



College of Education

**Doctoral Program
Educational Leadership**

Student Handbook

2025-2026

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INTRODUCTION

Welcome to the Doctoral Program in Educational Leadership at DePaul University. This handbook contains essential program information including required coursework, course schedules, program strand and admissions information, timelines, degree-planning guidelines, and dissertation and capstone instructions.

The Education Doctoral Program is located within the College of Education Building at 2247 N Halsted St. Chicago, IL, 60614. The Doctoral Program office is on the third floor in Room 319. Please feel free to contact the Doctoral Office with any questions and concerns, and again, welcome to the Doctoral Program.

PROGRAM DESCRIPTION AND PURPOSE

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

The Doctoral Program goals are:

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

DOCTORAL STUDENT DISPOSITIONS

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

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

EDUCATIONAL LEADERSHIP CONCENTRATIONS, DEGREE REQUIREMENTS, LICENSURES & ENDORSEMENTS

The Doctoral Program has a program strand option in **Educational Leadership** with two-degree options: EdD and PhD.

The ***Educational Leadership EdD*** strand has two concentrations: General and Higher Education. In addition, the program offers licensure and endorsement opportunities: Superintendent Endorsement, Teacher Leader Endorsement, and Principal Licensure. The in-person Educational Leadership EdD is no longer accepting applicants to the Catholic concentration, please refer to the *Global Educational Leadership Catholic concentration*.

The ***Educational Leadership PhD*** strand has two concentrations: General and Higher Education. In the PhD Educational Leadership program, endorsements are available for Superintendent Endorsement, Teacher Leader Endorsement, and Principal Licensure. The in-person Educational Leadership PhD is no longer accepting applicants to the Catholic concentration, please refer to the *Global Educational Leadership Catholic concentration*.

The ***fully online Global Educational Leadership PhD and EdD*** strand has three concentrations: General, Global Catholic, and International Baccalaureate.

Students will complete a series of core, research, and concentration courses before beginning work on their capstone or dissertation.

The following sections detail each of the Educational Leadership degrees' descriptions, degree requirements, and admissions instructions.

EDUCATIONAL LEADERSHIP, EdD

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

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

The program's schedule allows students to attend full-time or part-time. Graduates of the program may wish to enter into a new career or strengthen their knowledgebase for their current position. Career options may include leadership positions in PK-12 or related fields in local and state education agencies, faculty positions in higher education, and leaders in educational policy and advocacy in related organizations and institutions.

DePaul has transitioned the EdD degree to have a Capstone while the PhD in Educational Leadership includes a dissertation of original research. The PhD program will require additional research coursework. *If you are interested in transferring from the EdD degree program to the PhD degree program, please see the Intra-Process section of this handbook.*

Concentrations

Educational Leadership General

The Educational Leadership General Concentration provides a rich knowledge base to analyze administrative practices and promote socially just leadership of schools and organizations with an educational purpose, with focuses on PK-12 education or related fields. This program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists.

The program's schedule allows students to attend full-time or part-time. Graduates of the program may wish to enter into a new career or strengthen their knowledgebase for their current position. Career options may include leadership positions in PK-12 or related fields in local and state education agencies, faculty positions in higher education, and leaders in educational policy and advocacy in related organizations and institutions.

Higher Education

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

The program's schedule allows students to attend full-time or part-time. Graduates of the program may wish to enter into a new career or strengthen their knowledgebase for their current position. Career options may include faculty positions in higher education, leadership positions in local and state education agencies, or leaders in educational policy and advocacy in related organizations and institutions.

Licensures and Endorsements Options

Superintendent Endorsement

The Doctoral program's Educational Leadership concentration is an Illinois State Board of Education (ISBE) approved program for the Superintendent endorsement. The Superintendent endorsement requires an additional four quarter hours for the internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement

To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

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.

To be eligible for the Principal Licensure program, students must possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

Degree Requirements

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

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

Core Courses: (6 courses, 24 quarter hours)

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

Research Courses: (5 courses, 20 quarter hours)

The research courses are sequenced and must be taken in the following order:

- SCG 775 FOUNDATIONS OF INQUIRY IN EDUCATIONAL RESEARCH
- SCG 785 FOUNDATIONS OF REVIEWING IN EDUCATIONAL RESEARCH
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I

Choose one subsequent research course from the following list:

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

Elective Requirement: (1 course or 4 quarter hours)

Select one of the following:

Any doctoral course (700 or above) for which the student qualifies.

- SCG 527 GLOBAL ISSUE IN EDUCATION SEMINAR
- SCG 611 PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR
- CS 489 CREATIVITY AND CRITICAL THINKING – VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
- CS 588 INDEPENDENT STUDY IN CURRICULUM STUDIES
- A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
- A&S 598 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
- A&S 688 SERVICE LEARNING FOR HIGHER EDUCATION
- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
- BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE
- BBE 530 LATINOS AND EDUCATION

Other options need to be approved by the Doctoral Program.

Concentration Courses: (5 courses, 20 quarter hours)

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

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Applied Capstone Courses: (2 courses, 8 quarter hours)

- A&S 838 SUPERVISED APPLIED CAPSTONE (EDD) PROPOSAL DEVELOPMENT
- A&S 839 INDEPENDENT APPLIED CAPSTONE (EDD): EDUCATIONAL LEADERSHIP

Licensures and Endorsements Options

Superintendent Endorsement Option: (2 additional courses, 8 quarter hours)

- A&S 824 ADVANCED HUMAN RESOURCES MANAGEMENT
- A&S 834 THE SUPERINTENDENT AS INSTRUCTIONAL LEADER

Superintendent Internship Requirement: (1 additional course, 4 quarter hours)

- A&S 898 SUPERINTENDENT INTERNSHIP SEMINAR – THEORY INTO PRACTICE
- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC I; Fall quarter)
- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC II; Winter quarter)
- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC III; Spring quarter)

Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 76-credit hours for the Ed.D. degree.

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

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING

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

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

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

Note*: Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 80-credit hours for the EdD/PhD. This concentration also offers the option of earning two International Baccalaureate Educator Certifications, the IBEC in Leadership Practice and the IBEC in Leadership Research, delivered through lesson options in the existing courses.

EdD, Higher Education Concentration, Educational Leadership Degree: (20 courses, 76 quarter hours)

Core Courses: (6 courses, 24 quarter hours)

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

Research Courses: (5 courses, 20 quarter hours)

The research courses are sequenced and must be taken in the following order:

- SCG 775 FOUNDATIONS OF INQUIRY IN EDUCATIONAL RESEARCH
- SCG 785 FOUNDATIONS OF REVIEWING IN EDUCATIONAL RESEARCH
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I

Choose one subsequent research course from the following list:

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

Elective Requirement: (1 course or 4 quarter hours)

Select one of the following:

Any doctoral course (700 or above) for which the student qualifies.

- SCG 527 GLOBAL ISSUE IN EDUCATION SEMINAR
- SCG 611 PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR
- CS 489 CREATIVITY AND CRITICAL THINKING – VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
- CS 588 INDEPENDENT STUDY IN CURRICULUM STUDIES
- A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
- A&S 598 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
- A&S 688 SERVICE LEARNING FOR HIGHER EDUCATION
- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
- BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE
- BBE 530 LATINOS AND EDUCATION

Other options need to be approved by the Doctoral Program.

Concentration Courses: (5 courses, 20 quarter hours)

- A&S 802 CONTEMPORARY ISSUES IN HIGHER EDUCATION
- A&S 812 ASSESSMENT, ACCOUNTABILITY AND EVALUATION IN HIGHER EDUCATION
- A&S 822 DIVERSITY AND EQUITY IN HIGHER EDUCATION
- A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
- A&S 872 BUDGETING AND HUMAN RESOURCE MANAGEMENT IN HIGHER EDUCATION
- A&S 882 LAW IN HIGHER EDUCATION

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Applied Capstone Courses: (2 courses, 8 quarter hours)

- A&S 838 SUPERVISED APPLIED CAPSTONE (EDD) PROPOSAL DEVELOPMENT
- A&S 839 INDEPENDENT APPLIED CAPSTONE (EDD): EDUCATIONAL LEADERSHIP

Licensures and Endorsements Options

Superintendent Endorsement Option: (2 additional courses, 8 quarter hours)

- A&S 824 ADVANCED HUMAN RESOURCES MANAGEMENT
- A&S 834 THE SUPERINTENDENT AS INSTRUCTIONAL LEADER

Superintendent Internship Requirement: (1 additional course, 4 quarter hours)

- A&S 898 SUPERINTENDENT INTERNSHIP SEMINAR – THEORY INTO PRACTICE
- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC I; Fall quarter)

- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC II; Winter quarter)
- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC III; Spring quarter)

Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 76-credit hours for the Ed.D. degree.

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

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

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

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

Note*: Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 80-credit hours for the EdD/PhD. This concentration also offers the option of earning two International Baccalaureate Educator Certifications, the IBEC in Leadership Practice and the IBEC in Leadership Research, delivered through lesson options in the existing courses.

EDUCATIONAL LEADERSHIP, PhD

PhD, Educational Leadership Overview: (21 courses or 80 quarter hours)

The Educational Leadership PhD program provides candidates with a research focused terminal degree. The Educational Leadership PhD program offers a general concentration and a higher education concentration.

Since the inception of the program, DePaul's EdD degree has culminated in a comprehensive dissertation of original research although it is designated as an EdD. Typically, the EdD is a practitioner type of degree that culminates in a capstone project. Students who are seeking an academic degree which leads to positions in research or higher education may be better served with a PhD. Therefore, DePaul has added a PhD degree alongside the EdD degree to meet the needs of students seeking either practitioner careers or those seeking academic careers both in K-12 settings as well as in higher education.

DePaul has transitioned the EdD degree to have a Capstone while the PhD in Educational Leadership includes a dissertation of original research. The PhD program will require additional research coursework. *If you are interested in transferring from the PhD degree program to the EdD degree program, please see the Intra-Process section of this handbook.*

Concentrations

Educational Leadership General

The Educational Leadership General Concentration provides a rich knowledge base from which to research and analyze administrative practices and promote socially just leadership of schools and organizations with an educational purpose, with focuses on PK-12 education or related fields. This program is uniquely designed to link theory with practice and is not based on traditional assumptions about the relationships of theory with practice or on conventional notions about the status of practitioners and theorists.

The program's schedule allows students to attend full-time or part-time. Graduates of the program may wish to enter into a new career or strengthen their knowledgebase for their current position.

Career options may include leadership positions in PK-12 or related fields in local and state education agencies, faculty positions in higher education, and leaders in educational policy and advocacy in related organizations and institutions.

Higher Education

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

The program's schedule allows students to attend full-time or part-time. Graduates of the program may wish to enter into a new career or strengthen their knowledgebase for their current position. Career options may include faculty positions in higher education, leadership positions in local and state education agencies, or leaders in educational policy and advocacy in related organizations and institutions.

Licensures and Endorsements

Superintendent Endorsement Option

The Doctoral program's Educational Leadership concentration is an Illinois State Board of Education (ISBE) approved program for the Superintendent endorsement. The Superintendent endorsement requires an additional four quarter hours for the internship course. ISBE states the following guidelines: Individuals seeking the Superintendent endorsement must possess:

- a master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement Option

To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

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.

To be eligible for the Principal Licensure program, students must possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license.
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

Degree Requirements

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

PhD, General Concentration, Educational Leadership: (21 courses or 80 quarter hours)

Core Courses: (6 courses, 24 quarter hours)

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

Research Courses: (6 courses, 24 quarter hours)

The research courses are sequenced and must be taken in the following order:

- SCG 775 FOUNDATIONS OF INQUIRY IN EDUCATIONAL RESEARCH
- SCG 785 FOUNDATIONS OF REVIEWING IN EDUCATIONAL RESEARCH
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
- SCG 755 QUANTITATIVE RESEARCH METHODS II
- SCG 765 QUALITATIVE RESEARCH METHODS II

Elective Requirement: (1 course or 4 quarter hours)

Select one of the following:

Any doctoral course (700 or above) for which the student qualifies.

- SCG 527 GLOBAL ISSUE IN EDUCATION SEMINAR
- SCG 611 PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR
- CS 489 CREATIVITY AND CRITICAL THINKING – VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
- CS 588 INDEPENDENT STUDY IN CURRICULUM STUDIES
- A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
- A&S 598 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
- A&S 688 SERVICE LEARNING FOR HIGHER EDUCATION
- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
- BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE
- BBE 530 LATINOS AND EDUCATION

Other options need to be approved by the Doctoral Program.

Concentration Courses: (5 courses, 20 quarter hours)

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

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Dissertation Courses: (2 courses, 8 quarter hours)

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

Licensures and Endorsements Options

Superintendent Endorsement Option: (2 additional courses, 8 quarter hours)

- A&S 824 ADVANCED HUMAN RESOURCES MANAGEMENT
- A&S 834 THE SUPERINTENDENT AS INSTRUCTIONAL LEADER

Superintendent Internship Requirement: (1 additional course, 4 quarter hours)

- A&S 898 SUPERINTENDENT INTERNSHIP SEMINAR – THEORY INTO PRACTICE
- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC I; Fall quarter)
- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC II; Winter quarter)
- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC III; Spring quarter)

Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 76-credit hours for the Ed.D. degree.

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

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS

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

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

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

Note*: Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 80-credit hours for the EdD/PhD. This concentration also offers the option of earning two International Baccalaureate Educator Certifications, the IBEC in Leadership Practice and the IBEC in Leadership Research, delivered through lesson options in the existing courses.

PhD, Higher Education Concentration, Educational Leadership: (21 courses or 80 quarter hours)

Core Courses: (5 courses, 20 quarter hours)

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

Research Courses: (6 courses, 24 quarter hours)

The research courses are sequenced and must be taken in the following order:

- SCG 775 FOUNDATIONS OF INQUIRY IN EDUCATIONAL RESEARCH
- SCG 785 FOUNDATIONS OF REVIEWING IN EDUCATIONAL RESEARCH
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I

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

Elective Requirement: (1 course or 4 quarter hours)

Select one of the following:

Any doctoral course (700 or above) for which the student qualifies.

- SCG 527 GLOBAL ISSUE IN EDUCATION SEMINAR
- SCG 611 PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR
- CS 489 CREATIVITY AND CRITICAL THINKING – VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
- CS 588 INDEPENDENT STUDY IN CURRICULUM STUDIES
- A&S 595 WORKSHOP IN EDUCATIONAL LEADERSHIP
- A&S 598 INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP
- A&S 688 SERVICE LEARNING FOR HIGHER EDUCATION
- BBE 404 LANGUAGE, LITERACY AND CULTURE
- BBE 466 FIRST AND SECOND LANGUAGE ACQUISITION
- BBE 406 SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION
- BBE 510 SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE
- BBE 526 THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE
- BBE 530 LATINOS AND EDUCATION

Other options need to be approved by the Doctoral Program.

Concentration Courses: (6 courses, 24 quarter hours)

- A&S 802 CONTEMPORARY ISSUES IN HIGHER EDUCATION
- A&S 812 ASSESSMENT, ACCOUNTABILITY AND EVALUATION IN HIGHER EDUCATION
- A&S 822 DIVERSITY AND EQUITY IN HIGHER EDUCATION
- A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
- A&S 872 BUDGETING AND HUMAN RESOURCE MANAGEMENT IN HIGHER EDUCATION
- A&S 882 LAW IN HIGHER EDUCATION

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Dissertation Courses: (2 courses, 8 quarter hours)

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

Licensures and Endorsements Options

Superintendent Endorsement Option: (2 additional courses, 8 quarter hours)

- A&S 824 ADVANCED HUMAN RESOURCES MANAGEMENT
- A&S 834 THE SUPERINTENDENT AS INSTRUCTIONAL LEADER

Superintendent Internship Requirement: (1 additional course, 4 quarter hours)

- A&S 898 SUPERINTENDENT INTERNSHIP SEMINAR – THEORY INTO PRACTICE
- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC I; Fall quarter)
- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC II; Winter quarter)

- A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC III; Spring quarter)

Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 80-credit hours for the PhD degree.

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

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

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

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

Note*: Students interested in the Superintendent Endorsement must complete the Superintendent Internship. This course is completed in addition to the required 80-credit hours for the EdD/PhD. This concentration also offers the option of earning two International Baccalaureate Educator Certifications, the IBEC in Leadership Practice and the IBEC in Leadership Research, delivered through lesson options in the existing courses.

PHD IN GLOBAL EDUCATIONAL LEADERSHIP ONLINE

PhD, Global Education Leadership Online Overview: (21 courses or 80 quarter hours)

The Doctor of Philosophy of Education (PhD) in Global Educational Leadership is a **fully online** doctoral program that engages educators in examining global leadership and global education from social justice and critical democracy perspectives. Students engage in rigorous inquiry and analysis of the globalization of policy, pedagogy, and practice in different contexts. The Global Educational Leadership PhD terminates in a comprehensive dissertation of original research.

The Doctor of Philosophy (PhD) in Global Educational leadership consists of three concentrations: General, International Baccalaureate (IB) Leadership Practices, and Global Catholic Educational Leadership. These three concentrations support candidates working in a variety of environments. The Standard Concentration provides candidates preparation to engage in leadership positions within any educational context. The IB concentration offers candidates the opportunity to earn the International Baccalaureate Leadership Practices Education Certificate from the International Baccalaureate Organization along with the PhD degree. Candidates in this program are then equipped to lead IB schools or organizations. Candidates in the Global Catholic concentration are equipped to lead within Catholic organizations across the globe.

The program's schedule allows students to attend full-time or part-time. Graduates of the program may wish to enter into a new career or strengthen their knowledge base for their current position. Career options may include leadership positions in PK-12 or related fields in education agencies, faculty positions in higher education, leaders in Catholic educational organizations, International Baccalaureate organizations, or other educational institutions.

Concentrations

General

The Global Educational Leadership Standard concentration provides theoretical and practical knowledge in global education leadership, informed by theory and the experience of successful school leaders. This program engages students in rigorous study of practices of leadership within educational or other cultural organizations that have an international dimension as students work toward a dissertation of original research.

International Baccalaureate Leadership Practices

The Global Educational Leadership International Baccalaureate concentration provides a focus on leadership within the context of International Baccalaureate schools as students work toward a dissertation of original research. This program of study includes coursework meeting the requirements of IB leadership practices from the International Baccalaureate Organization (IBO).

Global Catholic Educational Leadership

The Global Catholic Educational Leadership concentration provides students a focus on the Catholic context of global educational leadership as they work toward a dissertation of original research. Candidates in the Global Catholic Leadership concentration will be prepared for leadership in Catholic educational institutions at all levels, grounded in the philosophy and theology of Catholic education and the research needed to be an agent of transformation in a Catholic educational setting.

Degree Requirements

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

PhD, General Concentration, Global Educational Leadership Degree: (21 courses, 80 quarter hours)

Core Courses: (6 courses, 24 quarter hours)

- A&S 843 THE POLITICS OF SCHOOLING
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- BBE 699 LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS
- SCG 627 GLOBAL ISSUES IN EDUCATION SEMINAR
- CS 694 CURRICULUM 2.0: CURRICULUM FOR LEARNING IN GLOBAL NETWORKS
- SCG 711 CULTURE, POWER, AND EDUCATION

Research Courses: (7 courses, 28 quarter hours)

The research courses are sequenced and must be taken in the following order:

- SCG 775 FOUNDATIONS OF INQUIRY IN EDUCATIONAL RESEARCH
- SCG 785 FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
- SCG 755 QUANTITATIVE RESEARCH METHODS II
- SCG 765 QUALITATIVE RESEARCH METHODS II
- A&S 705 THE DISSERTATION SEMINAR

Elective Requirement (1 course or 4 quarter hours)

Select one of the following:

Any doctoral course (700 or above) for which the student qualifies.

- CS 489 CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
- CS 588 INDEPENDENT STUDY IN CURRICULUM STUDIES
- VCE 510 TSUNESABURO MAKIGUCHI'S EDUCATIONAL PHILOSOPHY AND PRACTICE
- VCE 511 TSUNESABURO MAKIGUCHI'S EDUCATIONAL PHILOSOPHY AND PRACTICE
- VCE 520 JOSEI TODA'S EDUCATIONAL PHILOSOPHY AND PRACTICE
- VCE 531 DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE (1) MAJOR EDUCATION WRITINGS
- VCE 532 DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE (2) DIALOGUES
- VCE 533 DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE PEACE PROPOSALS
- VCE 540 THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION
- VCE 550 EDUCATION FOR GLOBAL CITIZENSHIP
- VCE 560 DIALOGUE AND EDUCATION

- VCE 570 IKEDA/SOKA STUDIES IN EDUCATION
- VCE 580 PRACTICAL APPLICATION OF VALUE-CREATING EDUCATION (LOCAL AND GLOBAL CONTEXTS)

Other options need to be approved by the Doctoral Program.

Concentration Courses: (4 courses, 16 quarter hours)

- CS 784 CURRICULUM AND PROGRAM DESIGN
- A&S 801 LEADERSHIP THEORY & PRACTICE
- A&S 696 WORKSHOP IN EDUCATIONAL LEADERSHIP

Select one from the following list:

- A&S 688 SERVICE LEARNING FOR HIGHER EDUCATION
- A&S 695 WORKSHOP IN EDUCATIONAL LEARNING

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Dissertation Courses: (2 courses, 8 quarter hours)

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

PhD, International Baccalaureate Concentration, Global Educational Leadership Degree: (21 courses, 80 quarter hours)

Core Courses: (6 courses, 24 quarter hours)

- A&S 843 THE POLITICS OF SCHOOLING
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- BBE 699 LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS
- SCG 627 GLOBAL ISSUES IN EDUCATION SEMINAR
- CS 694 CURRICULUM 2.0: CURRICULUM FOR LEARNING IN GLOBAL NETWORKS
- SCG 711 CULTURE, POWER, AND EDUCATION

Research Courses: (7 courses, 28 quarter hours)

The research courses are sequenced and must be taken in the following order:

- SCG 775 FOUNDATIONS OF INQUIRY IN EDUCATIONAL RESEARCH
- SCG 785 FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
- SCG 755 QUANTITATIVE RESEARCH METHODS II
- SCG 765 QUALITATIVE RESEARCH METHODS II
- A&S 705 THE DISSERTATION SEMINAR

Elective Requirement (1 course or 4 quarter hours)

Select one of the following:

Any doctoral course (700 or above) for which the student qualifies.

- CS 489 CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
- CS 588 INDEPENDENT STUDY IN CURRICULUM STUDIES
- VCE 510 TSUNESABURO MAKIGUCHI'S EDUCATIONAL PHILOSOPHY AND PRACTICE
- VCE 511 TSUNESABURO MAKIGUCHI'S EDUCATIONAL PHILOSOPHY AND PRACTICE
- VCE 520 JOSEI TODA'S EDUCATIONAL PHILOSOPHY AND PRACTICE
- VCE 531 DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE (1) MAJOR EDUCATION WRITINGS
- VCE 532 DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE (2) DIALOGUES
- VCE 533 DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE PEACE PROPOSALS
- VCE 540 THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION
- VCE 550 EDUCATION FOR GLOBAL CITIZENSHIP
- VCE 560 DIALOGUE AND EDUCATION
- VCE 570 IKEDA/SOKA STUDIES IN EDUCATION
- VCE 580 PRACTICAL APPLICATION OF VALUE-CREATING EDUCATION (LOCAL AND GLOBAL CONTEXTS)

Other options need to be approved by the Doctoral Program.

Concentration Courses: (4 courses, 16 quarter hours)

- A&S 672 INTERNATIONAL BACCALAUREATE LEADERSHIP IN SCHOOLS
- CS 785 CURRICULUM AND PROGRAM DESIGN IN INTERNATIONAL BACCALAUREATE
- A&S 804 INTERNATIONAL BACCALAUREATE LEADERSHIP THEORY AND PRACTICE
- THE HISTORY, PHILOSOPHY OF INTERNATIONAL BACCALAUREATE EDUCATION

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Dissertation Courses: (2 courses, 8 quarter hours)

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

PhD, Global Catholic Educational Leadership Concentration, Global Educational Leadership Degree: (21 courses, 80 quarter hours)

Core Courses: (6 courses, 24 quarter hours)

- A&S 843 THE POLITICS OF SCHOOLING
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- BBE 699 LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS
- SCG 627 GLOBAL ISSUES IN EDUCATION SEMINAR

- CS 694 CURRICULUM 2.0: CURRICULUM FOR LEARNING IN GLOBAL NETWORKS
- SCG 711 CULTURE, POWER, AND EDUCATION

Research Courses: (7 courses, 28 quarter hours)

The research courses are sequenced and must be taken in the following order:

- SCG 775 FOUNDATIONS OF INQUIRY IN EDUCATIONAL RESEARCH
- SCG 785 FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
- SCG 755 QUANTITATIVE RESEARCH METHODS II
- SCG 765 QUALITATIVE RESEARCH METHODS II
- A&S 705 THE DISSERTATION SEMINAR

Elective Requirement (1 course or 4 quarter hours)

Select one of the following:

Any doctoral course (700 or above) for which the student qualifies.

- CS 489 CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA
- CS 588 INDEPENDENT STUDY IN CURRICULUM STUDIES
- VCE 510 TSUNESABURO MAKIGUCHI'S EDUCATIONAL PHILOSOPHY AND PRACTICE
- VCE 511 TSUNESABURO MAKIGUCHI'S EDUCATIONAL PHILOSOPHY AND PRACTICE
- VCE 520 JOSEI TODA'S EDUCATIONAL PHILOSOPHY AND PRACTICE
- VCE 531 DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE (1) MAJOR EDUCATION WRITINGS
- VCE 532 DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE (2) DIALOGUES
- VCE 533 DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE PEACE PROPOSALS
- VCE 540 THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION
- VCE 550 EDUCATION FOR GLOBAL CITIZENSHIP
- VCE 560 DIALOGUE AND EDUCATION
- VCE 570 IKEDA/SOKA STUDIES IN EDUCATION
- VCE 580 PRACTICAL APPLICATION OF VALUE-CREATING EDUCATION (LOCAL AND GLOBAL CONTEXTS)

Other options need to be approved by the Doctoral Program.

Concentration Courses: (4 courses, 16 quarter hours)

- A&S 671 SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS
- CS 786 CURRICULUM AND PROGRAM DESIGN IN CATHOLIC SCHOOLS
- A&S 805 CATHOLIC LEADERSHIP THEORY AND PRACTICE

- A&S 670 HISTORICAL, PHILOSOPHICAL AND THEOLOGICAL FOUNDATIONS OF CATHOLIC EDUCATION

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Dissertation Courses: (2 courses, 8 quarter hours)

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

INTRA-PROCESS TO CHANGE EDD/PHD DEGREE TRACK

Students who are interested in changing their degree track from the EdD to PhD or vice versa within their current concentration, or are interested in changing their degree track between programs within the COE will need to reapply through the Application Portal here: [Request to Change Doctoral Program](#). Requests to change concentration will be routed to Program Directors for current and new programs when applicable. Students should expect to receive email confirmation of the submission. Once faculty provide their approval, the student will be alerted to an update to their application.

Students are required to use your application portal credentials to access the form, not their campus connect credentials. If a student was admitted to the doctoral program before July 2017, they will need to contact the Office of Graduate Admissions and Recruitment at GradDePaul@depaul.edu.

DOCTORAL POLICIES

Student in Good Standing

Upon completing all required courses in their degree program, students are enrolled in a Good Standing course each quarter. This is not the same as an official leave of absence. Instead, this non-credit, ungraded registration allows students to maintain active status, avoid discontinuation, retain access to all DePaul facilities (including the library), continue working on their dissertation or capstone, and defer loan payments until graduation.

Once per year, students who have completed their coursework must submit a **Good Standing Acknowledgment form**, approved by their Dissertation or Capstone chair, in order to maintain program status. Based on the form, students are then automatically enrolled in the **Good Standing course (A&S 700)** for each quarter within the designated academic year.

Students are charged a \$75 fee per quarter while enrolled in Good Standing. This fee appears as a tuition charge in Campus Connect. The student's Dissertation/Capstone chair must sign the Good Standing Annual Acknowledgment form. Students without a chair may request authorization from their degree program director.

Forms can be found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

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 (Good Standing) or may request a leave of absence through Campus Connect 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.

Doctoral 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 their graduate program, the student must also submit an extension request to continue progress toward a degree. Please visit the link below for instructions for readmissions or contact the College of Education Graduate Admissions Office at (773) 325-4405.

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

Extension

Students have 10 years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the 10-year clock.) For example, a student who begins in Fall 2010 must complete the program by Spring 2020. For students approaching this time limit, an **Application for Extension** must be submitted to the Doctoral Program Office. **Forms can be found on the COE's Form Library website:** <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx> 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 their request, and a letter of support from their dissertation/capstone chair. Completing this process does not guarantee an extension will be granted.

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 their 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 should consult their adviser regarding the grade challenge process and refer to DePaul University's official grade challenge policy here:

<https://catalog.depaul.edu/student-handbooks/undergraduate/undergraduate-academic-policies/challenges-to-grades/>

Course Transfer Policy

PhD/EdD students can request academic credit earned at another institution to fulfill degree requirements. A maximum of two courses (8 credit hrs.) can be requested for transfer, except in special cases with approval by a students' degree program director. Students should work with their degree program director to determine whether transferable courses are appropriate substitutes for any degree requirements. Courses counted towards previously completed degrees cannot be used to fulfill PhD/EdD degree requirements. In order to submit a course transfer request, students should fill out the [Transfer and Substitution Request form](#) and submit their rationale, official transcripts, and the course syllabus from the course being transferred. Requests will need approval from the students' degree program director and confirmed by the doctoral program academic advisor.

ADVISING

Throughout the doctoral program, students will consult with faculty advisors and an academic advisor.

Initial Faculty Advisors

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

Academic Advisors

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

Dissertation Chair/Capstone Chair

The dissertation chair or capstone chair takes the place of the initial faculty advisor; the same faculty member can serve as both. *See section on the Dissertation/Capstone Committee. For detailed descriptions of these courses, see Appendix D*

SUGGESTED COURSE SEQUENCE FOR EDD AND PHD

The suggested course plan for students entering their first year in Fall 2025 and after 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 a year and some once every other year. For that reason, careful planning is important. Please be advised that this does not guarantee that course offerings will be identical to those listed here. Please be sure to reference the correct program, concentration, and start year (Even academic year, ex. 2024-25, vs. Odd academic year, ex. 2025-26.) If you run into any issues or have questions, please contact Michael Boland, Doctoral program assistant, at mboland7@depaul.edu.

PhD and EdD in Education Leadership General

EL General concentration (Even academic year start, e.g., 2024-25)

	Fall	Winter	Spring
First Year	SCG 711	CS 704	SCG 775
	A&S 801*	A&S 811*	CS 751
Second Year	SCG 785	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 803*	A&S 883*	A&S 843*
Third Year	A&S 823*	SCG 735 <u>Or</u> SCG 745	SCG 701
	Elective	A&S 873*	None (EdD) <u>Or</u> SCG 755/765 (PhD)

EL General concentration (Odd year start, e.g., 2025-26)

	Fall	Winter	Spring
First Year	SCG 711 A&S 801*	CS 704 A&S 811*	SCG 775 CS 751
Second year	A&S 823* Elective	SCG 735 <u>Or</u> SCG 745 A&S 873*	SCG 701 None (EdD) <u>Or</u> SCG 755/765 (PhD)
Third Year	SCG 785 A&S 803*	SCG 735 <u>Or</u> SCG 745 A&S 883*	SCG 755 <u>Or</u> SCG 765 A&S 843*

* Also counts toward superintendent licensure

Note: Many doctoral courses are only offered once per year, and some courses are offered more infrequently. For this reason, it is essential to make advising appointments each quarter to ensure that your degree plan is not delayed.

Note: Off-site cohorts follow a predetermined schedule that may not reflect the schedule above.

PhD and EdD in Education Leadership High Education

EL Higher Education concentration (Even academic year start, e.g., 2024-25)

	Fall	Winter	Spring
First Year	SCG 711	CS 704	SCG 775
	A&S 801	A&S 812	CS 751
Second Year	SCG 785	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 802	A&S 882	A&S 822
Third Year	A&S 823	SCG 735 <u>Or</u> SCG 745	SCG 701
	Elective	A&S 872	None (EdD) <u>Or</u> SCG 755/765 (PhD)

EL Higher Education concentration (Odd academic year start, e.g., 2025-26)

	Fall	Winter	Spring
First Year	SCG 711	CS 704	SCG 775
	A&S 801	A&S 812	CS 751
Second year	A&S 823	SCG 735 <u>Or</u> SCG 745	SCG 701
	SCG 785	A&S 872	None (EdD) <u>Or</u> SCG 755/765 (PhD)
Third Year	A&S 802	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	Elective	A&S 882	A&S 822

Note: Many doctoral courses are only offered once per year, and some courses are offered more infrequently. For this reason, it is essential to make advising appointments each quarter to ensure that your degree plan is not delayed.

Note: Off-site cohorts follow a predetermined schedule that may not reflect the schedule above.

Global Educational Leadership (PhD and EdD)

GEL General concentration (Even academic year start, e.g., 2024-25)

	Fall	Winter	Spring
First Year	SCG 711	A&S 688	SCG 775
	A&S 801	Elective	CS 751
Second Year	SCG 785	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 705	CS 694	A&S 843
Third Year	SCG 627	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 696	CS 784	BBE 699

GEL General concentration (Odd academic year start, e.g., 2025-26)

	Fall	Winter	Spring
First Year	SCG 711	A&S 688	SCG 775
	A&S 801	Elective	CS 751
Second Year	SCG 785	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 696	CS 784	BBE 699
Third Year	SCG 627	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 705	CS 694	A&S 843

GEL IB Concentration (Even academic year start, e.g., 2024-25)

	Fall	Winter	Spring
First Year	SCG 711	A&S 672	SCG 775
	A&S 804	Elective	CS 751
Second Year	SCG 785	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 705	CS 694	A&S 843
Third Year	SCG 627	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 673		

		CS 785	BBE 699
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GEL IB Concentration (Odd academic year start, e.g., 2025-26)

	Fall	Winter	Spring
First Year	SCG 711	A&S 672	SCG 775
	A&S 804	Elective	CS 751
Second Year	SCG 627	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 673	CS 785	BBE 699
Third Year	SCG 785	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 705	CS 694	A&S 843

GEL Catholic concentration (Even academic year start, e.g., 2024-25)

	Fall	Winter	Spring
First Year	SCG 711	A&S 671	SCG 775
	A&S 805	Elective	CS 751
Second Year	SCG 785	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 705	CS 694	A&S 843
Third Year	SCG 627	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 670	CS 786	BBE 699

GEL Catholic concentration (Odd academic year start, e.g., 2025-26)

	Fall	Winter	Spring
First Year	SCG 711	A&S 671	SCG 775
	A&S 805	Elective	CS 751
Second Year	SCG 627	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 670		

		CS 786	BBE 699
Third Year	SCG 785	SCG 735 <u>Or</u> SCG 745	SCG 755 <u>Or</u> SCG 765
	A&S 705	CS 694	A&S 843

Note: Many doctoral courses are only offered once per year, and some courses are offered more infrequently. For this reason, it is essential to make advising appointments each quarter to ensure that your degree plan is not delayed.

Note: Off-site cohorts follow a predetermined schedule that may not reflect the schedule above.

PROGRAM STEPS & MILESTONES

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

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

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

Suggested Program Sequence for all COE Doctoral Programs

		Important Steps	Course Registrations
Coursework: Core, Research, Concentration, and Elective Classes	Year 1	Make appointments to meet with academic advisor and faculty advisor	Complete required courses based on Degree Progress Report in Campus Connect
	Year 2		
	Year 3	Identify dissertation/capstone chair and committee member(s)	
Writing	Years 4-5+	1. Defend Candidacy Paper 2. Defend Dissertation Proposal 3. Submit IRB Application 4. Complete Research 5. Write Dissertation	~ Register for A&S/CS/VCE 706 Candidacy Course (non credit) in the quarter you plan to defend your Candidacy Paper. ~ Register for A&S/CS/VCE 838/849 Proposal Development Course in the quarter you plan to defend your Proposal. ~ Register for A&S/CS/VCE 700 Good Standing each quarter you aren't enrolled in a dissertation/capstone course to remain active
Completion	Defense	1. Schedule Defense once approved by chair 2. Defend Dissertation/ Capstone before Spring quarter begins	~ Register for A&S/CS/VCE 839/859 Independent Dissertation/Capstone Research in the quarter you plan to defend your final paper
	Revision and Publication	1. Reach out to Doctoral Program Office for format review after defending dissertation/capstone 2. Work with Doctoral Program Assistant to mark the Publication Milestone in Campus Connect	
	Graduation Process	1. Register for degree conferral by quarterly dates on DePaul Website. Note: Degree conferral requires a grade for A&S/CS/VCE 839/859, which is not recorded until AFTER revisions are submitted 2. Submit application for yearly graduation ceremony by annual deadline. You MUST have defended and completed the publication milestone to participate in graduation	

*Registration for all Dissertation/Capstone process courses require approval from your chair and a signed form to be submitted to the Doctoral Program Office

*Students are recommended to complete steps prior to the listed deadlines, due to the high volume of dissertations/capstones submitted prior to graduation

Suggested Timeline for Post-Coursework Dissertation/Capstone Process

	Create your seven-quarter long Completion Timeline (e.g. Summer '25, Autumn '25, Winter '26, Spring '26, Summer '26, Autumn '26, and Winter '26 for those just beginning the capstone/dissertation phase).
	The seven-quarter timeline is ambitious but possible. Many people take longer than this to complete the dissertation/capstone process and add additional quarters.
Summer '25 6/17-8/22	1) Draft: Candidacy Paper (you should have your committee formed at this point) 2) Upon approval of chair, register for your Candidacy 706 course for Autumn (<u>course approval form</u>)
Autumn '25 9/10-11/25	<i>Enrolled in Candidacy 706 course</i> 3) Schedule Candidacy defense with committee and defend Candidacy Paper (<u>candidacy approval form</u>) 4) You will be spending the majority of this quarter drafting your Proposal
Winter '26 1/3-3/20	5) Finish drafting your final Proposal 6) Upon approval of chair, register for your Proposal course for Spring (849 for Dissertation, 838 for Capstone) (your Proposal must be basically done and you are ready to defend your Proposal in Spring) (<u>Dissertation 849 course approval form</u>) (<u>Capstone 838 course approval form</u>) 7) Start your <u>IRB</u> application – you will submit this AFTER you defend your Proposal next quarter.
Spring '26 3/28-6/12	<i>Enrolled in Proposal course (838 for Capstone, 849 for Dissertation)</i> 8) Schedule Proposal defense with committee and defend Proposal Paper (<u>dissertation proposal approval form</u>, <u>capstone proposal approval form</u>) 9) Submit your research Proposal for <u>review by the IRB</u> – you need to be ready to collect your data next quarter.
Summer '26 6/15-8/21	10) Start collecting your data after receiving IRB approval 11) Draft your Results/Findings and Discussion sections for your Dissertation/Capstone

Autumn '26 9/9-11/24	12) Finish drafting your final Dissertation/Capstone 13) Upon approval of chair, register for your Independent Research course for Autumn (your Dissertation/Capstone must be basically done and you are ready to defend your final paper next quarter) (859 for Dissertation, 839 for Capstone) (<u>dissertation 859 course approval form</u>, <u>capstone 839 course approval form</u>) 14) If you plan on defending at the beginning of next quarter, apply for graduation, conferral application deadlines are: <table><tr><td>Autumn</td><td>Quarter</td><td>-</td><td>Oct.</td><td>1</td></tr><tr><td>Winter</td><td>Quarter</td><td>-</td><td>Jan.</td><td>15</td></tr><tr><td>Spring</td><td>Quarter</td><td>-</td><td>Feb.</td><td>1</td></tr></table> Summer Quarter - July 15	Autumn	Quarter	-	Oct.	1	Winter	Quarter	-	Jan.	15	Spring	Quarter	-	Feb.	1
Autumn	Quarter	-	Oct.	1												
Winter	Quarter	-	Jan.	15												
Spring	Quarter	-	Feb.	1												
Winter '27 1/7-3/20	<i>Enrolled in Independent Research course (859 for Dissertation, 839 for Capstone)</i> 15) Schedule defense with committee and defend BEFORE last day to defend deadline (May 1) and inform the Doctoral Office Assistant Michael Boland of the date 16) Submit the <u>dissertation approval form</u> or <u>the capstone approval form</u> 17) Submit your final dissertation/capstone to the doctoral office for review ASAP 18) Submit reviewed dissertation to ProQuest for publication by 6/1 19) Graduate!															
Keep in mind, while you are drafting each portion, you need to be communicating that you intend on defending this portion in the following quarter to your Chair. This makes obtaining approval to enroll in the relevant class for next quarter more efficient, e.g. if you are drafting your Candidacy paper over the summer, your chair knows you plan on defending your Candidacy in Autumn and is much more likely to sign off on Candidacy course approval for Autumn. You can also be ready with the Candidacy 706 course approval form and your final Candidacy draft at the end of the summer and can send them to your chair so you can register for Candidacy 706 in Autumn without as much back and forth or confusion from your chair.																

*To view information comparing the capstone and dissertation, please see Appendix F.

EDD CAPSTONE PROJECT

Overview

A number of EdD programs across the United States provide students the option to work on program evaluations, policy analyses, combined program design and evaluation projects, studies of existing interventions or best practice models, or related applied programmatic research instead of traditional dissertations that require original scholarly research presented in the five-chapter model typical of much social science research. The doctoral capstone project requires rigorous research, but focuses more on the application of research to an implementable education solution. Examples of doctoral capstone projects may include but are not limited to proposed curriculum plans, education technology solutions for the classroom, community education initiatives, or a proposed teacher-training plan. Below is a more detailed description of EdD doctoral capstone project, outline, and steps.

The doctoral capstone project requires intensive research and writing. However, capstone projects differ from dissertations in that they do not follow the traditional chapter format of the dissertation, and can take multiple forms—for example, an expansive new curriculum, a comprehensive professional development plan, an in-depth policy analysis with recommendation, a program evaluation, or an in-depth research paper on solutions to a particular issue in the field of curriculum studies. Both the dissertation and the doctoral capstone result in the completion of important, original, and impactful work, but the emphasis of each is different. Unlike the dissertation that focuses more on innovative research that furthers understanding of a particular problem in education, capstone projects are more practitioner oriented and focus more on developing an implementable solution to an existing problem in education. Therefore, this project is an opportunity to pursue a project of personal professional interest with applicability to one's practice.

EdD Coursework

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

Once students have finished their coursework, they must sign up for the **A&S 700 Student in Good Standing** course in order to continue to have access to DePaul University resources while they are working on their capstone post-coursework. **An annual acknowledgement form** by the student (and subsequent automatic quarterly enrollment from the academic advisor) for this course is contingent on approval from the capstone committee chair, and enrolled students must be making noticeable progress towards the completion of their capstone. The student should have the corresponding form signed by their capstone chair and then submit it to the Doctoral Office.

The Student in Good Standing Course Registration Form, is available found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

Capstone Committee

Students work with the Capstone Committee chair for the candidacy paper, capstone proposal and capstone project. A student's Capstone Committee Chair will set all expectations regarding content, style and format. The Capstone chair will work with the student to determine defense timelines and milestones. Students typically follow these steps to assemble their committee in the second year of the program.

1. **Identify a faculty member to serve as the Capstone Committee chair.** Students are encouraged to review the COE faculty web pages to find faculty members with similar research interests. The [Doctoral Program student D2L page](#) has a "Faculty Interest" section for students to browse. They may also request help from their initial faculty advisor. The Capstone Committee chair supervises the development of the student's candidacy paper, capstone proposal and the capstone project. (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

Capstone Committee chair must be a COE full-time faculty. *See Appendix E for guidelines for securing a Chair.*

2. **Select one additional member for the Capstone Committee.** The additional Capstone Committee member of the committee should be a faculty from the COE but can be from another college at DePaul or from an institution other than DePaul. Students have the option of selecting a third faculty member to serve on the Capstone Committee but must get approval from their Capstone Committee chair. All members serving on Capstone Committees must possess a terminal degree in their field. The Doctoral Committee must approve any exceptions to this policy.
3. Submit the Applied Capstone Committee Chair from the Doctoral Program Office on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>. Once the Capstone Committee chair has been selected, students must obtain the signature of the Capstone Committee chair on the Applied Capstone Chair form and submit it to the Doctoral Program Office.

For any exceptions to the processes and policies related to the program, students should consult with their Capstone Committee chair. If a student's Capstone Committee chair changes, the student must submit a **Change in Capstone Committee Chair Form** to the Doctoral Program Office.

Forms can be found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

Candidacy and Defense

After completing a minimum of 48 credit hours and at least three research courses (SCG 775, 785, and either 735 or 745), students may apply for candidacy. Students can defend their candidacy paper after completing their second year of coursework or once the minimum credit hours are complete. However, the enrollment in the **Candidacy Course A&S 706** must occur in the quarter in which the student plans to defend their candidacy paper. To apply for candidacy students must complete the **Candidacy Requirement Course Request Form** and get approval from their chair.

The candidacy paper should be approached as a scholarly literature review and analysis on a topic related to the student's dissertation or capstone. The candidacy paper is at least 25-30 pages with at least 20 academic references. The candidacy paper is intended to demonstrate a student's writing and analytical skills in addition to their subject knowledge. Students are expected to format their candidacy paper according to the style guidelines of the most recent Publication Manual of the American Psychological Association (APA, 7th edition). Exceptions include candidacy papers focused on education and the law, where the standard source for legal citation is the Bluebook. *An outline for the content of the Candidacy paper can be found in Appendix H.*

The doctoral capstone project is typically based on questions that arise in the professional experiences of practitioners. Some capstone projects actively involve the researcher as a participant in a study of their own practice, others focus on policies or programs that may be planned or implemented elsewhere (in another school, district, or university for example) in order to critically assess a potential "best-practice" and consider its implementation elsewhere. Depending on the project, the process may involve a period of research and planning followed by a series of recommended policies or actions with rationales and expected outcomes, a feasibility study, a program assessment or implementation of a plan of action. The principal tasks for students as they work on the candidacy phase of the capstone project are to review relevant research (i.e., introduction and literature review).

The capstone chair must attest that the student is capable of satisfactorily completing the program as demonstrated by the candidacy paper. The candidacy process ensures that a student's writing, analytical skills, and appropriate subject knowledge are at a level sufficient to begin the capstone project process. Should the capstone chair change between the candidacy and the final capstone project, the candidacy also enables potential capstone chair to evaluate the student's progress in their course of study. This can allow potential capstone chairs to guide the student in research and thought. Students who have not filed for candidacy will not be allowed to register for the capstone proposal or capstone research courses (A&S 838 and 839).

Students should work with the capstone chair to determine when the paper is ready and schedule a time for the Candidacy Defense. A meeting with the Capstone chair and committee member/s will be convened by the student when the candidacy paper is ready for review. Students should contact the Doctoral Program Assistant to reserve a room or a Zoom for the defense. At least two weeks prior to the meeting, the student will distribute the candidacy paper to the capstone chair for their review.

In the capstone candidacy defense, the capstone chair will discuss with the student their submission, ask questions, raise theoretical and technical problems, and allow the student to respond. Following the candidacy defense, the student will be notified of whether or not they passed candidacy. If a student does not pass candidacy, next steps for the student are under the discretion of the capstone chair. If the capstone chair approves of the paper, then the capstone chair and member/s must sign the **Approval of Candidacy Standing Form**, which will be filed in the student's permanent file and forwarded to the Doctoral Program's Academic Advisor. The student must submit their approved candidacy paper to the Doctoral Program Office with the approval form.

Once the candidacy paper is approved by their advisor, students must submit it to their chair via the Desire2Learn (D2L) platform.

Forms can be found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

Capstone Proposal and Defense

The structure of doctoral capstone projects varies depending on what students wish to pursue for their project. For example, in addition to various action research projects (Participatory Action Research Projects and Youth Participatory Action Research Projects), some students may elect to create a proposal for changes in the organizational structure, employee training, or management practices of a setting that involves education. In general, the components of a doctoral capstone project include a paper that explains students' research and its purpose, existing research in their area of study, students' capstone plan (project implementation or recommendations with data collection and analysis), and explanations of their work's application to real-world situations. Students must clearly show how their project is grounded in theoretical frameworks and established principles in their field of study. *An outline for the content of the Proposal paper can be found in Appendix I.*

In the quarter prior to the planned proposal defense, the student must register for **A&S 838 Supervised Applied Capstone (EdD) Proposal Development** for the quarter the student plans to defend the proposal. The capstone chair's approval is required for this course registration. **The Supervised Applied Capstone Proposal Development Course Request Form can be found at** <https://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

Students should work with the capstone chair to determine when the paper is ready and schedule a time for the Capstone Proposal Defense. A meeting with the capstone chair and committee member/s will be convened by the student when the proposal paper is ready for review. Students should contact the Doctoral Program Assistant to reserve a room or a Zoom for the defense. At least two weeks prior to the meeting, the student will distribute the proposal paper to the capstone chair for their review.

Upon the student's successful capstone proposal defense, approved by the capstone chair, the **Capstone Proposal Approval Form** should be signed and submitted to the Doctoral Program Office for the student's permanent file. The student must submit their approved proposal to the Doctoral Program Office with the approval form. The capstone chair will assist the student in developing a realistic timetable for completion of the capstone project.

Forms can be found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

Research and the Institutional Review Board (IRB)

All Doctoral 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 in compliance with federal regulations.

The IRB must approve any research with human subjects before research can begin. The procedure for securing approval begins with the submission of a draft of the IRB application to the dissertation committee for approval. Then it is submitted to the IRB.

The IRB process generally takes at least four but up to 10 weeks, depending in part on when the application is submitted. Revisions and resubmissions may also be required. Research cannot begin until IRB approval.

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

Capstone Defense

The process for completing a doctoral capstone project is similar to that of completing a dissertation, in that students must seek the mentorship and guidance of one primary faculty advisor and an additional committee member, meet certain research and writing milestones, and present their capstone at a public defense. The chair and student, with a one-month lead time, will schedule a public defense of the capstone project and notify the Doctoral Program office of the date and time. The Doctoral Program Office will make arrangements for the defense (in-person or virtual) and announce it to the College of Education community. Prior to the announcement, students must submit their capstone title and an abstract to the Doctoral Program Assistant. Students must annually enroll in A&S 700 during the capstone process in order to have access to DePaul University resources.

Students work with their chair as their capstone research and writing evolves; however, a capstone 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. The capstone must also be submitted to the committee chair via D2L. Generally, the chair determines when the capstone is ready to distribute to the rest of the committee for their review and for the public defense of the capstone. The student must register for **AS 839 Independent Applied Capstone (EdD): Education Leadership** in the quarter the student plans to defend their capstone.

Students should submit the **Independent Capstone Research Course Request Form (AS 839)** to the Doctoral Program Office and the Doctoral Academic Advisor before the quarter in which they plan to defend, the capstone chair's approval is also required for this course registration (**form is available on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>**). Students must register for this course in consultation with their chair and must ensure they are enrolled for the course during the quarter in which they will defend. **If a defense does not take place within two quarters of the registration date, the grade will become an irreversible F.** If a student is intending to graduate in the coming June, avoid registering for **AS 839 Independent Applied Capstone (EdD)** in the Spring quarter prior to graduation because the deadline to defend is May 1 and Spring Quarter begins in early April. Taking this final course in Spring means that students will only have one month in that course to complete their final defense before the deadline. Instead, register for the Independent Research course in the Autumn or Winter before.

Upon the student's success of the defense, approved by the capstone chair, the **Capstone Approval Form** should be signed and submitted to the Doctoral Program Office for the student's permanent file. The capstone chair will assist the student in developing a realistic timetable for completion of the final capstone project.

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

Forms can be found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

Submit Capstone for Publication

Prior to the defense, the student will prepare their capstone paper in a report-style layout that is approved by their Capstone chair and additional committee member. The capstone is meant to be an applied project that is useful for schools/districts, organizations/institutions, centers, etc. Therefore, the format should be in the form of a technical or analysis report. The capstone requires an executive summary and table of contents, and should be in a professional format that can be presented to decision-makers such as policymakers, superintendents, principals, foundation directors, CEOs, etc. During the review process, the capstone chair should receive the written report in a traditional double-spaced format in APA style (latest edition). This version should be 90-110 pages. Students should submit one copy of the final published capstone to the Doctoral Program Assistant for publishing.

Note: The Doctoral Office provides a checklist for Capstone Project formatting in Appendix B.

Capstone Organization and Length

The Doctoral Office has established format guidelines for capstones regarding organization, content and style. The typical capstone is expected to be approximately 90-110 pages long, double-spaced, and follow APA citation and academic writing style. After all approvals, the final formatted versions will be 50-60 pages single-spaced. It is recommended that you follow these, with the guidance of your chair and committee, in order to meet the academic standards of your field. For explicit expectations and guidelines, students should defer to their chair. ***The Doctoral Program Office Capstone Formatting Checklist can be seen in Appendix B, and outline for the content of the Capstone can be found in Appendix J.***

Example Topics for Capstone Project

Type	Problem	Guiding Question
Program evaluation on process analysis	Challenges with supervision process at a XYZ school/district	How close is the supervision process to an ideal program, and how can it be improved?
Program design and development	Low freshman- to-sophomore retention of at-risk students at U-Name-It University	Does the transitional summer improve students' chances of success, and how might it be modified to be more effective?
Organizational development	The organizational culture and structure of XYZ school/district is not conducive to individualizing instruction for students	What systems need to be created to facilitate the implementation of better support systems in the school/district?
Policy analysis	East Division's ninth-grade students are struggling in the transition to high school	How can the challenges associated with the transition from middle school to high school be addressed through more responsive and concrete policies?
Cost-benefit analysis	West Division is considering alternatives to the existing community-education program	What would be the most cost-effective way to preserve high-quality community-education programming?

Graduation

DePaul holds **one** graduation commencement ceremony each year in the Spring. Eligibility for the commencement ceremony is based on defense and publication completion. It is recommended that students defend by or before May 1st in order to meet requirements on time. Students should review the formatting checklist prior to submitting a copy of their doctoral capstone to the Doctoral Office.

The Doctoral Program Assistant will review the doctoral capstone and conduct the format review to ensure it is ready for submission to ProQuest. Students are responsible for any further revisions. The Doctoral Office **does not** provide copyediting services. Upon formatting approval, students will receive instructions for ProQuest publication. Publication is a degree requirement and should be completed by or before June 1. The student is responsible for securing formatting approval from the Doctoral Program Assistant who will mark this degree requirement as completed on the student's record.

Students must apply for Spring graduation. **Information about the commencement process can be found here:** <https://offices.depaul.edu/depaul-central/records/Pages/apply-for-graduation.aspx>.

Degree conferral dates are set by student records and the deadline for Spring 2026 is February 1.

PHD DISSERTATION

Overview

The Doctor of Philosophy (PhD) dissertation is one of the most important elements of the PhD program. It is generally a five-chapter document that details a student's intensive investigation into a specific issue in education. The dissertation seeks to contribute new insight into this issue through an examination of existing research on the topic, an original and rigorous study utilizing qualitative and/or quantitative research methods, and an analysis of the results of this study. As the culmination of a student's doctoral training, the dissertation is also an opportunity for students to apply their graduate education to a research project that has the potential to positively impact an area of education, whether it is education accessibility, education financing, or curriculum development and improvement.

PhD Coursework

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

Once students have finished their coursework, they must sign up for the **A&S 700 Student in Good Standing** course in order to continue to have access to DePaul University resources while they are working on their dissertation post-coursework. **An annual acknowledgement form** by the student (and subsequent automatic quarterly enrollment from the academic advisor) for this course is contingent on approval from the dissertation committee chair, and enrolled students must be making noticeable progress towards the completion of their dissertation. The student should have the corresponding form signed by their dissertation chair and then submit it to the Doctoral Office.

The Student in Good Standing Course Registration Form, is available found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

Education Leadership Studies PhD students will do a dissertation for their culminating work.

Dissertation Committee

Many students work with the same committee for the candidacy paper, dissertation proposal and dissertation. A student's committee and chair will set all expectations regarding content, style and format. The committee chair will work with the student to determine defense timelines and milestones. Students typically follow these steps to assemble their committee in the second year of the program:

1. **Identify a faculty member to serve as the committee chair.** Students are encouraged to review the COE faculty web pages to find faculty members with similar research interests. The [Doctoral Program student D2L page](#) has a "Faculty Interest" section for students to browse. They may also request help from their initial faculty advisor. The chair supervises the development of the student's candidacy paper, dissertation proposal and the dissertation. (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. *See Appendix E for guidelines for securing a Chair.*
2. **Select two additional faculty members for the committee.** The chair must approve the student's choice of two additional faculty members. One member of the committee must be a COE faculty member (either full-time or part-time). The third member of the committee can be from outside the COE or from an institution other than DePaul. Students have the option of selecting a fourth faculty member to serve on the committee, but should do this only after speaking with their chair. All faculty members serving on dissertation committees must possess the terminal degree in their field. The Doctoral Committee must approve any exceptions to this policy.
3. Submit a Committee Membership form to the Doctoral Program Office via the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx> Once the entire dissertation committee is formed, students must obtain the signatures of

all committee members on a Committee Membership form and submit it to the Doctoral Program Office.

For any exceptions to committee composition or other processes and policies related to the program, students should consult with their committee chair. If the membership of a student's dissertation committee has changed, the student must submit a **Change in Dissertation Committee Form on the COE's Form Library website**: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

Candidacy and Defense

After completing a minimum of 48 credit hours and at least three research courses (SCG 775, 785, and either 735 or 745), students may apply for candidacy. Students can defend their candidacy paper after completing their second year of coursework or once the minimum credit hours are complete. However, the enrollment of the **Candidacy Course A&S 706** must occur in the quarter in which the student plans to defend their candidacy paper. To apply for candidacy students must complete the **Candidacy Requirement Course Request Form** and get approval from their chair.

The candidacy paper should be approached as a scholarly literature review and analysis on a topic related to the student's dissertation or capstone. The candidacy paper is at least 25-30 pages with at least 20 academic references. The candidacy paper is intended to demonstrate a student's writing and analytical skills in addition to their subject knowledge. Students are expected to format their candidacy paper according to the style guidelines of the most recent Publication Manual of the American Psychological Association (APA, 7th edition). Exceptions include candidacy papers focused on education and the law, where the standard source for legal citation is the Bluebook. *An outline for the content of the Candidacy paper can be found in Appendix H.*

The committee must attest that the student is capable of satisfactorily completing the program as demonstrated by the candidacy paper. The candidacy process ensures 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 their 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 dissertation research courses (**A&S 849 and 859**).

Students should work with the committee chair to determine when the candidacy paper is ready and schedule a time for the defense. A meeting with the committee will be convened by the student when the candidacy paper is ready for review. Students should contact the Doctoral Program Assistant to reserve a room or create a Zoom link for the defense. 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 their 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. The committee will call the student back into the meeting to discuss the decision with them. If a student does not pass candidacy, next steps for the student are under the discretion of the committee. If the committee approves of the paper, committee members must sign the **Approval of Candidacy Standing Form**, which will be filed in the student's permanent file and forwarded to the Doctoral Program's Academic Advisor. The student must submit their approved candidacy paper to the Doctoral Program Office with the approval form.

Once the candidacy paper is approved by their committee, students must submit it to their chair via the Desire2Learn (D2L) platform.

Forms can be found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

Dissertation Proposal and Defense

The dissertation proposal consists of the introduction, review of the literature, and the research design of students' intended research study. The entire dissertation committee must approve the written proposal.

In the quarter prior to the planned proposal defense, the student must register for **A&S 849 Supervised Dissertation (PhD) Proposal Development** for the quarter in which they will defend their dissertation proposals. The dissertation chair's approval is required for this course registration. **The Supervised Dissertation Proposal Development Course Request can be found at <https://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>**

Once the dissertation committee chair deems the proposal ready for committee review, the student distributes copies to the entire committee. The student should send committee members copies of the proposal at least two weeks before the defense. The Doctoral Program Assistant will reserve a room or create a Zoom link for the defense. The student is responsible for notifying the chair and committee of the location.

The student should expect to discuss the dissertation proposal in detail at the defense. Students are expected to justify the research questions and methods and defend those in contrast to other research approaches.

When the proposal is approved by the committee, the **Dissertation Proposal Approval Form** is signed and submitted to the Doctoral Program Office for the student's permanent file. The student must submit their approved proposal paper to the Doctoral Program Office with the approval form. The committee will assist the student in developing a realistic timetable for completion of the dissertation research.

The student should prepare a copy of the approved proposal for distribution to the committee members. The approved proposal must also be submitted to the student's committee chair via D2L.

Forms can be found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

Research and the Institutional Review Board (IRB)

All Doctoral 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 in compliance with federal regulations.

The IRB must approve any research with human subjects before research can begin. The procedure for securing approval begins with the submission of a draft of the IRB application to the dissertation committee for approval. Then it is submitted to the IRB.

The IRB process generally takes at least four but up to 10 weeks, depending in part on when the application is submitted. Revisions and resubmissions may also be required. Research cannot begin until IRB approval.

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 Defense

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. They must sign up for the **A&S 700 Student in Good Standing** course in order to continue to have access to DePaul University resources while they are working on their dissertation post-coursework. **An annual acknowledgement form** by the student (and subsequent automatic quarterly enrollment from the academic advisor) for this course is contingent on approval from the dissertation committee chair, and enrolled students must be making noticeable progress towards the completion of their dissertation. The student should have the corresponding form signed by their dissertation chair and then submit it to the Doctoral Office.

The Student in Good Standing Course Registration Form, is available found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

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. The dissertation must also be submitted to the committee chair via D2L. 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 student must register for **AS 859 Independent Dissertation (PhD) Research** in the quarter the student plans to defend their final dissertation. Students should submit the **Independent Dissertation Research Course Request (AS 859)** form to the Doctoral Program Office and the Doctoral Academic Advisor before the quarter in which they plan to defend, the dissertation chair's approval is also required for this course registration. (form is available on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>).

Students must register for this course in consultation with their chair and must ensure they are enrolled for the course during the quarter in which they will defend. **If a defense does not take place within two quarters of the registration date, the grade will become an irreversible F.** If a student is intending to graduate in the coming June, avoid registering for **A&S 859 Independent Dissertation (PhD) Research** in the Spring quarter prior to graduation because the deadline to defend is May 1 and Spring Quarter begins in early April. Taking this final course in Spring means that students will only have one month in that course to complete their final defense before the deadline. Instead, register for the Independent Research course in the Autumn or Winter before.

The chair and student, with a one-month lead time, will schedule a public defense of the dissertation and notify the Doctoral Program Office of the date and time. The Doctoral Program Office will reserve a room or create a Zoom link for the defense and announce it to the College of Education community. Prior to the announcement, students must submit their dissertation title and abstract to the Doctoral Program Office.

Upon the student's success of the defense, approved by the dissertation chair, **the Dissertation Approval Form** should be signed and submitted to the Doctoral Program Office for the student's permanent file. The dissertation chair will assist the student in developing a realistic timetable for completion of the final dissertation project.

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

Forms can be found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

Submit Dissertation for Publication

After successful defense, and once the dissertation chair approves the dissertation, students will finalize the document into a research study layout. The dissertation is meant to be a research project that focuses on contributing to the body of literature by conducting original research. Therefore, the format should be in the form of a traditional dissertation format. The dissertation requires an abstract and table of contents and should be in professional format that can be presented to other professional researchers in the field. During the review process, the dissertation chair should receive traditional double-spaced format in APA style (latest edition) for the candidacy paper, proposal, and final project. This version should be 180-220 pages. Students should submit one copy of the final published dissertation to the Doctoral Program Assistant for publishing.

Note: The Doctoral Office provides a checklist for Dissertation Project formatting in Appendix A.

Dissertation Organization and Length

The Doctoral Office has established format guidelines for dissertations regarding organization, content and style. A typical dissertation is expected to be approximately 180-220 pages long and follow APA citation and academic writing style. It is recommended that you follow these, with the guidance of

your chair and committee, in order to meet the academic standards of your field. For explicit expectations and guidelines, students should defer to their chair. ***An outline for the content of the Dissertation can be found in Appendix J.***

Graduation

DePaul holds one graduation commencement ceremony each year in the Spring. Eligibility for the commencement ceremony is based on defense and publication completion. It is recommended that students defend by or before May 1st in order to meet requirements on time. Students should review the formatting checklist (p. 36) prior to submitting a copy of their dissertation to the Doctoral Office. The Doctoral Program Assistant will review the dissertation based on this checklist to ensure it is ready for submission to ProQuest. Students are responsible for any further revisions. **The Doctoral Office does not provide copyediting services.**

Upon formatting approval, students will receive instructions for ProQuest publication. Publication is a degree requirement and should be completed by or before June 1. The student is responsible for securing formatting approval from the Doctoral Program Assistant who will mark this degree requirement as completed on the student's record.

Students must apply for Spring graduation. **Information about the commencement process can be found here:** <https://offices.depaul.edu/depaul-central/records/Pages/apply-for-graduation.aspx>.

Degree conferral dates are set by student records and the deadline for Spring 2026 is February 1.

INSTRUCTIONS FOR DISSERTATION CHAIRS

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

1. Dissertation Chairs advise students in forming a dissertation committee.
2. Dissertation chairs guide students through the candidacy, proposal, and dissertation writing and defense processes. At each of these stages, students must submit each paper to their chair via D2L.
3. When students are finished with the required coursework, dissertation chairs should approve registration for **AS 700** for the duration of the student's dissertation writing process as long as the student is actively working on their dissertation.
4. Dissertation chairs should approve a student's registration in **A&S 849** (proposal) and **859** (dissertation) courses only for the quarter that the proposal and dissertation defense will take place.
5. When students are ready to defend their candidacy, proposal or dissertation, dissertation chairs should contact the Doctoral Program Assistant in order to schedule the respective defense and obtain the appropriate forms.
6. Once the dissertation defense is complete, dissertation chairs should give students a timeline for when the revisions should be complete. **Chairs should not give students a grade for A&S 859 until the revisions are submitted and approved.**

INSTRUCTIONS FOR CAPSTONE CHAIRS

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

1. Capstone chairs mentor students in forming a project of personal professional interest with applicability to one's practice.
2. Capstone chairs guide students through the candidacy, proposal, and capstone writing and defense processes.
3. When students are finished with the required coursework, capstone chairs should approve registration for **A&S 700** for the duration of the student's capstone writing process as long as the student is actively working on their doctoral capstone project.
4. Capstone chairs should approve a student's registration in **A&S 838** (capstone proposal) and **839** (capstone final project) courses only for the quarter that the proposal and capstone defense will take place.
5. When students are ready to defend their candidacy, proposal or capstone project, capstone chairs should contact the Doctoral Program Assistant in order to schedule the respective defense and obtain the appropriate forms.
6. Once the capstone defense is complete, capstone chairs should give students a timeline for when the revisions should be complete. **Capstone chairs should not give students a grade for A&S 839 until the revisions are submitted and approved.**

FREQUENTLY ASKED QUESTIONS

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

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

2. What is a candidacy paper?

A candidacy paper is a literature review, which is related to your dissertation or capstone topic. The paper should consist of an analytical review of research and an analysis of a topic related to your dissertation or capstone. The candidacy paper is at least 25-30 double-spaced pages with at least 20 academic references. The paper is intended to demonstrate your writing and analytical skills in addition to your subject knowledge.

3. What is a dissertation or capstone proposal?

The dissertation and capstone proposals typically consist of an introduction, literature review leading to your research question(s), and a proposed research methodology. The latest edition of APA is the required citation format. For any special circumstances, your chair/advisor will advise you regarding the best style guide. Likewise, you and your chair/advisor will work together to develop a timeline for the completion of the dissertation proposal.

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

Yes, students must sign up for the A&S 700 Student in Good Standing course in order to continue to have access to DePaul University resources while they are working on their dissertation post-coursework. An annual acknowledgement form by the student (and subsequent automatic quarterly enrollment from the academic advisor) for this course is contingent on approval from the dissertation committee chair, and enrolled students must be making noticeable progress towards the completion of their dissertation. The student should have the corresponding form signed by their dissertation chair and then submit it to the Doctoral Office. The Student in Good Standing Course Registration Form, is available found on the COE's Form Library website: <http://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx>

5. When should I register for the Proposal and Dissertation/Capstone courses?

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

6. Who conducts my format review?

Once your final dissertation or capstone has been approved, the Doctoral Program Assistant will work with you on the formatting and publication processes. The Doctoral Office does not provide copyediting services. All dissertation and capstone revisions must be made by the student.

7. Where can I find the forms that I will need to submit to the Doctoral office?

Necessary forms can be found at:

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

8. Can Doctoral students submit proposals and present at educational professional conferences?

Yes! Most students wait until after they have defended their Proposals, but some do present literature reviews at professional conferences as well. *See Appendix G for a calendar of popular conferences.*

9. Who should I contact when I have questions?

Advising Office: Registration and degree completion progress: rruiz28@depaul.edu

Initial Faculty Advisor: Guidance throughout coursework until a dissertation chair is selected.

Dissertation Chair: Guidance throughout the dissertation research and writing processes.

Doctoral Program Office: Forms, scheduling, format review, publication, event info, support. Reach the Doctoral Program Assistant Michael Boland at mboland7@depaul.edu

DOCTORAL STUDENT RESOURCES

Contact the Doctoral Office

- The Doctoral Office supports many logistical and community aspects of the doctoral process such as writing groups, forms, scheduling, format review, publication, event info, support. Reach the Doctoral Program Assistant Michael Boland at mboland7@depaul.edu

The Writing Center

- Writers can [set up an account](#) and/or schedule appointments for themselves through the Writing Center's online scheduling platform: <https://depaul.mywconline.com>.
- To set up repeating appointments with the same tutor, please email the Writing Center at writingcenter@depaul.edu. Their student managers regularly check this account during open hours and will manage setting up regular appointments.
- The [staff profiles page](#), allows writers to see who is currently working at the Writing Center. When writers email to request regular appointments, they can let the center know if they have any preferences of who they would like to meet with.
- Students can filter the Writing Center schedule of tutors by Graduate students when looking to make an appointment. For additional assistance students can send them an email (writingcenter@depaul.edu) or call (773-325-4272).
- The Writing Center offers in-person appointments at both the Loop Campus location (DePaul Center, Rm. 10001) and in Lincoln Park (Schmitt Academic Center, Rm. 212). Students can also meet online with a tutor or upload a draft of their writing for a tutor to provide feedback on.

Doctoral Writing Groups

- The Doctoral Accountability Writing Group: The Doctoral Office holds weekly open sessions on Zoom for doctoral students to spend time working in the company of their peers. These groups function as an accountability space, and are also facilitated by the doctoral graduate assistant if students need 1:1 feedback and support.
- The COE Graduate Writing Group: There are also bi-monthly writing groups provided by the Doctoral Office in conjunction with the Writing Center, these groups are open to all graduate writers, and function similarly to the Doctoral Accountability Writing Group, but are facilitated by both the doctoral graduate assistant and a representative from the Writing Center.

The Doctoral D2L Page:

- [The Doctoral D2L](#) is a repository of helpful resources pertaining to capstone and dissertation processes, literature reviews, committee selection, professional conferences, APA and citation software and much more. Look for the "COE Doctoral Program" under your list of courses when you login to D2L. New students are added to this course page as they enroll, please reach out to the Doctoral Office if you have difficulty accessing it.

The Academic Success Center

- [The Academic Success Center \(ASC\)](#) in the College of Education honors diverse learners and takes an individualized approach toward helping students succeed academically. They offer one-on-one and group tutoring for all programs in the College of Education, help students prepare for ILTS and Counseling exams toward licensure and offer tutoring in writing and mathematics courses in Education.
- The Academic Success Center is located in Suite 250 in the College of Education building.

Depaul Mental Health Services:

- Students who are seeking mental health support may access [University Counseling and Psychological Services \(UCAPS\)](#). UCAPS is committed to creating a welcoming and affirming space where the dignity of all DePaul students is valued and affirmed. Moreover, UCAPS offers culturally aware clinical services, including individual and group counseling, consultation, outreach programs, and workshops.
- Students who need additional support may refer to the resources below which include resources for mental health crisis support:
 - [DePaul's 24/7 Mental Health Support Line](#)
 - Call 773-325-CARE (2273), select option 1
 - [Crisis Text Line](#)
 - Text HOME to 741741
 - [Illinois Warm Line](#)
 - Call 1-866-359-7953
 - Available Monday-Saturday, 8 a.m. - 8 p.m., except holidays
 - [Substance Abuse and Mental Health Services Administration \(SAMSHA\) Hotline](#)
 - Call 1-800-662-HELP (4357)
 - [Suicide Prevention Lifeline](#)
 - Call 1-800-273-8255

Depaul Libraries:

- In common with all academic libraries, the [DePaul University Library](#) is committed to supporting the teaching, learning, and scholarly missions of its parent institution, to promoting equitable access to information, and to serving as a trusted steward of its resources, collections, and cultural heritage.
- Research Assistance: [Make an appointment](#) with a librarian to get a better understanding of the resources available to you.
- [Hours](#)
- [Locations](#)
- [Departments](#)

Access to Past Graduates Capstones & Dissertations:

- As a graduate student, reviewing completed dissertations and theses will help you see the format and general layout of theses and dissertations in your field, find other researchers who are studying your topic, and scan the bibliographies of similar research for useful resources.
- [Digital Commons@DePaul: DePaul's Institutional Repository](#) includes dissertations and theses submitted by DePaul University Departments
- [Dissertations & Theses Full Text](#) indexes dissertations and theses from the US and Canada (including DePaul University); with abstracts and full text.

Technology Assistance:

- [The Genius Squad](#) is DePaul's technology support center. For current students, they provide free technical support for computers, mobile devices, and other personal electronic devices.
 - Genius Squad Locations and Hours
 - Lincoln Park Campus Schmitt Academic Center (SAC), Room 205, 2320 N. Kenmore Ave. Chicago, IL 60614; Monday to Friday: 10am - 4pm
 - Loop Campus: Loop Tech Center Lewis Center, Room 1350, 1 E. Jackson Blvd. Chicago, IL 60604; Monday to Friday: 10am - 4pm
- [The Help Desk](#) supports students navigate DePaul's technology systems such as login, email, MFA or password issues, trouble accessing or using D2L, Campus Connect, Microsoft 365, and other apps, systems, or services.
 - Online: [Submit a ticket through the Help Desk](#)

- Email: helpdesk@depaul.edu
- Phone: 312-362-8765
- [Help Desk hours](#)

International Student & Scholar Services

- [Advising Services & Appointments](#): Your International Student and Scholar Services (ISS) advisor can assist you with questions related to your F-1 or J-1 immigration status, cultural adjustment, navigating campus resources and referrals to university services.
- [International Student Orientation](#): All admitted international undergraduate, graduate, or transfer students holding F-1 and J-1 visas are required to complete Pre-Arrival Orientation (Online), Arrival Orientation (In-Person), Immigration Document Check-in (Online).
- [Contact](#):
 - Phone: 312-362-8376
 - Fax: 312-362-8018
 - Email: iss@depaul.edu

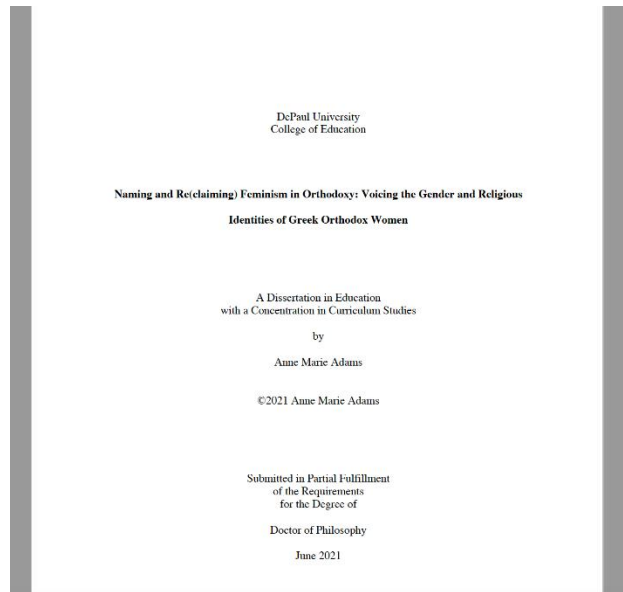
APPENDIX A: DISSERTATION FORMATTING CHECKLIST

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

If you have any questions, please contact the Doctoral Office.

Front Matter

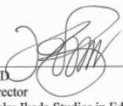
A. Title Page



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

B. Signatory Page

We approve the dissertation of Kendrick Johnson.



Jason Goulah, PhD
Professor and Director
Institute for Daisaku Ikeda Studies in Education
DePaul University
Dissertation Committee Chair

Date 5.19.21



Gonzalo Obelleiro, PhD
Assistant Professor, Curriculum Studies
DePaul University
Dissertation Committee Member

Date 5.19.21



Melissa Bradford, PhD
Professional Lecturer, Educational Leadership
DePaul University
Dissertation Committee Member

Date 5/19/21

You will need to format a Signatory page to look like the above. You will need to get your committee signatures for your signatory page by sending the blank form you have created to your members one at a time. Digital signatures not accepted-- To sign the form they can either print and sign it with a pen then scan it and email it to you, scan in a signature image, or use PDF software to add a signature image or drawn signature – typed signatures are not accepted. Once you get one signature. You will send that version of the form to the next member on your committee until all signatures are complete.

- ☐ The signatory page follows the title page and **does not have a number**.
- ☐ All signatures appear on the signatory page (Chair and Committee Members) and the date signed. Digital signatures not accepted.
- ☐ The dissertation chair is designated. If there is more than one chair, they are listed as Co-Chairs.
- ☐ All signatories are identified by their professorial title.

C. Certification of Authorship Page

Certification of Authorship

I certify that I am the sole author of this dissertation. Any assistance received in the preparation of this dissertation has been acknowledged and disclosed within it. Any sources utilized, including the use of data, ideas and words, those quoted directly or paraphrased, have been cited. I certify that I have prepared this dissertation according program guidelines as directed.

Author Signature  Date 5/10/21

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D. Abstract

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

E. Table of Contents

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

- ☐ Page numbers are correct.
- ☐ Appendices and display pages (if applicable) are included.

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

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

G. Preface (optional)

H. Acknowledgements (optional)

I. Epigraph, frontispiece, or dedication (optional)

General Formatting

A. Type Size & Font

- ☐ Text is **10, 11, or 12 font**. Font style should be easily legible and professional. Recommendations include: Calibri, Times New Roman and Ariel
- ☐ No italics are used except for foreign words, book and journal titles, and special emphasis.
- ☐ No text larger than 18 point or smaller than 9 point appears in text.
- ☐ Font is consistent throughout document, and any font changes are minimal and consistent.

B. Chapter Heading Pages and Layout

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

C. Margins

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

D. Page Numbers

- ☐ The front matter is numbered using lower case roman numerals.
- ☐ Arabic numerals are used for the text.
- ☐ Font type for page numbers is the same as the font type in the body text.
- ☐ The text begins on page 1.
- ☐ If applicable, the vita (last page) **does not show a page number**.
- ☐ The title, signatory and certification of authorship pages (**I, ii and iii respectively**) do not show a page number.
- ☐ The first page that shows a number is the abstract, which begins on **page iv**.
- ☐ Page numbers appear on every page of the text. If student is using a style that hides page numbers on the first page of each major section (i.e.: chapters and appendices) this style is used consistently throughout the document.

- ☐ Pages are in a consistent location at least 1 inch from the edge of the page (The preferred location is the upper right corner but it is also acceptable to place the number in the lower right corner or to center it at the top or bottom of the page.)
- ☐ Page numbers do not appear on the left side of the page.
- ☐ All pages are counted- even those displaying tables and figures or those in the front matter without page numbers.

Back Matter

A. Bibliography

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- ☐ The student has edited the bibliography according to APA 7th edition.
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- ☐ The URL is not preceded by "Retrieval from," unless a retrieval date is needed. The website name is included (unless it's the same as the author), and the web page titles are italicized.
- ☐ The citation(s) for eBooks, the format, platform, or device (e.g. Kindle) is not included in the bibliography, and the publisher is included.

B. Appendices

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

C. Endnotes or Notes

D. Vita (Optional)

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

APPENDIX B: CAPSTONE FORMATTING CHECKLIST

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

If you have any questions, please contact the Doctoral Office.

Front Matter

A. Title Page

- ☐ The title page does not have a number.
- ☐ The cover page includes visual design elements such as an image or logo, pattern to accent corners or font design to highlight capstone title.
- ☐ The title page contains appropriate vertical spacing and the same margins as the rest of the document.
- ☐ Word substitutes are used for symbols and formulas etc.
- ☐ The word **or** symbol for copyright is displayed- **not both**.
- ☐ The student used his or her legal name as it appears on DePaul's records and this name is used consistently each time it appears in the document.

The title page includes the following:

- ☐ Two lines: "DePaul University" and "College of Education"
- ☐ "A Capstone in Education with a Concentration in Educational Leadership" or "A Capstone in Education with a Concentration in Curriculum Studies"
- ☐ The title of the capstone.
- ☐ The student's name.
- ☐ "Doctor of Education"
- ☐ The degree conferral month and year (not your defense date, degrees are generally conferred in either June or November)
- ☐ Copyright word **OR** symbol with the conferral year and name of student.

DePaul University
College of Education

**Naming and Re(claiming) Feminism in Orthodoxy: Voicing the Gender and Religious
Identities of Greek Orthodox Women**

A Dissertation in Education
with a Concentration in Curriculum Studies

by
Anne Marie Adams

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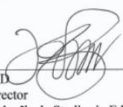
Submitted in Partial Fulfillment
of the Requirements
for the Degree of
Doctor of Philosophy

June 2021

You will create the above will include the word “capstone” instead of “dissertation,” Capstone Title Pages can include design elements and do not have to be formatted exactly like this, but this is a good guide.

B. Signatory Page

We approve the dissertation of Kendrick Johnson.


Jason Goulah, PhD
Professor and Director
Institute for Daisaku Ikeda Studies in Education
DePaul University
Dissertation Committee Chair

5.19.21
Date


Gonzalo Obelleiro, PhD
Assistant Professor, Curriculum Studies
DePaul University
Dissertation Committee Member

5.19.21
Date


Melissa Bradford, PhD
Professional Lecturer, Educational Leadership
DePaul University
Dissertation Committee Member

5/19/21
Date

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- ☐ The Capstone Advisor is designated.
- ☐ All signatories are identified by their professorial title.
- ☐ The signatory page has the signatures of the Capstone Advisor and any committee members, and the date signed. Digital signatures not accepted.

C. Certification of Authorship Page

Certification of Authorship

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Author Signature  Date 5/10/21

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- ☐ The heading “Executive Summary” appears at the top. Please refer to the APA 7th edition for format.
- ☐ The executive summary is single-spaced.

E. Table of Contents

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- ☐ All Chapter headings and main section breaks are listed.
- ☐ Spacing is consistent with headings, sub-headings etc.
- ☐ If items are single spaced, dot leaders are used to connect headings to the page numbers.
- ☐ Heading and subheading style is consistent.
- ☐ Headings in the Table of Contents are consistent with headings in the text.
- ☐ Page numbers are aligned on the right.
- ☐ Page numbers are correct.
- ☐ Appendices and display pages (if applicable) are included.

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

- ☐ Tables and Figures are listed on separate lists.

- ☐ The number, caption, and page number are listed for every figure and table are listed.

G. Preface (optional)

H. Acknowledgements (optional)

I. Epigraph, frontispiece, or dedication (optional)

General Formatting

A. Spacing

- ☐ The entire document is single-spaced.
- ☐ All document body text is justified. Body text must be justified. This does not include headings or quotes.

B. Visual Design Layout

- ☐ Either a running header or page number accent is used.
- ☐ Incorporates design accents throughout the document when appropriate. This may include: a pull quote in a box or a side bar. Please see Capstone examples on the [College of Education Digital Commons Repository](#).
- ☐ Layout design is consistent throughout the document. The exception to this is the signatory, authorship page, bibliography and appendices which do not need visual design components.

C. Type Size & Font

- ☐ Type size should be either 11 or 12 point. (The title page, headings and specially designed quotes are the exception to this).
- ☐ Font style should be easily legible and professional. Recommendations include: Calibri, Times New Roman and Ariel.
- ☐ No italics are used except for foreign words, book and journal titles, and special emphasis.
- ☐ No text larger than 18 point or smaller than 9 point appears in text.
- ☐ Font choice is consistent throughout document. This includes heading levels, titles, paragraph text, etc.

D. Heading Pages and Layout

- ☐ Heading levels are used clearly and consistently. The styling does not need to adhere to APA 7th edition as long as levels are clear.
- ☐ Each main section begins on a new page.
- ☐ Each element of front matter, reference section, and appendix begins on a new page.
- ☐ No headings appear at the bottom of the page unless there is room for at least two lines of text.
- ☐ If applicable, display pages (a page that only displays the chapter and title at the beginning of a chapter) are used consistently.

E. Margins

- ☐ All sides have a 1-inch margin. The exception to this is for visual design elements such as a graphic footer.
- ☐ Everything on the page including page numbers, graphs, figures, and footnotes adheres to these margin requirements.
- ☐ Text is at least a double space from the page number.

F. Page Numbers

- ☐ The front matter is numbered using lower case roman numerals.

- ☐ Arabic numerals are used for the text.
- ☐ Font type for page numbers is the same as the font type in the body text.
- ☐ The text begins on page 1.
- ☐ If applicable, the vita (last page) **does not show a page number**.
- ☐ The title, signatory and certification of authorship pages (**i, ii and iii respectively**) do not show a page number.
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Back Matter

A. Bibliography

- ☐ Appears before or after appendices (if any).
- ☐ The student has edited the bibliography according to APA 7th Edition.
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- ☐ The URL is not preceded by "Retrieved from," unless a retrieval date is needed. APA 7th edition no longer requires the use of "Retrieved from" before URLs or DOIs. However, special exceptions are made for resources that are unarchived. The website name is included (unless it's the same as the author), and the web page titles are italicized.
- ☐ The citation(s) for eBooks, the format, platform, or device (e.g. Kindle) is not included in the bibliography, and the publisher is included.

B. Appendices

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

C. Endnotes or Notes

D. Vita (Optional)

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

APPENDIX C: PROGRAM STANDARDS

Educational Leadership

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

Diversity & Positive Transformation

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

Multiple Perspectives & Inquiry, Theory, and Practice

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

Personalism, Professionalism, and Life-Long Learning

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

(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.

APPENDIX D: DOCTORAL COURSE DESCRIPTIONS

Core Courses

Students are required to take the core courses associated with their concentration (General, Higher Education, Global Catholic Educational Leadership). Quarter hours will vary by concentration.

SCG 701 Seminar: Philosophy of Education (4)

This course broadens and deepens student understanding of the processes and aims of education through inquiry into the fields of aesthetics, ethics and moral philosophy, social and political philosophy, ontology and epistemology, and the philosophy of culture. A variety of historical and conceptual frameworks are studied to enable students to advance theoretical perspectives on education and analyze and critique arguments in contemporary educational discourses.

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.

SCG 627: Global Issues in Education Seminar (4)

Studies of school systems outside the United States, their methods, curriculum and achievements. Prerequisite: Status as an EDD student with a Global Catholic Educational Leadership concentration.

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 670: Historical, Philosophical and Theological Foundations of Catholic Education (4)

A survey of the history of Catholic K-12 education in the United States and the foundational documents of Catholic Education. Students will examine the history and philosophical/theological foundation of Catholic Schools in the United States and will be asked to reflect on the nature and mission of Catholic education in the multicultural, multiethnic milieu of Twenty-first Century America. *Prerequisite: Status as an EDD student with a Global Catholic Educational Leadership concentration.*

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)

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.

VCE 633: Daisaku Ikeda's Educational Philosophy and Practice - Peace Proposals (4)

This course introduces candidates to Daisaku Ikeda's (b. 1928) philosophy and practice of peace. The course covers the history and context informing Ikeda's extensive peace proposals and engages students in reading in translation a number of Ikeda's published peace proposals, particularly as these relate to education in global contexts. The course will address key concepts in Ikeda's peace proposals such as human education, human dignity, human security, nuclear abolition, Buddhist humanism, value creation, human revolution, interdependence, student-teacher relationship, happiness, world citizenship, and dialogue. *Prerequisite: Status as an EDD student with a Global Catholic Educational Leadership concentration.*

Research Core Courses

Seven research core courses (28 quarter hours) are taken by Global Catholic Educational Leadership Concentration EdD and all PhD doctoral students (five courses, 20 quarter hours for General Concentration EdL, EdD). Research courses should be taken in a particular sequence; please note prerequisites.

A&S 705: Dissertation Seminar (4)

This course will guide the online EdD student through the initial stages of dissertation development, including topic exploration and planning, research question development and methodology determination. Students will review and evaluate research methodologies in order to identify an appropriate research design. In addition, they will analyze a number of dissertations in order to discover and pursue a strategy appropriate for undertaking the research process. Students will be part of a community of researchers, willing and able to support each other in the development of research plans as the group moves through the process together. *Prerequisite: Status as an EDD student with a Global Catholic Educational Leadership concentration.*

SCG 775 Foundations of Inquiry in Educational Research (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 Foundations of Reviewing Educational Research (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 proposed and the nature of the data; and be prepared to write a candidacy paper. *Prerequisite: SCG 745.*

Educational Leadership Concentration Courses

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

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

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

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

Students will examine inclusive models for consensus building among school/community members that engage membership in processes and decision making through data collection, self-analysis, mission/vision development, goal setting and program planning, implementation and evaluation that leads to school and community improvement. Attention will be given to establishing linkages with local, municipal, state, and federal resources, business and industrial resources, community services, and other community resources.

A&S 843 The Politics of Schooling (4)

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

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

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

A&S 883 School Law (4)

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

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

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

Higher Education Concentration Courses

Five A&S concentration courses (20 quarter hours) are taken by Higher Education students.

Global Catholic Educational Leadership Concentration Courses

Four A&S concentration courses (16 quarter hours) are taken by Global Catholic Educational Leadership students. Please note that students may choose between A&S 688 and A&S 695.

A&S 596 Workshop in Higher Education (4)

Topics of particular interest and concern to administrators and supervisors will be presented in a high-involvement seminar format. Primary reliance will be on written materials; however, audio-visual and role-playing mechanisms may also be used.

A&S 671: Spiritual and Administrative Leadership in Catholic Schools (4)

Students will be asked to conceptualize leadership from the Transformational and Servant Leadership perspectives. Using these principles, students will examine the spirituality of Catholic School leadership, and its implications for them in their role as ministers and coordinators of ministries in the school setting. Students will then examine the unique administrative and managerial factors that impact Catholic schools from a leadership framework that is imbued with the spirituality of Servant Leadership. *Prerequisites:* Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class

A&S 688 Service Learning for Higher Education (4)

This class is a hands-on, minds-on engagement in the practice and theory of service learning - the integration of community service and related academic study. Students will assist a service-learning program with planning, implementation or evaluation and integrate this experience with study of current practice, theory and research. Students who plan careers in higher education will find this useful in light of the increased commitment to providing service-learning opportunities on campuses. Many student services and other higher education positions include the need to offer leadership to these programs.

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.*

BBE 699: Leadership in Educating Culturally Diverse Learners (4)

The course is designed for educators who currently are or will be serving in a leadership capacity involving linguistically and culturally diverse learners. The purpose of this course is to develop foundational knowledge of the theories, research, policies, and practices related to the education of English language learners. The aim is to support current and future education leaders in constructing a well-informed basis of the critical elements of ELL education that include: second language acquisition, culture and diversity, policies and law, ELL family involvement, language development standards, advocacy, and assessment. The course examines various pedagogical and assessment constructs related to teaching ELLs, including state mandated standards and assessments such as ACCESS and WIDA standards. Prerequisites: Status as an EDD student with a Global Catholic Educational Leadership concentration is a prerequisite for this class

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, CS 489, CS 588, CS 598, SCG 527, SCG 611. Other options need to be approved by the Doctoral 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 Doctoral Student in Good Standing (Non-Credit) An annual acknowledgement form by the student (and subsequent automatic quarterly enrollment from the academic advisor) for 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 700 no more than ten times during the program.

¹ Required of those admitted Fall 2000 and thereafter.

² Required of those admitted Fall 2005 and thereafter.

APPENDIX E: GUIDELINES FOR FINDING A CHAIR

Role Clarity: Chair vs. Members

- Chair: primary guide; signals when you're ready to circulate to the full committee/defend your Candidacy Paper, your Proposal, and finally your finished Dissertation or Capstone.
- Members: content/method specialists; weigh in at key checkpoints.

1) Know Your Aim and Shareable Materials

- 1–2 sentence bio and where you are in your program (for example, “end of Year 2, finishing qualitative research course”).
- 1–2-page prospectus with potential topic, question(s), significance (why it matters), potential methodology, a rough completion timeline, the literature you're drawing on, and if you have this, any findings from pilot research. *See a prospectus outline below.*
- A brief CV or résumé.

Tip: You are the person thinking about your topic the most. Practice talking about it out loud, even if it feels awkward at first.

2) When to Start Contacting Possible Committee Members

- Too early: while you are still in the coursework phase of your program, with no research foundation.
- Healthy window: Year 3, once Quantitative I & II or Qualitative I & II research courses are complete and your research sequence is underway.
- Avoid waiting until long after coursework.

3) Where to Look (and Who Can Help)

- Ask course instructors for recommendations about who might be a good fit.
- Consult COE and DPU faculty directories—look for faculty with research interests that overlap with yours.
- Faculty you know can help introduce you to others you don't.
- Cold outreach is acceptable—keep the ask small at first.
- If you get stuck, reach out to program leadership for referrals.

4) What to Look for in a Chair

- Responsiveness and realistic availability: availability across your target milestones including expectations for drafts, revision cycles, and defenses.
- Process fit: how they give feedback, how often they can meet, how they handle timelines.
- Subject-matter alignment: topic expertise is ideal for the chair, but it can still work if the fit is “nearby,” but you'll rely more on other members for subject-specific depth.
- Methodological expertise: qualitative/quantitative/mixed methods alignment.
- Mentoring style compatible with your needs: accountability vs. autonomy; direct vs. facilitative).

5) Committee Composition

- Dissertation/PhD: 3 members (chair + 2).
- Capstone/EdD: 2 members (chair + 1).
- Chair must be full-time faculty in the COE.
- 1 external member is allowed on a committee—i.e., one person with an earned doctorate who does not work at DePaul.

6) Initial Outreach: Keep the Ask Small

Send a short email with a 1–2 page prospectus and brief CV or résumé. Ask for a 15-minute conversation to assess mutual fit.

See a possible outreach email template below.

7) First Meeting Agenda

- Intro: Interest area. Program, and current status in your program.
- Topic overview (significance, what you hope to examine, the literature you're looking at).
- Intended methodology (tentative) and why it fits your question.
- Timeline for completing the first phase of the dissertation/capstone, the Candidacy Paper (literature review). For example, “aiming to defend lit review in Winter of next year; proposal in Autumn the year after.”

- Process questions: feedback, draft expectations, meeting style, availability (sabbaticals/leaves).
- Assess fit: “Does this seem like a good match for you?”
- If no: ask for other referrals if applicable.

8) Etiquette & Professional Norms

- Don’t open with ‘Will you be my chair?’ without context. Share your materials first.
- Be specific about what you need now (a 15-minute chat, not full commitment).
- Follow up politely if no response in 7–10 days.
- A ‘no’ may be about timing and availability, not you or your topic.

9) Topic/Timeline Evolution & Chair Input

- Expect your idea to evolve as you read more, take methods courses, and get feedback from your chair.
- Balance your topic interest with strategic adjustments that make the study feasible and publishable (for example, refining population, narrowing scope, clarifying methods).
- Send out Word versions of drafts to your chairs.
- Drafting, receiving feedback, and revision cycles take longer than class papers.
- Most students need at least ~1 year or more to complete a literature review that is ready for defense.
- Expect your timeline to extend based on topic and scope adjustments, it might take longer to complete each phase than you initially plan for.

10) After Someone Says Yes

- Confirm role in writing by completing the committee membership form on the COE forms website.
 - [Dissertation Committee Membership Form](#)
 - [Capstone Committee Form](#)
- Agree on meeting frequency and draft turnaround expectations.
- Only send clean, versioned drafts with specific questions to focus feedback.

One-Two Page Prospectus Outline

1. Topic: Your area of interest or potential topic.
2. Problem/Question(s): What you hope to examine and guiding question(s).
3. Significance: Why it matters to the field/practice.
4. The literature:
 - a. What we know/gaps.
 - b. 2–3 anchor citations you’ll build on.
 - c. Any findings from pilot research.
5. Intended methodological approach: Qual/quant/mixed, and 1–2 lines on why it fits the question.
6. Tentative timeline: Narrow in on your Candidacy Paper, what is your goal for finishing your literature review on this topic?
7. Keywords (3–5)

Initial Chair Outreach Email Template:

Hello Professor [Last Name],

I’m [Your Name], a [program/year] student working on [1–2 sentence topic]. I’m reaching out to see if you might have 15 minutes to talk about potential fit for [chair/committee member] given your work in [their area].

I’ve attached a 1–2 page overview and a short résumé. My tentative plan is to [defend lit review/submit proposal/etc.] in [quarter/term + year].

If you’re not available or feel the fit isn’t ideal, I’d appreciate suggestions for others I might contact.

Thank you for considering,

[Your Name]

APPENDIX F: COMPARISON OF CAPSTONE AND DISSERTATION

Comparison of Capstone and Dissertation

CAPSTONE	DISSERTATION
Research-informed application project	Original research study
Practitioner orientation	Research/theory orientation
Focus on research-informed applications to the field that results from analysis, evaluation, or assessment	Focus on contributing to the body of literature by conducting original research
Focus on implementable solution to an education-related issue	Focus on theoretical implications and solutions to problems in education
Example topics Curricular development/analysis Interventions program design/development Organizational strategic improvement plan Policy analysis	Example topics: Factors that determine achievement gaps Teacher attitudes toward... Poverty and inequality effects on education Pedagogical issues in literacy teaching

Structure

CAPSTONE	DISSERTATION
Executive Summary	Abstract
Introduction	Introduction
Literature Review	Literature Review
Processes for data collection & analysis	Research methodology
Application: Conclusions drawn from findings or outcomes > analysis	Data findings or outcomes > analysis
Recommendations	Implications
Conclusion	Conclusion
References	References

Format

CAPSTONE	DISSERTATION
Spacing Double-space for drafts reviewed by advisor Single-space for final layout and publication	Spacing Double-spaced for drafts reviewed by committee members, and for final publication
Length 90–110 double space (50–60 single space)	Length Typically 180–220+ double space
Citation Style APA (latest version)	Citation Style APA (latest version) preferred but others permitted
Final Formatting Single space, color, graphics Executive report layout that is appropriate for stakeholders	Final Formatting Traditional dissertation format

Process

CAPSTONE	DISSERTATION
Capstone Chair Additional member optional	Dissertation Chair +2 committee members
Candidacy Paper Defense (A&S 706) Literature Review	Candidacy Paper Defense (A&S 706) Literature Review
Capstone Proposal Defense (A&S 838) Data collection and analysis	Dissertation Proposal Defense (A&S 849) Methodology, data collection
IRB Approval of human subjects or human subject data	IRB Approval of human subjects or human subject data
Capstone Poster Session (A&S 839) Defense Course	Dissertation Defense (A&S 859) Defense Course

APPENDIX G: CONFERENCE CALENDAR

Academic and professional conferences each serve a distinct purpose. Academic conferences provide opportunities to share research-in-progress and are particularly valuable for students who have reached the Proposal and Independent Research phases of their Dissertation or Capstone. Professional conferences emphasize applied practice, policy, and innovation in educational settings, making them suitable venues for students who have not yet defended their Proposals.

Double click on the calendar to open.

	BLUE: WIDELY APPLICABLE ACROSS DISCIPLINES		ORANGE: VCE
	GREEN: CURRICULUM STUDIES		PURPLE: EDUCATIONAL LEADERSHIP
JANUARY	FEBRUARY	MARCH	
		 <u>COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY(CIES)</u> DEADLINE TO SUBMIT: AUGUST ACTUAL CONFERENCE DATE: MARCH	
APRIL	MAY	JUNE	
 <u>AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF CURRICULUM STUDIES(AAACS)</u> DEADLINE TO SUBMIT: FEBRUARY ACTUAL CONFERENCE DATE: APRIL  <u>AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA) ANNUAL MEETING</u> DEADLINE TO SUBMIT FOR MAIN CONFERENCE: JULY ACTUAL CONFERENCE DATE: APRIL  <u>AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA) ANNUAL MEETING</u> DEADLINE TO SUBMIT FOR THE GRADUATE STUDENT RESEARCH-IN-PROGRESS ROUNDTABLE SERIES: OCTOBER; ACTUAL CONFERENCE DATE: APRIL			
JULY	AUGUST	SEPTEMBER	
 <u>INTERNATIONAL COUNCIL OF PROFESSORS OF EDUCATIONAL LEADERSHIP: (ICPEL)</u> DEADLINE TO SUBMIT: MARCH ACTUAL CONFERENCE DATE: JULY			
OCTOBER	NOVEMBER	DECEMBER	
 <u>AMERICAN EDUCATIONAL STUDIES ASSOCIATION (AESA)</u> DEADLINE TO SUBMIT: MAY ACTUAL CONFERENCE DATE: OCTOBER  <u>BERGAMO: JOURNAL OF CURRICULUM THEORIZING</u> DEADLINE TO SUBMIT: AUGUST ACTUAL CONFERENCE DATE: OCTOBER	 <u>UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION (UCEA)</u> DEADLINE TO SUBMIT: MAY ACTUAL CONFERENCE DATE: NOVEMBER  <u>MID-WEST EDUCATIONAL RESEARCH ASSOCIATION (MWERA)</u> DEADLINE TO SUBMIT: MAY ACTUAL CONFERENCE DATE: NOVEMBER		

APPENDIX H: CANDIDACY PAPER/ LITERATURE REVIEW OUTLINE

The Capstone and Dissertation Process Explained (Post-Coursework)

Both the Capstone and Dissertation fall into three phases:

1. Candidacy Paper/ Literature Review phase (the candidacy paper/literature review is updated and revised with feedback from the committee at the candidacy and proposal hearings. It typically becomes the basis for Chapter 2 of the final Capstone/Dissertation, but students start with it as the first phase).
 2. Proposal Paper/ Methodology and research design phase (this phase includes writing Chapter 1 (Introduction) and Chapter 3 (Methodology/research design) and comes second).
 3. Final Dissertation/Capstone Paper/ Independent Research phase (this phase is when students add their final Chapters 4 (Findings Chapter for Capstone, and Results Chapter for Dissertation) and 5 (Interpretation of Results for Capstone, Discussion of Findings for Dissertation).
- Each of these phases may take years to complete for most students, and for each phase they must finish the paper and have it approved by their Dissertation/Capstone chair (advisor) before actually registering for the class.
 - E.g. a student will finish their Candidacy Paper, get it approved, and then register for the Candidacy course (A&S 706) in which they will defend the Paper to their Dissertation/Capstone chair and the rest of their committee.
 - Students put their Dissertation/Capstone committee together toward the end of coursework in year 3 but may spend years writing it before they ever register for the Candidacy class. The same is true for the Proposal and final Dissertation/Capstone phases.

The Candidacy/ Literature Review Overview

The candidacy paper should be approached as a scholarly literature review and analysis on a topic related to the student's dissertation or capstone. The candidacy paper is at least 25-30 pages with at least 20 academic references (often many more—as the candidacy paper is intended to synthesize the research literature for your topic). The candidacy paper is intended to demonstrate a student's writing and analytical skills in addition to their subject knowledge. Students are expected to format their candidacy paper according to the style guidelines of the most recent Publication Manual of the American Psychological Association (APA, 7th edition). Exceptions include candidacy papers focused on education and the law, where the standard source for legal citation is the Bluebook.

The Candidacy/ Literature Review/ Chapter 2 Outline

Introduction:

1. Explain your research topic
2. Establish the importance of your topic – number affected, impact on individuals
3. Research question(s)—NOTE that some chairs will not want research questions until the proposal (next stage), while others will like RQs included with the candidacy paper/literature review. Check with your chair about their preference.
4. Define key terms
5. Literature search strategies
6. Description of extent and nature of literature
7. Overview of organization of rest of review

Theoretical Considerations: explain the theories that are relevant to the literature you are about to review.

1. Theory X
2. Theory Y etc.

Body of Review: Now provide a review of the literature, dividing sources together into themes or topics, these themes will relate to your research topic i.e. if your research topic is about Bi-lingual Teachers being necessary, you would present many sources on bi-lingual education divided into themes like, "Topic 1: bi-lingual learners retain more," and review/explain 5-10 sources. Then, "Topic 2: Bi-lingual teachers create more inclusivity in the classroom," and

review/explain 5-10 sources, etc. (This is a simplified explanation, you will likely have more complex themes dividing up your sources.)

1. Topic 1
 - a. Sub-topic 1
 - b. Sub-topic 2, etc.
2. Topic 2
 - a. Sub-topic 1
 - b. Sub-topic 2, etc.
3. Topic 3
 - a. Sub-topic 1
 - b. Sub-topic 2, etc.

Summary of your topics

Discussion of Literature:

1. Conceptual Framework

- a. How the topic/ subtopics of the literature you are reviewing are relevant to your research topic
- b. The findings from the literature review you divided into topics above, are used to build the conceptual framework, which synthesizes the key ideas from existing research, showing how different concepts and variables are linked to your research topic.
- c. It illustrates the expected relationships between topics/subtopics in the literature, helping to understand the cause-and-effect dynamics.
- d. It bridges the gap between existing theories and the practical application of the research.

2. **Conclusions:** A summary of the key findings and their significance. It's not just a restatement of the findings, but a synthesis that ties the reviewed literature together, demonstrating the contribution of the research to the broader field.
3. **Implications:** Explain why the research is important. Address questions like "what does this research mean?" and "how does this work contribute to the body of knowledge?". Implications consider the potential impact on theory, practice, policy, and future research.
4. **Suggestions for Future Research:** What gap will you be filling with your research?

APPENDIX I: PROPOSAL PAPER OUTLINE

The Capstone and Dissertation Process Explained (Post-Coursework)

Both the Capstone and Dissertation fall into three phases:

1. Candidacy Paper/ Literature Review phase (the candidacy paper/literature review is updated and revised with feedback from the committee at the candidacy and proposal hearings. It typically becomes the basis for Chapter 2 of the final Capstone/Dissertation, but students start with it as the first phase).
 2. Proposal Paper/ Methodology and research design phase (this phase includes writing Chapter 1 (Introduction) and Chapter 3 (Methodology/research design) and comes second).
 3. Final Dissertation/Capstone Paper/ Independent Research phase (this phase is when students add their final Chapters 4 (Findings Chapter for Capstone, and Results Chapter for Dissertation) and 5 (Interpretation of Results for Capstone, Discussion of Findings for Dissertation)).
- Each of these phases may take years to complete for most students, and for each phase they must finish the paper and have it approved by their Dissertation/Capstone chair (advisor) before actually registering for the class.
 - E.g. a student will finish their Proposal Paper, get it approved, and then register for the Proposal course (A&S 838/849) in which they will defend the Paper to their Dissertation/Capstone chair and the rest of their committee.
 - Students put their Dissertation/Capstone committee together toward the end of coursework in year 3 but may spend years writing it before they ever register for the Candidacy class. The same is true for the Proposal and final Dissertation/Capstone phases.

The Proposal Overview

The proposal is where you describe the research that you will do for your dissertation or capstone. Think about the proposal as a plan for a study that will (1) address a gap or hole in the existing research—a gap you identified in your literature review and (2) collect data needed to answer your research questions. It includes chapter 1 (Introduction), chapter 2 (the Literature Review), and chapter 3 (Methodology/ research design).

The Proposal Outline

Title Page

Abstract

Table of Contents [using Table feature]

PART I: INTRODUCTION

- Overview (Context & Background)
- Research Problem Statement
- Statement of Research Purpose
- Research question(s)—NOTE that these are sometimes included later in the dissertation/capstone. Ask your committee chair for their preference about where to include RQs.
- Approach: Discussion of Research Question/s & Research Study Design
- Rationale & Significance
- Role of the Researcher [also called Positionality Statement]
- Assumptions: Discussion of Assumptions about the Research Study and/or Researcher
- Definition of Key Terminology

PART II: LITERATURE REVIEW (this is an updated and revised version of your candidacy paper—including recent research that may have been published since your candidacy defense, when applicable, you'll find a more comprehensive Literature Review outline on the Doctoral D2L student page.)

Introduction of Research Topic, Theoretical Considerations & Identify the areas of literature (topic and subtopics) that help frame the study and explain the areas of literature's relevance.

- Body of Review divided by themes/topics
 - Topic One
 - Topic Two
 - Topic Three

- Conceptual Framework
- Conclusion about Research Topic
- Implications
- Suggestions for Future Research

PART III: METHODOLOGY/METHOD

- Overview: Discussion of Research Study Design (include Questions to be answered;

Purpose of Study; and Sources of Data Needed); Pick 1 (2 max) types of study total. NOTE: Do not add Quantitative, Qualitative, or Mixed Method as a Study Approach. Types of studies:

- Exploratory
 - Descriptive
 - Explanatory
 - Interpretive
 - Experimental
 - Comparative
 - Correlational
 - Phenomenological
 - Survey Research
 - Content Analysis
 - Panel/Cohort
 - Action Research
 - Heuristic Inquiry
 - Narrative Inquiry
- Study Sample: What Population will be selected, what Criteria determines Selection
 - Plan & Methods for Data Collection: Rationale, Development, Piloting, and Administration; List the Steps that will be taken to obtain the Data; each Data Method discussed separately but best to choose just 1 because each type of study (e.g., phenomenological, survey research, case study) typically pairs best with certain data collection methods. NOTE: Do not add Quantitative, Qualitative, or Mixed Method as a Data Collection. Types of data collection:
 - Questionnaires
 - Observations
 - Case Studies
 - Interviews
 - Secondary Data

- Archival
- Focus Groups
- Social Media
- Sampling
- Documents
- Track/Monitor
- Physiological
- Plan & Methods of Data Analysis and Synthesis of Data/ Research Design: Describe how the Data will be analyzed, what will be done with the Findings (any coding schemes), also explain the method. Pick just 1.
 - QUALITATIVE
 - QUANTITATIVE
 - MIXED-METHODS
- Rationale for Methods/Study Selections: Cite Literature that supports each of your selections.
- Limitations of Study: State limitations of the study and means to address these limitations.
- Timeline for Study
 - Explain the timeline (total in months) of research to data to be collected and analyzed. You can also use Phases (in months) as a guide, if needed:
 - Phase A:
 - Phase B:
 - Phase C:
- Projected chapter outline of dissertation or capstone: Think of it as a chapter-by-chapter roadmap of how your finished dissertation or capstone will be organized. It shows your committee that you already understand the general structure your study will take, even before you've collected data.

APPENDIX

REFERENCES (Bibliography)

APPENDIX J: FINAL DISSERTATION/CAPSTONE OUTLINE

The Capstone and Dissertation Process Explained (Post-Coursework)

Both the Capstone and Dissertation fall into three phases:

1. Candidacy Paper/ Literature Review phase (the candidacy paper/literature review is updated and revised with feedback from the committee at the candidacy and proposal hearings. It typically becomes the basis for Chapter 2 of the final Capstone/Dissertation, but students start with it as the first phase).
 2. Proposal Paper/ Methodology and research design phase (this phase includes writing Chapter 1 (Introduction) and Chapter 3 (Methodology/research design) and comes second).
 3. Final Dissertation/Capstone Paper/ Independent Research phase (this phase is when students add their final Chapters 4 (Findings Chapter for Capstone, and Results Chapter for Dissertation) and 5 (Interpretation of Results for Capstone, Discussion of Findings for Dissertation)).
- Each of these phases may take years to complete for most students, and for each phase they must finish the paper and have it approved by their Dissertation/Capstone chair (advisor) before actually registering for the class.
 - E.g. a student will finish their final Dissertation/Capstone Paper, get it approved, and then register for the Independent Research course (A&S 839/859) in which they will defend the Paper to their Dissertation/Capstone chair and the rest of their committee.
 - Students put their Dissertation/Capstone committee together toward the end of coursework in year 3 but may spend years writing it before they ever register for the Candidacy class. The same is true for the Proposal and final Dissertation/Capstone phases.

The Final Capstone/Dissertation Overview

The final product includes the final 2 chapters, Chapters 4 (Findings Chapter for Capstone, and Results Chapter for Dissertation) and 5 (Interpretation of Results for Capstone, Discussion of Findings for Dissertation).

The Final Capstone/Dissertation Outline

Title Page

Abstract

Table of Contents [using Table feature]

PART I: INTRODUCTION

- Overview (Context & Background)
- Research Problem Statement
- Research question(s)—NOTE that these are sometimes included later in the dissertation/capstone. Ask your committee chair for their preference about where to include RQs.
- Statement of Research Purpose
- Approach: Discussion of Research Question/s & Research Study Design
- Rationale & Significance
- Role of the Researcher [also called Positionality Statement]
- Assumptions: Discussion of Assumptions about the Research Study and/or Researcher
- Definition of Key Terminology

PART II: LITERATURE REVIEW (this is an updated and revised version of your candidacy paper—including recent research that may have been published since your candidacy defense, when applicable, you'll find a more comprehensive Literature Review outline on the Doctoral D2L student page.)

- Introduction of Research Topic, Theoretical Considerations & Identify the areas of literature (topic and subtopics) that help frame the study and explain the areas of literature's relevance.
- Body of Review divided by themes/topics
 - Topic One
 - Topic Two
 - Topic Three
- Conceptual Framework
- Conclusion about Research Topic
- Implications
- Suggestions for Future Research

PART III: METHODOLOGY/METHOD

- Overview: Discussion of Research Study Design (include Questions to be answered; Purpose of Study; and Sources of Data Needed); Pick 1 (2 max) types of study total. NOTE: Do not add Quantitative, Qualitative, or Mixed Method as a Study Approach. Types of studies:
 - Exploratory
 - Descriptive
 - Explanatory
 - Interpretive
 - Experimental
 - Comparative
 - Correlational
 - Phenomenological
 - Survey Research
 - Content Analysis
 - Panel/Cohort
 - Action Research
 - Heuristic Inquiry
 - Narrative Inquiry
- Study Sample: What Population will be selected, what Criteria determines Selection
- Plan & Methods for Data Collection: Rationale, Development, Piloting, and Administration; List the Steps that will be taken to obtain the Data; each Data Method discussed separately but best to choose just 1 because each type of study (e.g., phenomenological, survey research, case study) typically pairs best with certain data collection methods. NOTE: Do not add Quantitative, Qualitative, or Mixed Method as a Data Collection. Types of data collection:
 - Questionnaires
 - Observations
 - Case Studies
 - Interviews
 - Secondary Data

- Archival
- Focus Groups
- Social Media
- Sampling
- Documents
- Track/Monitor
- Physiological
- Plan & Methods of Data Analysis and Synthesis of Data/ Research Design: Describe how the Data will be analyzed, what will be done with the Findings (any coding schemes), also explain the method. Pick just 1.
 - QUALITATIVE
 - QUANTITATIVE
 - MIXED-METHODS
- Rationale for Methods/Study Selections: Cite Literature that supports each of your selections.
- Limitations of Study: State limitations of the study and means to address these limitations.
- Timeline for Study
 - Explain the timeline (total in months) of research to data to be collected and analyzed. You can also use Phases (in months) as a guide, if needed:
 - Phase A:
 - Phase B:
 - Phase C:
- Projected chapter outline of dissertation or capstone: Think of it as a chapter-by-chapter roadmap of how your finished dissertation or capstone will be organized. It shows your committee that you already understand the general structure your study will take, even before you've collected data.

PART IV: RESULTS/FINDINGS (Findings Chapter for Capstone, and Results Chapter for Dissertation)

- Introduction
 - Brief restatement of the research questions/hypotheses.
 - Reminder of methodology or data sources (short, not a repeat of methods chapter).
- Organization of Findings
 - Typically organized around each research question or hypothesis.
 - Can also be structured thematically if qualitative.
- Presentation of Data
 - Quantitative:
 - Descriptive statistics (means, frequencies, percentages).
 - Inferential statistics (t-tests, ANOVAs, regressions, correlations).
 - Tables and figures to summarize.
 - Qualitative:
 - Emergent themes, categories, or patterns.
 - Direct quotes from participants to illustrate findings.
 - Visuals such as concept maps, coding trees, or matrices.
- Summary of Key Findings

- Brief wrap-up linking back to each research question.
- No interpretation yet—just reporting what was found.

PART V: DISCUSSION/ INTERPRETATION OF FINDINGS (Interpretation of Findings for Capstone, Discussion of Results for Dissertation).

- Introduction
 - Restate purpose of study and summarize key findings.
 - Transition into interpretation.
- Interpretation of Findings/Results
 - Explain what the results mean in relation to:
 - Research questions.
 - Theoretical framework(s) used.
 - Literature reviewed in Chapter 2 (compare/contrast with past studies).
- Implications
 - For practice: How results can be applied in real-world settings.
 - For policy: Potential changes or recommendations.
 - For research: How this contributes to knowledge and gaps still remaining.
- Limitations
 - Acknowledge methodological constraints, biases, or contextual factors.
 - Discuss how these may have influenced findings.
- Recommendations
 - Suggestions for future research (based on limitations and findings).
 - Professional or organizational recommendations if practice-oriented.
- Conclusion
 - Wrap up discussion with the overall significance of the study.
 - Highlight contributions to theory, practice, and scholarship.

APPENDIX

REFERENCES (Bibliography)