members.

The Dissertation Process

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 or CS 700 during the dissertation process. (See the section on *Student in Good Standing* on page 6.)

Dissertation credit is carried by A&S or CS 859. Students should submit the Independent Dissertation Research Course Request form to the Ed.D. Program Office and the Coordinator of Advanced Programs/Academic Advisor during the quarter before the student wishes to be enrolled in the course.

Students will have 10 years after first enrolling in courses to complete the dissertation. The Ed.D. Program Committee may consider extensions. The student must complete a Request of Extension to Complete the Ed.D. 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 Ed.D. 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 Ed.D. Program Office at the time of scheduling so that it may be duplicated for distribution to faculty and posted.

The Ed.D. Program Office will assume responsibility for scheduling a room for the public defense and announcing it to the Ed.D. 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* below.) 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 Format Guide

The Role of the Ed.D. Program Office

The Ed.D. Program Office is the part of the COE responsible for certifying that dissertations have been prepared in accordance with the regulations in this guide. When a dissertation is submitted to the Ed.D. Program Office, it should meet the requirements set forth here.

The dissertation text should be proofread and free of grammatical and typographical errors before submission to the Ed.D. Program Office. The Ed.D. Program Office reviews the dissertation for format only.

Responsibility for the Dissertation

The dissertation author bears ultimate responsibility for meeting all of the COE requirements. The dissertation author must pay all fees, activate the intent to graduate, meet deadlines for submission and correction, and obtain

faculty signatures. The best advice is to start early with the preparation of the dissertation and to make certain that the requirements outlined in this guide are fully met.

Submitting the Dissertation to the Ed.D. Program Office

Steps in the Dissertation Review Process:⁴

1. Become familiar with the dissertation format requirements by reading this guide carefully.
2. Activate intent to graduate by the specified deadline.
3. Submit a complete draft of your dissertation and all supporting materials to the Ed.D. Program Office. This copy should include one original signatory page and be submitted electronically in PDF format as an e-mail attachment to the Ed.D. program assistant.
4. The Ed.D. Program Office will return the PDF with notations for necessary corrections. Once the corrections have been made, send the revised version of your dissertation to the Ed.D. Program Office.
5. The Ed.D. Program Office staff will check to ensure that the required corrections have been made.
6. If no further corrections are required, the Ed.D. Program Office will advise you regarding the payment of fees to UMI Publishing and for the binding of your dissertation and send you forms for both, as well as the Survey of Earned Doctorates form.
7. Submit a final PDF copy of the dissertation on two disks to the Ed.D. Program Office, along with all required forms and payment.
8. The Ed.D. Program Office will submit your completed Survey of Earned Doctorates, and your final dissertation will be sent to UMI, the bindery, and then to the University Library for cataloging, microfilming, and shelving. If you request personal copies of your bound dissertation, the Ed.D. Program Office will notify you when they can be picked up.

Please know that the Ed.D. Program Office does not make any copies of the dissertation at any time. All print copies are the responsibility of the author.

Review of the Dissertation

The length of time required for the dissertation format review process varies according to the number of dissertations awaiting review at any given time. If you submit your dissertation fairly early, you should get it back in about two weeks. If you wait until the final date, it may take several weeks. In either case, you will be notified when the dissertation has been reviewed. Required revisions will be indicated on the dissertation.

Final Submission

When the final dissertation is submitted to the Ed.D. Program Office, it is examined once more to check for formatting errors, and if everything is in order, the dissertation will be approved. The final copy of the dissertation is then uploaded to the University Library Electronic Repository and sent electronically to the bindery for processing. Students are required to bind two hard copies of their dissertation for the program archives.

Technical Requirements/Typing Specifications

Most important in typing a dissertation is consistency of format and adherence to the specific instructions given in this guide. It is important to note that all dissertations must use double spacing. For the final copy, superscripts and subscripts must be typed and equations and symbols must be either typed or neatly drafted.

Type size. Use a standard typeface of 10-, 11-, or 12-point size. Do not use italic print except for foreign words, book and journal titles, and special emphasis. If you wish, you may use larger size type for the title of the dissertation and for chapter headings, as long as it is not larger than 18-point. Boldface type may also be used on the title page and for headings, as well as in the text for special symbols or for emphasis.

Reduced type may be used within tables, figures, and appendices, but, in part because of micro-filming requirements, it should be at least 9-point in size and must be completely legible. In some cases, you may need to photo-enlarge the type for readability.

⁴ Also see the checklist in Appendix A.

Font. If at all possible, use the same font for the entire text of the dissertation. You may use different fonts within tables, figures, and appendices. To avoid distracting variations, changes in the font should be kept to a minimum.

Chapter head pages and page layout. Begin each chapter on a new page. Do the same with each element of the front matter (list of tables, acknowledgments, etc.), the reference section, and each appendix. Try to avoid typing a heading near the bottom of a page unless there is room for at least two lines of text following the heading. Instead, you should simply leave a little extra space on that page and begin the heading on the next page. If you wish to use a “display” page (a page that shows only the chapter title) at the beginning of chapters or appendices, be sure to do so consistently.

Margins. The left margin (binding side) of every page must be 1.5 inches. The other three sides must have a margin of at least 1 inch. This applies to all pages of the dissertation. Everything on the page (including the page number, footnotes, etc.) must conform to these requirements. Text should be at least a double space from the page number. These stringent margin requirements are necessary because all page edges are trimmed during the binding process.

Page numbers. Every page in the dissertation, including those with tables and figures, must be counted. Use lower case Roman numerals for the front matter and Arabic numbers for the text. Note: the text must begin on page 1. The vita (optional) in a doctoral dissertation is the last page and does not show a number; the title page and signatory page (pages i and ii, respectively) also do not show page numbers. The first page that shows a number is the abstract. It always begins on page iii.

Technically, page numbers should appear on every page, but you may use a style that “hides” the page number on the first page of each major section (e.g., the first page of each chapter and each appendix). If you choose this style, be consistent in its use. Make sure that all pages are present and in proper order when they are numbered. Do not number a page with “a” or “b” or skip numbers; do not embellish page numbers with punctuation (dashes, periods, etc.); and do not type the word “page” before the page number. Running headers are not permitted.

Page number location. Type page numbers in a consistent location, at least one 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 should not appear on the left side of the page. Allow a reasonable distance between the page number and any text; in no instance may the page number overlap the text.

The Text of the Dissertation

A dissertation has three major parts: the front matter (abstract, table of contents, etc.), the text (or body), and the back matter (references, appendices). The text of the dissertation is the subject of this section.

Overview of the Content of the Text

In this section, you will find specific guidelines for the organization and presentation of the text, or body, of your dissertation. These guidelines are suggestive, not restrictive. However, you will be expected to write in an approved style with appropriate citations and references. Discuss these matters with the faculty member who is directing your doctoral dissertation before you begin. Also, keep in mind that the actual organization of the sections of your text may turn out to be different from the examples that follow.

Organization and Structure

What follows is a sample of the manner in which your text may be organized. It is not the only way that the main text may be organized and presented, and the inclusion of the following structural outline should not be considered to be the definitive organizational paradigm. Moreover, you are highly encouraged to study models of completed dissertations in your field of study. That is perhaps the best way to find out ways to organize your own dissertation.

One possible way to organize your text is as follows:

I. 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

II. 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

III. 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

IV. 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

V. 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

Tips on Organization and Headings

The Ed.D. Program Office does not check headings or proofread the text of the dissertation; this section is provided simply as helpful information rather than as requirements for the dissertation. The text of the dissertation is usually divided into chapters and often includes introductory and concluding sections, which may or may not be designated as chapters. You will probably also need subheadings within the chapters to indicate the orderly progression of topics and their relation to each other. In any case, you should decide on an appropriate system of headings and apply it consistently throughout the dissertation, including front and back matter.

Two major types of headings are frequently used, one indicating levels of headings by variations in capitalization, position, and formatting (as used in this guide), and one using a decimal system. Each level of heading should be typed consistently throughout. For headings, work downward from the top without skipping levels. It is not necessary to subdivide each chapter to the same degree (you might have first- through fourth-level headings in one chapter but only first- and second-level headings in another). Each level of heading should be clearly

distinguished from the other levels, and the variations should be selected so as to reflect, in an obvious way, the hierarchy of headings (that is, higher level headings should look more important).

Always allow at least one extra line of space above subheadings and, preferably, below as well. Without this extra space, it is sometimes difficult to distinguish headings from text. A heading must never appear alone at the bottom of a page. Also remember that a unit cannot be divided into a single part, or “you can’t have an A without a B.” Therefore, if you have only one appendix, call it simply Appendix, not Appendix A.

Documentation of Sources in Text

Source citations are required in the text whenever you use a direct quotation, paraphrase another author’s words, or include specific information that is not common knowledge (and is not the result of your own research reported in the dissertation). Systems of source citation fall generally into three categories: (1) parenthetical author-date-page documentation; (2) citation by number, keyed to a numbered reference list; and (3) footnotes or endnotes. Select one of these systems and use it throughout the dissertation. A dissertation using one of the first two systems could also include footnotes presenting non-source information or comments.

Regardless of the style of documentation, references in the text must correspond exactly to the listing of sources at the end of the dissertation. Be certain that all items are included in the bibliography or reference list, that authors’ names are spelled consistently and correctly, and that the dates are the same in both the text and the reference list.

Author-date-page citations. This system is used frequently by authors in the social sciences, including psychology, sociology, and by authors in most areas of education. It is also used, in a slightly altered form, by some authors in the humanities and by authors in many fields of the natural sciences. The American Psychological Association’s (APA) *Publication Manual* provides detailed instructions in this style, as do the style sheets of many academic journals that use this style. The author-date-page system indicates the author’s last name, the year of publication, and the pertinent page number(s) in parentheses at the end of a statement. In this system, citations must correspond to a bibliography/reference section arranged alphabetically by author, so that a reader can easily locate the complete source. In some styles, the page number is omitted.

Numbered reference system. This is a system often used by authors in the natural sciences. Detailed instructions are provided by manuals such as the American Chemical Society’s (ACS) *Style Guide* and by the style sheets of journals in these fields. In a numbered reference system, numbers enclosed within parentheses or brackets or typed as superscripts correspond to a numbered bibliography or reference list at the end of the text.

Footnotes and endnotes. This is a system often used by authors in the humanities and fine arts. The Modern Language Association’s (MLA) *Style Manual* and the *Chicago Manual of Style*, as well as journal style sheets, provide detailed information on this style. Footnotes or endnotes correspond to an alphabetically arranged bibliography. This system uses superscript numbers in the text to indicate notes that may be placed at the bottom of the page, the end of the chapter, or the end of the complete text (preceding the bibliography).

Front Matter

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

- title page
- signatory page
- abstract (always begins on page iii)
- table of contents
- lists of figures, illustrations, abbreviations, maps or tables (in no particular order)
- preface (optional)
- acknowledgments (optional)
- epigraph, frontispiece, or dedication (optional)

The term “front matter” refers to all the pages in front of the main text of the dissertation. Front matter pages are numbered with lowercase Roman numerals.

The abstract is required in all dissertations and is the first page that shows a page number. It always begins on page iii. The table of contents is also required. The acknowledgment page is optional and must always be the last page of the front matter unless an epigraph or frontispiece is included. An introduction may be chapter 1 or it may precede chapter 1, but it must be numbered as part of the text, not as part of the front matter.

Title page. The title page is the first page of the dissertation (but it does not show a number). Minimum margins on the title page are the same as for other pages. Use appropriate vertical spacing between the individual items on the page so as to produce an attractive format within these specifications. Extra space may be used above and below the dissertation title. Center all lines horizontally on the page. A sample title page appears near the end of this guide. Be sure to type all items line for line exactly as shown.

“DePaul University” and “College of Education” must appear as the first two lines on the title page. As an optional third line, you may include the name of your program. In addition, be careful to use the correct title of your major/concentration on the line that reads “A Dissertation in Education with a Concentration in [either] Educational Leadership [or] Curriculum Studies.

Type the title of the dissertation using capital letters throughout. If it occupies more than one line, double space between lines. Use word substitutes for formulas, symbols, superscripts, Greek letters, and other non-alphabetical symbols in the title of the dissertation, even if the shorthand forms are conventional in your field and are used throughout the dissertation itself. Be careful to punctuate appropriately.

Use your legal name as it appears on your records in the Registrar’s Office. Your name must appear in exactly the same form each time it is used in the dissertation. On the copyright line, use either “Copyright” or © (not both), followed by the year and your name (it is important to note that you own the copyright on your work whether you choose to include this notice or not).

Be careful to designate correctly the degree you will be receiving, which is Doctor of Education.

On the date line, indicate the month and year of degree conferral (not the date of the defense or the date you submit your dissertation). Degrees are conferred in November and June.

Signatory page. When you submit the final copy of your dissertation, you must include one signatory page with the original signatures of all your committee members or readers. The signatures indicate that these persons have approved the dissertation as a complete and final work requiring no further alteration as an archival document. The signatory page follows the title page. It does not show a page number. A sample signatory page appears near the end of this guide.

The signatory page will be reviewed for format and accuracy when your dissertation is submitted for format review. However, in some cases, the signatory page will be signed before the format review can be accomplished. Therefore, the Ed.D. Program Office is available to review any signatory page on demand. It can be faxed, mailed, or hand-delivered and will be checked immediately. Please make every effort to have the signatory page approved by the Ed.D. Program Office before obtaining any signatures.

For a doctoral dissertation, at least three signatures are required. The dissertation advisor (chair) must be designated. If there is more than one dissertation advisor, both must be designated as Dissertation Co-Advisor. The signatory page of a doctoral dissertation must also identify the chair of the committee, who must be a member of the faculty of the College of Education and who may or may not be the same person as the dissertation advisor. Again, if two people share this office, each is designated Co-Chair of Committee.

All signatories on a doctoral dissertation must be members of DePaul’s regular faculty, except in special cases approved by the Director of the Ed.D. Program. A person who receives special approval but will not attend the oral defense is designated on the signatory page as a “special signatory.” If the person will attend the defense, the term used is “special member.” In any case, the designation should be the last line of the person’s identification.

Be sure that all signatories are identified by their correct professorial titles. Check for current information. Do not use such designations as “Ph.D.” or “Dr.” on the signatory page. Administrative titles should not be included, with the exception of the head of the major program. Only one administrative title should be used, as only one person is signing on behalf of the major program.

If a signatory is not available to sign at the appropriate time, a proxy signature is allowed so that the dissertation will qualify for final submission. The program head may sign the name of the absent signatory and initial it beneath, thus indicating knowledge of the approval.

Type the page as shown in the sample at the back of this guide. Space the names proportionally on the page, and include for each the professorial title and any other pertinent designations as indicated above. The color of ink used for signatures and the date of the signatures is of no consequence. The order of the names is entirely up to the dissertation author.

Contact the Ed.D. Program Office if you have any concerns about the signatory page or if you need clarification of the regulations stated above. The staff is available to check signatory pages on demand during regular office hours.

Abstract. Every dissertation must contain an abstract. An abstract is a concise summary of the dissertation, intended to inform prospective readers about its content. It usually includes a brief description of the research, the procedures or methods, and the results or conclusions. An abstract should not include internal headings, parenthetical citations of items listed in the reference section, diagrams, or other illustrations. The abstract follows the signatory page and has the heading "ABSTRACT" at the top. Like the text, it must be double spaced. It always begins on page iii. There is no restriction on the length of the abstract in the dissertation; however, the abstract required for the UMI Doctoral Dissertation Services form is limited to 350 words, so you may want to do only one version to meet both requirements.

Table of contents. The table of contents is essentially a topic outline of the dissertation. It is compiled by listing the headings in the dissertation. You may include only first-level headings, first-and second-levels, or all levels. Keep in mind that there usually is no index in a dissertation, and thus a fairly detailed table of contents can serve as a useful guide for the reader. The table of contents must appear immediately after the abstract and should not show a listing for the abstract, the table of contents itself, the frontispiece, the epigraph, or the vita. It should include everything that appears after the table of contents, including the list of figures, tables, etc.

List all chapter headings and other major divisions. Be consistent in the level of heading that you list; for example, if you list the second-level subheadings from one chapter, you should list the second-level subheadings from all chapters that contain this level. Each level of subheading should be consistently indented a few spaces more than the preceding level. If items in the table of contents are single-spaced, use dot leaders to connect each heading with its page number.

Be sure that the headings as listed in the table of contents match word for word and letter for letter the headings in the text. Do not, however, underline headings that are underlined in the text (though individual terms or book titles may be underlined if appropriate). Align all page numbers on the right. Double check to be sure that the page numbers shown are correct.

In listing appendices, indicate the title of each appendix. If using display pages, the number of the display page is the one that should appear in the table of contents.

List of figures and list of tables. Include a list of figures (illustrations) and a list of tables if you have one or more items in these categories. Use a separate page for each list. Show the number, caption, and page number of every figure and table in the dissertation. If captions are long, you may stop when you reach a logical stopping point in the caption.

Preface. A preface usually is not necessary in the dissertation. A preface is called for only when the genesis of the work needs to be explained or when the author's contribution to a multiple-authored work needs to be noted. If used, the preface will often incorporate acknowledgments. If there are separate sections for preface and acknowledgments, the preface comes first.

Acknowledgments. An acknowledgments section is required only if the author has received permission to use previously copyrighted material or is obliged to acknowledge grant sources. Otherwise, it is optional. If included, it is used to express the author's professional and personal indebtedness. When writing acknowledgments, be sure that your use of "person" is consistent (e.g., if you begin with third person, continue to use third person throughout).

Epigraph or frontispiece. Some authors include a quotation (epigraph) or illustration (frontispiece) as the last of the preliminary pages. Neither should be listed in the table of contents. The source of an epigraph is indicated below the quotation but need not be listed in the bibliography unless it is also cited in the text. Remember to number the page.

Page numbers in the front matter. All pages in the front matter, starting with the abstract, should be numbered with lower case Roman numerals. The pages appearing ahead of the abstract (title page, signatory page) do not show page numbers.

Back Matter

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

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

Bibliography or reference list. A dissertation must include a bibliography or reference section listing all works which are referred to in the text, and in some cases other works also consulted in the course of research and writing. This section may either precede or follow the appendices (if any), or may appear at the end of each chapter. Usually, however, a single section is more convenient and useful for both author and reader.

The forms used for listing sources in the bibliography/reference section are detailed and complicated, and they vary considerably among academic disciplines. For this reason, you will need to follow a scholarly style manual in your field (in consultation with your committee) as a guide in compiling this section of the dissertation. See the “References” section at the end of this handbook.

Appendices. Material that is considered pertinent to the text of the dissertation but is somewhat tangential or very detailed (raw data, procedural explanations, etc.) may be placed in an appendix. Appendices should be designated A, B, C, etc. (not 1, 2, 3 or I, II, III). If there is only one appendix, call it simply Appendix, not Appendix A.

If desired, a separate display page (showing the appendix title) preceding each appendix can be used. If one appendix has such a display page, all appendices should have them. These pages must be included in the numbering system, and the number of the display page is the one that appears in the table of contents. Titles of appendices must be listed in the table of contents.

Appendix material may be single-spaced, and the type used in the body of an appendix does not have to match that of the dissertation text. However, appendices must be numbered consecutively with the text of the dissertation. It is not acceptable to number the pages A-1, A-2, etc.

In general, margin and print-size requirements are the same for the appendices as for the rest of the dissertation. Minor variations may be acceptable, however, if required by the nature of the material. Consult the Ed.D. Program Office for a ruling on specific items. Oversized items may be included as pocket material or as foldout pages (see the section below titled “Oversized Materials”).

Vita. The vita, if included, must be the last page of the dissertation and must meet standard margin requirements (1.5 inch left and 1 inch top, right, bottom). It does not show a page number. The word “VITA” and the author’s name should appear at the top. A standard outline style or a prose form or some combination of these styles may be used. Either single or double spacing is acceptable, but under no circumstances may the vita be more than one page in length. If you have difficulty limiting your vita to one page, try reducing sections such as publications or presentations by including only the most recent or most important. You can indicate this by heading the section “Selected Publications” or “Recent Publications.”

Tables and Figures

A table is a columnar arrangement of information, often numbers, organized to save space and depict relationships at a glance. A rule of thumb to use in deciding whether given materials are tables or figures is that tables can be typed, but figures must be drawn.

A figure is a graphic illustration such as a chart, graph, diagram, map, photograph, or plate. You may have figures prepared professionally or may draft them yourself if the final product is of high quality. Straight lines must be typed or drawn with a ruler in black ink; words included in the figure should be typed unless there are technical reasons why this is not possible. Color may be used as a means of distinguishing different areas in a figure, but be aware that the color will be lost in the microfilmed copy.

Captions and numbering. Each table and each figure in the text must have a number and caption. Number them consecutively throughout, beginning with 1, or by chapter using a decimal system. In the latter case, the first table in chapter 2, for example, would be table 2.1, the second would be table 2.2, and so on. Do not number tables and figures by sections in the chapter (as 2.2.1). In numbering appendix figures and tables, you may continue the consecutive numbering system from the text or you may use a separate appendix system (e.g., A-1). You do not have to give tables and figures in the appendix separate numbers or include them in the list of figures and tables unless you number them separately.

Placing tables and figures in text. It is best to place a table or figure immediately after the first mention of it in the text—on the same page if there is room, or on the following page. However, tables and/or figures may be grouped together at the end of each chapter. Tables or figures of peripheral importance to the text may be placed in an appendix. Tables and figures must be referred to in the text by number, not by a phrase such as “the following table.”

Sources of tables and figures. If a figure or table is taken from another source, indicate the source at the bottom, either at the end of the caption or in a note beginning “Source:...” Source notes are not numbered, even if there are other numbered notes. If a figure or table is photo-copied from its source, be sure the print is large enough to be readable (enlarge if necessary).

Oversized Materials

If you are having trouble fitting a table or figure within the margins, even after relaxing each margin by .25 inch, consult the following options and select the method you prefer.

Landscape pages. Place a table or figure sideways (landscape style) on the page by rotating it 90 degrees counterclockwise from its normal position. Rotate the caption or heading also, so that all parts can be conveniently read together. The page number, however, should not be rotated and must be placed portrait style and in the same location as for other pages.

Separate page for the caption. Use the entire typing area (approximately 6.5” x 9.5”) for the table or figure and place the caption on a separate page preceding it. Type the caption so that it reads in the same direction as the table or figure (landscape or portrait). If you use a facing page for the caption, reverse the location of the page number and reverse the left and right margins (see paragraph titled “Facing Pages” in section “Typing Specifications” under TECHNICAL REQUIREMENTS). Therefore, the left margin will be 1 inch and the right margin will be 1.5 inch. The page number, unless centered, will appear in the left corner instead of the right corner.

Reduced type. Photo-reduce the table or figure to meet margin requirements. Do not reduce the caption or the page number. The size of the type should still be no smaller than 9- point.

Foldout pages. Place oversized material on a foldout page if necessary, but remember that foldouts can be awkward to handle and are difficult to read on microfilm. Paper for foldouts is usually 16 or 17 inches x 11 inches. The left edge of the foldout page should be even with the other pages of the dissertation, and all folds should be made vertically. Folds must be at least 1 inch from the right side and at least 1.5 inch from the left side (this is to avoid damage to the foldout when pages are trimmed for binding). The right edge of the foldout sheet should line up with the right edge of the other pages. Ed.D. Program Office staff can demonstrate the fold for you.

Pocket material. Fold oversized items and include them as pocket material. When the dissertation is bound, the material will be placed in a pocket attached to the inside back cover. Margin and paper requirements do not apply to pocket material. At the time of dissertation submission, submit pocket material in an envelope (preferably 7.5” x 10.5”) labeled with your name, graduation date, and the designation “Pocket Material.” If the material is an appendix, list it in the table of contents; if it is a table or figure, list it in the front matter. Use “in pocket” instead of the page number in the table of contents or list of figures or tables.

Photographs and Copyrighted Figures

Photographic illustrations to be used in a dissertation must be either original photographs or high-quality reproductions. Color prints may be used, but it is important to realize that color does not reproduce on microfilm. List and caption photographs as figures unless you wish to have a separate list of photographs or plates.

Permanent mounting. With today's technology, it is preferable to reproduce photographs directly onto the page, but original photographs may be mounted instead. Be sure that all photographs are permanently attached to the page. Use dry-mounting tissue (applied with a warm iron), adhesive sheets, or permanent spray adhesive. Do not use tape, rubber cement, or adhesive corners. Other types of reproduction must be copied directly onto the paper.

Plates. If using photographic plates, have them produced on relatively lightweight stock. You may type or photograph figure numbers, captions, and page numbers on the same page or type them on a separate (facing or non-facing) page. Include them in the pagination even if you cannot place a page number on them.

Photographs and Copyrighted Figures

If including photographs or copyrighted illustrations in a doctoral dissertation, you must secure permission to reproduce them. If you wish to avoid obtaining letters of permission, you may leave the illustrations out of the Ed.D. Program Office copy and file a set with your department.

Copyright, Authorship, and UMI

Copyright is legal protection of intellectual property—which, in this case, is your dissertation. This protection, in accordance with the U.S. Copyright Act of 1976, begins automatically as soon as a work is created. It is up to you to decide if you wish to maintain or register your copyright; DePaul has no requirement that you do either.

Copyright ownership means that you have the exclusive right to print, reprint, copy, sell, and prepare derivative works based on your work. Copyright law protects an author against infringement of these rights. There are, however, limitations on your exclusive right:

1. Others may excerpt portions of your dissertation for scholarly work or research without obtaining your permission, if the borrowing is "fair use" (see "Fair Use Defined" in the following section titled *Materials Copyrighted by Others*). Of course, they must credit you as the source. Anything beyond "fair use" requires your permission.
2. In the case of a doctoral dissertation, UMI has the right to sell copies of the dissertation in and from microfilm or electronic format.
3. DePaul has the right to make single copies of the dissertation for nonprofit purposes.

You may insert a copyright notice on the dissertation title page as shown in the example in this guide. This is not required, but it signals to readers that you acknowledge your legal rights and that you are the copyright owner. You may also choose to register your claim to copyright by filling in the appropriate section of the UMI form and paying the fee or by writing to the Copyright Office, Library of Congress, Washington, DC 20559, and requesting a TX application form. This is a legal formality that makes a public record of your copyright. It is not a requirement, but would be your first step in the event you find it necessary to file a copyright lawsuit. If you have developed a separately marketable item, you may want to complete this procedure.

For more information on copyright ownership, request the publication "Copyright Law and the Doctoral Dissertation: Guidelines to Your Legal Rights and Responsibilities" from UMI (1-800-521-0600, ext. 3871) or consult the U.S. Copyright Office Web site at www.copyright.gov.

Microfilming and UMI. All doctoral dissertations completed at DePaul are microfilmed by UMI Doctoral Dissertation Services (a division of Bell & Howell). DePaul maintains this arrangement because it believes that knowledge should be disseminated to the public rather than restricted.

UMI Doctoral Dissertation Publishing Agreement Form. Every doctoral candidate must sign the UMI Doctoral Dissertation Publishing Agreement Form granting UMI the right to reproduce and distribute the work in and from microfilm or electronic format. This agreement does not interfere with the author's other rights as copyright holder. By signing the form, the author certifies that any copyrighted material used in the dissertation, beyond

brief “fair use” excerpts, is reproduced with the written permission of the copyright owner. This absolves UMI of liability for any damages that could arise from copyright violations.

Materials Copyrighted by Others. You do not need permission to use works in the public domain (works on which a copyright never existed or on which copyright has expired), but you must acknowledge such works. If you use copyrighted works, you must acknowledge the source. If the use does not qualify as “fair use,” you may not include the material without the written permission of the copyright holder.

“Fair Use” defined. Fair use is defined as follows in section 107 of the Copyright Act:

The fair use of a copyrighted work...for purposes such as criticism, comment, news reporting, teaching...and scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is fair use the factors to be considered shall include: (1) the purpose and character of the use, including whether such use is...for non-profit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and (4) the effect of the use upon the potential market for or value of the copyrighted work.

In determining fair use of copyrighted material in doctoral dissertations, UMI looks for notice of previous copyright. If extensive use of copyrighted material is found in your dissertation, UMI will expect to find also a letter from the copyright holder granting permission. If not, UMI will write to you and request such a letter. Unless you obtain permission for UMI to film and sell the material, UMI will delete the material in question when filming copies for sale to the public. Fair use is both a privilege and a source of confusion. For additional information, you may contact the UMI Copyright Unit, 1-800-521-0600, ext. 3887 or visit their Web site at www.proquest.com.

Letter of permission. If your borrowing exceeds fair use, you must secure written permission and submit a copy with your dissertation. When requesting letters of permission, be sure the grantor is aware that the dissertation will be published through UMI's dissertation program. You are solely responsible if you violate the copyright law; neither DePaul nor UMI will be held liable.

Previously Published Work. Work by the dissertation author which is published prior to dissertation submission (or is shortly expected to be published) may be accepted as part of the dissertation, provided the committee approves the work and the published material was written specifically to fulfill dissertation requirements. If you submit previously published copyrighted work and you are not the copyright holder, a letter of permission from the copyright holder must accompany the dissertation.

Classified material. Use caution in dealing with any information that is restricted or cannot be disseminated to the public in your dissertation, because one of the primary intents of the dissertation effort is to communicate the results of dissertation author's research to the scholarly community. In unusual cases involving innovative or patentable material, an arrangement may be made to hold the dissertation in the University Libraries for some time before sending it to UMI. If your dissertation requires this type of special handling, you may direct a request to the Ed.D. Program Office.

Other Requirements and Special Cases

Use of Human Subjects in Research. Any use of human subjects for research purposes must be reviewed and approved by the Institutional Review Board via the Local Review Board of the College of Education. This requirement is part of the University's policy on ethics in research, and permission cannot be granted by dissertation advisers or doctoral committees. It provides legal assurance of the commitment that the University has made to the federal government regarding the protection of human and animal subjects. Violations of the University's policies on these matters are a serious breach of the trust placed in researchers by the scholarly community and society and may result in the imposition of disciplinary sanctions.

Dissertation Not in English. With the approval of the student's department and committee, a dissertation may be written in a language other than English. English translations of the title page and abstract are required and must be placed before corresponding pages in the other language. These are not numbered or counted in the pagination of the dissertation.

Reference Works

Below are several sources that may be consulted for style, grammar, etc. You may also wish to use other manuals or journals in your specific field and/or consult the reference section of the library. Most dissertations in our fields use APA or University of Chicago style. While students may select from these (or other conventional) styles, the student's committee chair should be consulted. (The chair's preference should be followed.)

Style Manuals

The Chicago manual of style (16th ed.). (2010). Chicago, IL: University of Chicago Press.

Modern Language Association. (2008). *The MLA style manual and guide to scholarly publishing* (3rd ed.). New York, NY: Modern Language Association of America.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Turabian, K. L. (2007). *A manual for writers of term papers, theses, and dissertations* (7th ed.). Chicago, IL: University of Chicago Press.

Handbooks of Grammar, Usage, and Writing Style

Glenn, C., & Gray, L. (2009). *The Hodges' Harbrace handbook* (17th ed.). Belmont, CA: Wadsworth Publishing.

Strunk, Jr., W., & White, E. B. (1999). *The elements of style* (4th ed.). New York, NY: Pearson Longman.

APPENDIX A: DISSERTATION & GRADUATION GUIDELINES

Checklist for the Dissertation Process

- Complete the requirements for candidacy (see the *Candidacy* section on pages 30-31).⁵
- Become familiar with the dissertation format requirements on pages 32-43 of this handbook.
- Obtain copies of all required forms, which are available on the web at: education.depaul.edu/CurrentStudents/FormsLibrary.
- Identify a dissertation chair and discuss possible committee members. The chair must be a regular, full-time faculty member in the College of Education. Establish a formal dissertation committee and submit the signed Committee Membership Form to the director of the Ed.D. Program. (Note: the dissertation committee usually, though not always, comprises the same members as the candidacy committee.)
- Prepare a draft of your proposal and submit to the dissertation committee chair. When approved by the chair, distribute the draft to all committee members.
- When directed by the chair, arrange for an oral defense of the proposal. This should be planned with at least four weeks review time for committee members. This event is generally scheduled when all revisions required by the chair have been made. (Contact the Ed.D. Program Assistant for help in reserving a room.)
- Enroll in A&S 849 or CS 849 the quarter the oral defense of the proposal is planned. The grade for this course is entered upon successful defense of the proposal. You should submit the completed A&S/CS 849 Registration Request form to your Academic Advisor the quarter before you wish to be enrolled in the course.
- For research involving human subjects, follow University Guidelines for Submission of proposals to the College of Education Local Review Board (LRB); the LRB reviews applications and submits them to the DePaul University Institutional Review Board (IRB). Guidelines are found at the following address: research.depaul.edu. An approved proposal is required prior to submission of the IRB application to the LRB. No data can be collected until the IRB notifies you of final university approval of the research.
- Upon approval of the proposal and the IRB application, you can begin your research for the dissertation. Be sure to submit to the Ed.D. Program Office a copy of your official letter of approval from the IRB (see the IRB Approval Cover Form in Appendix B).
- In the quarter after you have successfully defended your proposal and passed A&S/CS 849, you should register for A&S 859 or CS 859. You should submit the completed A&S/CS 859 Registration Request form to your Academic Advisor and the Ed.D. Program Office during the quarter before you wish to be enrolled in the course. In subsequent quarters, while you are working on writing your dissertation, you should register each quarter for A&S/CS 700 Student in Good Standing. You must register for this course each quarter in order to remain an active doctoral candidate and to have access to university facilities (i.e. the library).
- After completion of the dissertation manuscript and in consultation with your chair, submit a complete draft to each committee member for review. Generally, allow four weeks for the committee members to review the reader's copy.
- Apply for degree conferral (required) and commencement (optional) by the posted deadlines through Campus Connection under the "For Students" link. (See education.depaul.edu/CurrentStudents/Graduation/index.asp for quarterly deadlines and more information.)

⁵ For those entering Fall 2000 and thereafter, this process includes the writing of a candidacy paper.

- Once your chair has granted approval for moving forward with the defense, schedule the public oral defense of the dissertation as described previously (see the *Dissertation Process* section on pages 32-33). Bring the paperwork for the approval of the dissertation to the oral defense meeting.
- Follow the directions of the committee regarding revisions of the dissertation. Sometimes you will be required to submit revisions to the whole committee, while at others the committee will defer to the chair for final approval.
- Submit your final dissertation (in a Word document) via email to the Ed.D. Program Office for format review as described on page 33. Once the review is completed, you are ready to bind (publish) your dissertation. The College of Education requires you to submit a PDF copy of your final dissertation on a disk to the Ed.D. Program Office. If you desire a hardcopy of your dissertation, contact the Program Office Assistant to guide you through the process. There is a separate per copy binding fee outlined in the Dissertation Binding Request Form.
- Complete the Survey of Earned Doctorates, and UMI Doctoral Dissertation Publishing Agreement forms (available from the Ed.D. Program Office) and return them to the Ed.D. Program Office along with appropriate fees for UMI publishing and binding.
- Be sure to update your contact information on Campus Connection (under demographic data) so that when your personal copies return from the bindery, the Ed.D. Program Office can alert you.

General Dissertation Outline

Generally speaking, the dissertation follows the outline below. For some dissertations, particularly those using qualitative research methods, some of the sections may be slightly different. Please speak with your dissertation chair about his/her preferred outline/structure.

- Title Page*
- Approval (Signature) Sheet*
- Abstract (*page iii*)
- Table of Contents*
- List of Illustrative Material (Figures, Tables, Etc.)
- Acknowledgements (optional)

- Page numbers are in lower case Roman numerals above, and Arabic numerals below. -

- Ch. 1: Introduction* (*Starts on page 1*)
- Ch. 2: Literature Review*
- Ch. 3: Methodology*
- Ch. 4: Results
- Ch. 5: Discussion
- Ch. 6: Conclusion*
- Endnotes*
- Reference list*
- Appendices*
- Vita (optional) (*no page numbers*)

* *These sections will also appear in the proposal; they are generally revised for the dissertation.*

Sample Title Page

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

Commencement and Degree Conferral Checklist

1. DePaul holds one graduation commencement ceremony each year. Students must apply for Spring graduation at the time they apply for degree conferral. Degree Conferral Application dates are set by Student Records.
2. The dissertation defense meeting should be scheduled eight weeks (two months) prior to commencement. (Earlier is recommended.) The dissertation defense is scheduled at the discretion of the chair.
3. Following the defense, the chair of the dissertation committee will forward completed paperwork to the Ed.D. Program Office along with a copy of the Ed.D. Dissertation Abstract.
4. Revisions must be made based on wishes of the dissertation committee. The timeline for completion of revisions should be negotiated with the dissertation chair.
5. All revisions and the final approved dissertation must be submitted to the Ed.D. Program Office by **May 1** for Spring commencement.
6. Each student must submit proof that the dissertation has been sent to the bindery by June 1 for Spring commencement.
7. Having a successfully defended dissertation will enable a student to participate in the commencement ceremony. **However, degree conferral can only occur after the final revised dissertation has been received by the Ed.D. Program Office.**
8. It is encouraged that you complete the "Survey of Earned Doctorates." The survey is sponsored by the National Opinion Research Center. It gathers objective data about doctoral graduates for the benefit of improving graduate education here at DePaul University and beyond. You can obtain a copy of the survey from the Ed.D. Program Office.

Commencement Ceremony

Unless otherwise negotiated with your committee chair, the chair will perform the hooding during the June commencement ceremony.

APPENDIX B: ED.D. PROGRAM FORMS

The following page includes links to the forms that students must submit at appropriate times, as noted below:

Form	When to Submit	Where to Submit*
Request to Change Concentration	Any time you elect to change concentrations within the Ed.D. Program.	Ed.D. Program Office
Dissertation Committee	As soon as you have formed a full committee. (The committee for the candidacy can be the same as the one for the dissertation.)	Ed.D. Program Office
http://education.depaul.edu/downloads/forms/Ed.D Program Forms/Committee Membership.pdf		
Change in Dissertation Committee	Any time your dissertation committee chair or members change.	Ed.D. Program Office
http://education.depaul.edu/downloads/forms/Ed.D Program Forms/Change in Dissertati.pdf		
Approval of Candidacy Standing	When the candidacy paper is successfully defended and approved by your committee.	Academic Advisor (COE Office of Advising) and Ed.D. Program Office
http://education.depaul.edu/downloads/forms/Ed.D Program Forms/Approval of Candidac.pdf		
IRB Approval Cover Sheet	When your IRB application is approved.	Ed.D. Program Office
http://education.depaul.edu/downloads/forms/Ed.D Program Forms/IRB Approval Cover F.pdf		
Supervised Dissertation Proposal Development Course Request (A&S/CS 849)	Before the deadline to add courses for the quarter you expect to defend your dissertation proposal.	Academic Advisor (COE Office of Advising) and Ed.D. Program Office
http://education.depaul.edu/downloads/forms/Ed.D Program Forms/Supervised Dissertat.pdf		
Independent Dissertation Research Course Request (A&S/CS 859)	After you complete A&S/CS 849, and after your IRB application has been approved (if applicable), and after you have successfully defended your dissertation proposal.	Academic Advisor (COE Office of Advising) and Ed.D. Program Office
http://education.depaul.edu/downloads/forms/Ed.D Program Forms/Independent Disserta.pdf		
Student in Good Standing (A&S/CS 700)	When you are not taking regular courses and are working on your dissertation, and also when all other coursework is completed.	Academic Advisor (COE Office of Advising) and Ed.D. Program Office
http://education.depaul.edu/downloads/forms/600 625 700 Registra.pdf		
Dissertation Proposal Approval	When your dissertation proposal has successfully been defended and approved by your committee.	Ed.D. Program Office
http://education.depaul.edu/downloads/forms/Ed.D Program Forms/Dissertation Proposa2.pdf		
Dissertation Approval	When the oral defense of the dissertation has been completed.	Ed.D. Program Office
http://education.depaul.edu/downloads/forms/Ed.D Program Forms/Dissertation Approva.pdf		

* The Ed.D. Program Office is located in COE 212, and the Office of Advising is located in COE 140.

APPENDIX C: GUIDELINES FOR WRITING AN APPEAL

Please address the following questions:

What specific exception are you requesting?

Why you are requesting the exception (what is the problem?)

Provide any background information the committee needs to understand the problem

Describe all the steps you have taken to resolve the problem. Was the exception request considered at the department level? What was the outcome of that decision? (Provide enough information so that those unfamiliar with your situation will have all the relevant information needed to make a decision.)

Provide any additional information needed.

Attach a current copy of your courses and grades printed from Campus Connect.