



College of Education

**Doctoral Program
Curriculum Studies**

Student Handbook

2024-2025

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INTRODUCTION

Welcome to the Education Doctoral Program in Curriculum Studies at DePaul University. This handbook contains essential doctoral 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 habit of conduct (dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrate concern for and protection of safety and well-being of others

CURRICULUM STUDIES DEGREE REQUIREMENTS, LICENSURES, AND ENDORSEMENTS

The Curriculum Studies strand has two-degree options: EdD and PhD 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 Curriculum Studies degrees' descriptions, degree requirements, and admissions instructions.

EdD in Curriculum Studies Overview: 20 courses, 76 quarter hours

The Education Doctorate (EdD) in Curriculum Studies encourages educators to reflect on and strengthen their own practice and to challenge themselves and their colleagues to work effectively for social justice and educational excellence. Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education. The EdD typically serves candidates seeking professional or practitioner careers (e.g., superintendent, principal) and terminates in a capstone project (e.g., program evaluation, treatise, analysis of organizational practice, proposal for organizational development, policy paper, applied research, professional plan, final report, inquiry into a problem of practice, cost-benefit analysis).

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

Graduates of the program may enter a new career or strengthen their current position in schools, universities or community organizations. They may assume faculty positions in higher education, take leadership positions in local and state education agencies, assume curriculum positions in school or community learning environments, or become leaders in educational policy.

PhD in Curriculum Studies Overview: 20 courses, 76 quarter hours

The Doctor of Philosophy of Education (PhD) in Curriculum Studies encourages educators to reflect on and strengthen their own practice and to challenge themselves and their colleagues to work effectively for social justice and educational excellence. Students use critical reflection to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education. The PhD serves candidates seeking academic careers (e.g., university faculty, researcher) and terminates in a comprehensive dissertation of original research.

Curriculum decision-making is a theoretically informed, practical, and dialogic activity. We encourage educators to seek the most defensible course of action in specific circumstances; this requires a thorough understanding of the sociocultural and political context and the analytical ability to think critically about broader purposes and

consequences. We consider educators to be teachers not only in the classroom, but also in a variety of settings where they interact (including in higher education, community organizations, etc.). Educational environments, especially those in urban settings, are complex; creating viable options within them requires a rich knowledge base and the ability to think conceptually. Our program provides educators with a variety of theoretical perspectives to use in analyzing educational phenomena.

Graduates of the program may assume faculty or researcher positions in higher education, take leadership positions in local and state education agencies, assume curriculum positions in school or community learning environments, or become leaders in educational policy. They may enter a new career or strengthen their current position in schools, universities or community organizations.

PhD/EdD Degree Requirements

PhD 21 courses and 80 credits

EdD 20 courses and 76 credits*

*students pursuing an EdD will take one fewer research course as compared to the PhD track, see course sequences section for clarification

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

Curriculum Studies Degree

PhD 21 courses and 80 credits

EdD 20 courses and 76 credits

Core Courses: (6 courses, 24 quarter hours)

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

Research Courses: (PhD 6 courses, 24 course hours; EdD 5 courses, 20 quarter hours)

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

Choose one subsequent research course from the following list if EdD or take both if PhD:

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

Elective Requirement: (1 course, 4 quarter hours)

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

Concentration Courses: (5 courses, 20 quarter hours)

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

Candidacy Course: non-credit, non-tuition

- CS 706 CANDIDACY PAPER

Dissertation Courses (PhD only): (2 courses, 8 quarter hours)

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

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

- CS 838 SUPERVISED APPLIED CAPSTONE (EDD) PROPOSAL DEVELOPMENT
- CS 839 INDEPENDENT APPLIED CAPSTONE (EDD): CURRICULUM STUDIES

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

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOL
- 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 LEADERSHIP IN EDUCATING LINGUISTICALLY DIVERSE LEARNERS
- CS 470 TEACHERS AS LEADERS
- CS 473 ASSESSMENT
- CS 482 THE HISTORY OF CURRICULUM PRACTICE
- CS 488 CURRICULUM DESIGN

Principal Preparation 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 604 PRINCIPAL LICENSURE INTERNSHIP
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP
- A&S 694 SCHOOL FINANCE
- A&S 695 SCHOOL LAW
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

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

- A&S 803 THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES
- A&S 811 ASSESSMENT AND ACCOUNTABILITY
- A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
- A&S 824 ADVANCED HUMAN RESOURCES MANAGEMENT
- A&S 834 THE SUPERINTENDENT AS INSTRUCTIONAL LEADER
- A&S 843 THE POLITICS OF SCHOOLING couldn't find
- A&S 873 CURRENT TRENDS IN BUDGETING AND FINANCE
- A&S 883 SCHOOL LAW

Superintendent Internship Requirement:

- 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)

INTRA-PROCESS TO CHANGE EDD/PHD DEGREE TRACK OR PROGRAM

- Students who are interested in changing their degree track from the EdD to PhD or vice versa within their current concentration will need to complete an Request to Change Concentration Form. As part of the application process, students must retrieve signatures from their Academic Advisor. Their former concentration's Program Director, as well as their new concentration's Program Director.
- Students who are interested in changing their degree track between programs within the COE will need to complete an Intra-Department Program Change Request Form. As part of the application process, students must submit a letter of support from a faculty member they have had as an instructor who can attest to their academic performance. Students should not contact the Chair of the Department of Language, Learning and Curriculum or the Doctoral Program Coordinator, unless either has been their instructor. To use the Intra-Process form, you

must be a current/active student and admitted after July 2017. Students can access the “Request to Change Doctoral Program” form on the COE website in the forms library section: <https://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx> under the section labeled “Doctoral Program Forms.” 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. Once the form is submitted, the student will receive an email confirmation of the submission. If the file is complete, it will be sent to the doctoral committee for approval. Once the faculty provides their approval, the student will be alerted of an update to your application.

COLLEGE OF EDUCATION POLICIES

Student in Good Standing

Students who have completed coursework and are working on their dissertation/capstone must register as a student in good standing each quarter until research is complete. This non-credit, ungraded registration provides students with an active student ID and access to all DePaul facilities and services such as the library. There is a small fee for registration. Register for the 700 Student in Good Standing course, using the letter code of your program (CS 700). The student’s dissertation/capstone chair must sign the Student in Good Standing Course Registration form, which is available online at http://education.depaul.edu/student-resources/policies-and-forms/Documents/forms_library/600_625_700_Registra.pdf

Readmission

Students who have not been enrolled in courses for three consecutive quarters, excluding summer, are automatically discontinued by the university and must apply for readmission. (Students should register for CS 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.

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:

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.

SUGGESTED COURSE SEQUENCE FOR EDD and PHD

For detailed descriptions of these courses, see Appendix E

The suggested course plan for students entering their first year in Fall 2024 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.

Even Academic Year Start (e.g., 2024-25)

	Fall	Winter	Spring
First Year	SCG 711 A&S 801	CS 704 CS 784	SCG 775 CS 751
Second Year	SCG 785 CS 761	SCG 735 <u>or</u> SCG 745 CS 754	SCG 755 <u>or</u> SCG 765* SCG 701
Third Year	SCG 721 CS 764	SCG 735 <u>or</u> SCG 745 CS 794	None (EdD) SCG 755 <u>or</u> SCG 765 (if PhD)* CS 794
Fourth+ Year	Candidacy (CS 706) and Dissertation (CS 849) /Capstone (CS 838) Proposal Development		
Fifth+ Year	Dissertation (CS 859)/Capstone (CS 839) Defense		

Odd Academic Year (e.g., 2025-26)

	Fall	Winter	Spring
First Year	SCG 711 A&S 801	CS 704 CS 784	SCG 775 CS 751
Second Year	SCG 785 CS 764	SCG 735 <u>or</u> SCG 745 CS 794	SCG 755 <u>or</u> SCG 765* CS 794
Third Year	SCG 721 CS 761	SCG 735 <u>or</u> SCG 745 CS 754	None (EdD) SCG 755 <u>or</u> SCG 765 (if PhD)* SCG 701
Fourth+ Year	Candidacy (CS 706) and Dissertation (CS 849) /Capstone (CS 838) Proposal Development		
Fifth+ Year	Dissertation (CS 859)/Capstone (CS 839) Defense		

*Only 1 required for EdD, both required for PhD

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 AND MILESTONES

The doctoral journey consists of a series of steps and milestones that students must complete in order to obtain the EdD or 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>

Curriculum Studies PhD students 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+	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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

Dissertation & Capstone Checklist



A comprehensive step-by-step process guide

Please consult with your chair before requesting enrollment in dissertation/capstone courses

-  The entire Dissertation or Capstone process through Candidacy, Proposal, and Independent Research courses, as well as your Dissertation/Capstone defense, generally takes longer than a year.
-  Even though each of the aforementioned courses are a quarter long, they generally require more than one quarter to complete the drafts necessary to register for the next course.
-  If any of these courses take longer than a quarter to complete, students enroll in the low cost placeholder course “Good Standing” as they continue to work on their drafts and retain university and library resources.
-  If you are looking to graduate in June, avoid registering for your final Independent Research class in Spring, because the deadline to defend your Dissertation/Capstone is May 1, which only gives you one month in that course to complete your final defense. Instead, register for your Independent Research course in the Autumn or Winter before.

1 Select Dissertation/Capstone chair and committee

 **Submit Dissertation/Capstone Committee Membership Form**

2 Draft Candidacy paper

3 Upon approval of chair, enroll in your Candidacy course 706 (same literature review course for Capstone and Dissertation students both, 0 credits)

 **Submit Candidacy Requirement 706 Course Request Form**

Schedule Candidacy Defense with committee and defend Candidacy paper

 **Submit Approval of Candidacy Standing: Dissertation/Capstone Form**

FIND ALL FORMS ON THE COE DOCTORAL PROGRAM WEBSITE

Please consult with your chair before requesting enrollment in dissertation/capstone courses

4 Draft final Proposal

5 Upon approval of chair, enroll in your Proposal course when you are ready to defend your Proposal (838 for Capstone, 849 for Dissertation)



Submit Supervised Dissertation Proposal Development (838, 849) Request Form

Submit Proposal for review by IRB

IRB is the Institutional Review Board—it makes sure that ethical practices are followed when researching human subjects. Students need to complete this process prior to gathering data for the dissertation. Typically, the approval is included as an appendix. Students can't publish human subject research that does not have IRB approval.

6 Schedule proposal defense with committee and defend Proposal



Submit Dissertation/Capstone Proposal Approval Form

7 Draft final Dissertation/Capstone

8 Upon approval of chair, enroll in Independent Research course (839 for Capstone, 859 for Dissertation) when you are ready to defend your final Dissertation/Capstone.

If you know when you plan on defending, apply for graduation by the deadline of the anticipated quarter of defense. See deadlines in the table below.



Independent Dissertation/Capstone Research Request Form -



Degree Conferral Application – Find on Campus Connect

Please consult with your chair before requesting enrollment in dissertation/capstone courses

Conferral Application Deadlines **Find Application on Campus Connect**

Graduating in Autumn Quarter	Apply by October 1
Graduating in Winter Quarter	Apply by January 15
Graduating in Spring Quarter (June Commencement is technically in Spring Quarter!)	Apply by February 1 (if you want to graduate in June!)
Graduating in Summer Session 1 or 2	Apply by July 15

9 Schedule Defense with committee before last day to defend deadline (May 1) and inform the Doctoral Office Assistant Michael Boland

Send Doctoral Office Assistant a Zoom link for the Defense, the program you're in, your title and abstract, and a picture if you would like, to mboland7@depaul.edu

Defend Dissertation/Capstone by May 1



Submit Dissertation Approval Form

10 Once the dissertation is defended, the student submits it to the Doctoral Office for format review

FIND ALL FORMS ON THE COE DOCTORAL PROGRAM WEBSITE

Please consult with your chair before requesting enrollment in dissertation/capstone courses

11 Submit reviewed dissertation to ProQuest for publication by 6/1 (request ProQuest instructions from Doctoral Office after format review is complete)

Defense and submission to ProQuest must occur before student can graduate

12 Doctoral Assistant marks this milestone in Campus Connect



Please consult your Academic Advisor, the Doctoral Office, and your Committee Chair with questions about this process.

FIND ALL FORMS ON THE COE DOCTORAL PROGRAM WEBSITE

***To view information comparing the capstone and dissertation, please see Appendices E & 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 that can take multiple forms. 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 **CS 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. Registration 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/Documents/forms_library/600_625_700_Registra.pdf

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 to 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.
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 or committee members changes, the student must submit a **Change in Capstone Advisor 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 of the **Candidacy Course CS 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.

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 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 (CS 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 chair defense meeting, 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 discussion, the student will be asked to leave, and the capstone chair will discuss whether or not the student passed candidacy. The capstone chair will call the student back into the meeting to discuss the decision. 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, 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>

[forms/Pages/forms-library.aspx](https://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 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.

In the quarter prior to the planned proposal defense, the student must register for **CS 838 Supervised Applied Capstone (EdD) Proposal Development** in 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 success of the 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, meet certain research and writing milestones, and present their capstone at a Capstone Poster Session. 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 continuously enroll themselves in CS 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 **CS 839 Independent Applied**

Capstone (EdD): Curriculum Studies in the quarter the student plans to defend their capstone.

Students should submit the **Independent Capstone Research Course Request Form (CS 839)** form 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 **CS 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 and poster session, 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

After successful defense and poster session presentation, and once the Capstone chair approves the capstone, students will convert the document into a report-style layout. 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 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 traditional double-spaced format in APA style (latest edition) for the candidacy paper, proposal, and final project. 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.

Example Capstone Sections

1. Table of Contents
2. Executive Summary
3. Background (Introduction and Literature Review)
4. Process (Project Design/Method and Project Outcomes)
5. Application (Outcomes/Findings; Implications/Recommendations/Analysis)
6. Conclusions
7. References

Example Capstone Outline

I. Front Matter

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

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

II. Executive Summary

- a. Statement of **the** purpose, rationale, significance, and background of your applied project
- b. Recap the most important findings from the project
- c. Briefly describe what was analyzed/evaluated (data, documents, policies, programs, curriculum, etc.) and how it was analyzed/evaluated (what process and methodological approach was used)

III. Background

- a. Introduction: Articulate the problem of practice; what is the main focus or question(s) the project is aiming to answer? Address the problem(s) identified through an analysis of a current practice such as a curriculum, evaluation tool, program, policy, etc. Show how the problem is grounded in the context of its application (in an organization, district, school, center, etc.; describe the possible causes and evolution of the problem; articulate need and reasons for addressing the problem and show that it can be solved based on current research, theories, and professional knowledge.
- b. Literature Review: **Review and analysis of theories that provides the foundational theoretical framework for the analysis of the topic as well as the historical development of ideas, issues, and problems under study. Review and analysis of seminal and current research studies and discussion of research findings and implications.** Include at least 20 academic references (peer-reviewed articles, books, chapters). Provide general conclusions about recent advances in the specific topic or theme at the time of your literature review
- c. Rationale for the project—an explanation of the contribution this project makes to practice and how it can be applied.

IV. Process

- a. Project Design/Method: The analysis/evaluation design should be appropriate to the question(s) being asked.
- b. Statement of the problem of practice and related issues or questions being addressed
- c. Discussion of why solving the problem being addressed is important for the practice
- d. Discussion of why this project – informed by the theoretical framework, the literature review, and professional/academic experience —is the best way to collect and analyze the data that will inform project outcomes, finding and recommendations
- e. Discuss all aspects of data collection and analysis – who, what, when, where, and how. Explain the data-collection and analysis procedures
- f. Identify any ethical concerns or conflict of interest

V. Application

- a. Outcomes/Findings: Analysis of the issues, problems, and questions, using the information, documents, or data. At the end of each section in this part of the capstone, it might be useful to develop emergent conclusions concerning the problems, issues, and questions analyzed in the section
- b. Recommendations/Implications: Provide recommendations that are appropriate to the particular practice context
- c. Acknowledged what might impede implementation of the recommendations
- d. A brief summary/synthesis at the end of each section

VI. Conclusion

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

VII. Back Matter

- a. Bibliography
- b. Appendices (if any)

Examples Topics for Capstone Project

Type	Problem	Guiding Question
Program evaluation 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 **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. Students are responsible for any further revisions. The Doctoral Office does not provide copyediting services.

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 2025 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 **CS 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.. Registration for this course is contingent on approval from the dissertation committee chair, and enrolled students must be making noticeable progress towards the completion of their dissertation. The student should have the corresponding form signed by 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/Documents/forms_library/600_625_700_Registra.pdf

Curriculum 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 to 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.
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 forms library** on 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** to the Doctoral Program Office 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 CS 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.

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 or dissertation research courses (**CS 849 and 859**).

Students should work with the committee chair to determine when the 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 a Zoom 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 Assistant 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 **CS 849 Supervised Applied Dissertation (PhD) Proposal Development** for the quarter in which they 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 a Zoom meeting. The student is responsible for notifying the chair and committee of the location.

The student should expect to discuss the dissertation proposal in detail 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** (available 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>) 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.

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. Students must continuously enroll themselves in **CS 700 Good Standing** during the dissertation process in order to have access to DePaul University resources.

The Student in Good Standing Course Registration Form, is available found on the COE's Form Library website: http://education.depaul.edu/student-forms/Documents/forms_library/600_625_700_Registra.pdf [resources/policies-and-forms/Pages/forms-library.aspx](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 **CS 859 Independent Applied Dissertation (PhD)** in the quarter the student plans to defend their final dissertation. Students should submit the **Independent Dissertation Research Course Request (CS 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 **CS 859 Independent Applied Dissertation (PhD)** 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/PhD 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>

The chair and student, with a one-month lead time, will schedule a public defense of the dissertation and notify the Doctoral Program Assistant of the date and time. The Doctoral Program Office will reserve a room for the defense or a Zoom meeting 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 Assistant.

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. The Doctoral Program Office Dissertation Formatting Checklist can be seen in Appendix A.

Example Dissertation Sections

1. Table of contents
2. Abstract
3. Introduction
4. Literature review
5. Research Methodologies
6. Data findings/outcomes
7. Implications
8. Conclusion
9. References

Example Dissertation Outline

I. Front Matter

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

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

II. Introduction

This may include:

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

III. Review of Existing Literature

This may include:

- d. Summary of different points of view on the specific topic or theme found in books, periodicals, and articles; as well as the historical development of ideas, issues, and problems under study
- e. Critical analysis of these views, indicating strengths and weaknesses of previous research and scholarship
- f. General conclusions about recent advances in the specific topic or theme at the time of your literature review

- g. Rationale for your study—an explanation of the contribution this research could make to the field

IV. Conceptual Framework and Methodology

This may include:

- a. Statement of your educational research issues, problems, or questions
- b. Discussion of research methodology used
- c. Discussion of the relationship between the issues, problems, and purposes of your study
- d. Discussion of the sources, means, and appropriateness of obtaining certain information, material or data (data to be broadly defined as observation records, narratives, texts, existing data sets, etc.)
- e. Special emphasis on the limitations and conclusions generated by the methodology used

V. Presentation and Analysis of Data

This may include:

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

VI. Implications of Findings/Outcomes

VII. Conclusion

This may include:

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

VIII. Back Matter

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

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

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 **May 1st** in order to meet requirements on time. Students should review the formatting checklist (p. 19) prior to submitting a copy of their dissertation to the Doctoral Office. The Doctoral Program Assistant will review the dissertation based on this checklist. 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 **June 1**. The Doctoral Program Assistant is responsible for marking this degree requirement 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 2025 is February 1

INSTRUCTIONS FOR PHD 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 CS

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

5. 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. Who should I contact when I have questions?

Advising Office: Registration and degree completion progress: [rruiz28@depaul.edu](mailto:r Ruiz28@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

APPENDIX A: DISSERTATION FORMATTING CHECKLIST

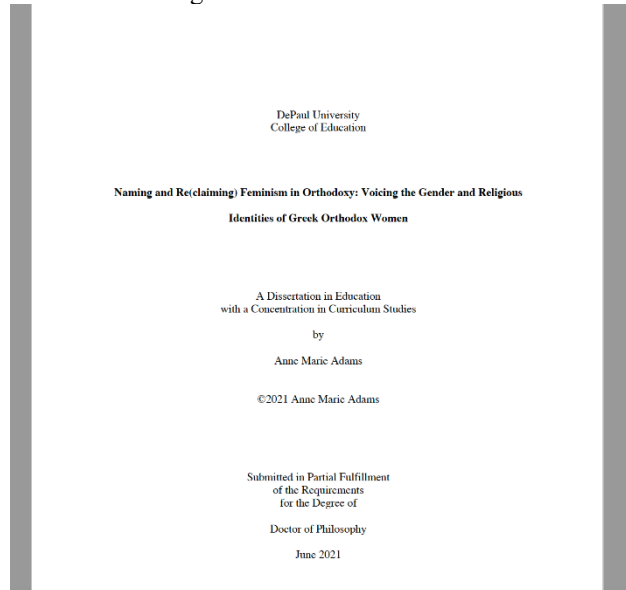
Doctoral Program Office Format Review Checklist

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

If you have any questions, please contact Michael Boland at mboland7@depaul.edu.

Front Matter


A. Title Page



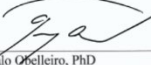
- The title page does not have a number.
- The title page contains appropriate vertical spacing and the same margins as the rest of the document.
- All items are centered.
- First two lines say, “DePaul University” and “College of Education.” An optional third line may say “A Dissertation in Education 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 their 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 O'Beirne, 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

- 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 to program guidelines as directed.

Author Signature  Date 5/19/21

- The Certification of Authorship page follows the signatory page and does not have a page number.
- Author signature and date appear on the page. Digital signatures not accepted.

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

v	
Table of Contents	
List of Figures.....	ix
Acknowledgments.....	x
Dedication.....	xi
Chapter 1: Introduction	1
Researcher Portrait.....	2
Assumptions and Context.....	10
Significance and Rationale.....	14
Overview of Literature.....	17
Overview of Conceptual Framework and Methodology.....	18
Chapter 2: Literature Review	19
The social construction of gender.....	19
Genderism.....	21
Intersectional identities.....	22
The diversity of trans identities and language to describe them.....	26
Experiences of trans students in K-16 institutions.....	28
Recommendations for supporting trans students.....	36
Regulating trans participation in athletics.....	36
The testosterone dilemma.....	39
Hurdles and hope: Perspectives of on transgender and nonbinary athletes.....	43
Fostering inclusion in scholastic and collegiate sports.....	48
Educational implications.....	51
Queer feminist theory framework.....	53
Chapter 3: Methodology	59

- The table of contents should appear immediately after the abstract.
 - None of the following are listed in the Table of Contents: abstract, table of contents, epigraph, frontispiece, or vita.
 - It includes everything that appears after the Table of Contents including a list of figures, tables etc.
 - All Chapter headings and main section breaks are listed.
 - Spacing is consistent with headings, sub-headings etc.
 - If items are single spaced, dot leaders are used to connect headings to the page numbers.
 - Heading and subheading style is consistent.
 - Headings in the Table of Contents are consistent with headings in the text.
 - Page numbers are aligned at the right.
 - Page numbers are correct.
 - Appendices and display pages (if applicable) are included.
- 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 fonts. 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
- Appears before or after appendices (if any).
 - The student has edited the bibliography according to APA 7th edition.
 - The publisher's location is not included in the bibliography.
 - 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

Doctoral Program Office Format Review Checklist

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

If you have any questions, please contact Michael Boland at mboland@depaul.edu.

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 their 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.

B. Signatory Page

- The signatory page follows the title page and does not have a number.
- 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

- The Certification of Authorship page follows the signatory page and does not have a page number.
- Author signature and date appear on the page. Digital signatures not accepted.

D. Executive Summary

- The executive summary is the first numbered page, and it appears on page iv.
- The executive summary does not include internal headings, parenthetical citations of items listed in the reference section, diagrams, or other illustrations.
- 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

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

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.
 - 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.
 - The first page that shows a number is the executive summary, 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

- Appears before or after appendices (if any).
 - The student has edited the bibliography according APA 7th Edition.
 - The publisher location is not included in the bibliography.
 - 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
- a. Appendices are designated A, B, C, D and so on.
 - b. If display pages are used, they are used consistently and numbered accordingly.
 - c. Appendices are numbers consecutively with the text of the dissertation.
- C. Endnotes or Notes
- D. Vita (Optional)
- a. The vita is limited to one page and does not have a page number.

**APPENDIX C: SAMPLE TITLE, SIGNATORY AND
CERTIFICATION OF AUTHORSHIP PAGES**

DePaul University
College of Education

A Study of Effective Leadership in Seven Charter Schools

A Dissertation in Education
with a Concentration in Curriculum Studies by
Jane S. Brown

© 2003 Jane S. Brown

Submitted in Partial Fulfillment of the Requirements
for the Degree of

Doctor of Education June 2003

Sample Signatory Page

You must obtain images of your committee's physical signatures and scan them in on the signatory page, digital signatures are not accepted.

We approve the dissertation of Jane S. Brown.

Mary S. Professor
Associate Professor
DePaul University
Chair of Committee

Date

John D. Professor
[Title]
[University]

Date

Sam A. Professor
[Title]
[University]

Date

Sally K. Professor
[Title]
[University]

Date

Sample Certification of Authorship Page

You must obtain images of your committee's physical signatures and scan them in on the signatory page, digital signatures are not accepted.

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 _____

APPENDIX D: PROGRAM STANDARDS

I. Curriculum Studies

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

Diversity & Positive Transformation

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

Multiple Perspectives & Inquiry, Theory, and Practice

5. *Curriculum Discourses*. Understands major movements and discourses in curriculum history and connects these to current educational controversies and practices.
6. *Curriculum Assessment*. Understands the strengths and weaknesses of a variety of assessment processes and can design an assessment of a curriculum.
7. *Curriculum Theory and Practice*. Understands and selects diverse theories and connects them to educational practices.
8. *Subject Matter and Curriculum*. Understands that any subject matter uses a variety of organizing principles and discursive structures and that the choices arising from this diversity are an important curricular resource.
9. *Inquiry*. Undertakes independent inquiry and uses technology as one tool to assist him or her in the overall inquiry process.

Personalism, Professionalism, and Life-Long Learning

10. *Choices, Actions, Communities*. Evaluates how choices and actions affect students, parents and other professionals in the learning community to foster relationships with school colleagues, parents and agencies in the larger community.
11. *Professionalism*. Understands curriculum as a profession, maintains standards of professional conduct, and provides leadership to improve curriculum, as well as students' learning and well-being.

Technology

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

APPENDIX E: DOCTORAL COURSE DESCRIPTIONS

Core Courses

Six common core courses (24 quarter hours) are taken by all students. Please note that CS 704 should be taken early in one's program.

SCG 701 Philosophy of Ethics in Education (4)

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

SCG 711 Culture, Power and Education (4)

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

CS 704 Curriculum Discourses/Perspectives over Time (4)

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

CS 751 Curriculum for Human and Community Development (4)

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

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

This course examines leadership theories from various social, psychological and philosophical perspectives – both historical and contemporary. The student will also be called upon to reflect upon contemporary practice in K-16 educational leadership settings and evaluate the efficacy of the theoretical frameworks in light of practice.

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

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

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

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

Research Core Courses

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

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

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

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

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

SCG 735 Quantitative Research Methods I (4)

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

SCG 745 Qualitative Research Methods I (4)

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

SCG 755 Quantitative Research Methods II (4)

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

SCG 765 Qualitative Research Methods II (4)

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

Curriculum Studies Concentration Courses

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

CS 754 Curriculum Theorizing: Multiple Lenses (4)

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

CS 761 Assessing School Curriculum (4)

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

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

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

CS 774 Engaging in Curriculum Deliberation (4)

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

CS 784 Curriculum and Program Design (4)

This course studies principles underlying the design of effective, coherent, and comprehensive instructional programs. Topics include: the design and organization of core courses of study and related curricular components; the associated staff development program; and alignment with local, state, and national mandates. Particular attention will be given to planning for diversity, including differences in learning styles, special needs, culture, and language.

CS 794 Special Topics: Curriculum (4)

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

Elective Courses

Each student takes one elective (4 quarter hours). The elective can be any doctoral course (700 or above) for which the student qualifies, or one of the following: A&S 598, BBE 404, BBE 466, BBE 406, BBE 510, 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).

CS 706 Candidacy Paper (Non-Credit)¹

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

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.*

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

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

¹ Required of those admitted Fall 2000 and thereafter.

² Required of those admitted Fall 2005 and thereafter.

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

Process

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