DEPAUL UNIVERSITY

College of Education
Department of Leadership, Language and Curriculum

Student Handbook
Value-Creating Education for Global Citizenship

2024-2025

COE Mission Statement

The mission of DePaul University's College of Education is to prepare educators, counselors, and leaders who are committed to creating equitable, compassionate, intellectually rich, and socially just environments. As part of a Vincentian university, we cultivate the social conscience, understandings, and practices necessary to address social inequities among and with individuals, communities, and institutions. We develop critical, creative practitioners and scholars who continually inquire and reflect on educational and professional practices. Through authentic experiences in and outside the classroom, we educate our students to be engaged, service-oriented citizens of local and global communities.

DEPAUL UNIVERSITY LAND ACKNOWLEDGMENT STATEMENT

At DePaul University, we acknowledge that we live and work on traditional Native lands that are home to well over one hundred different tribal nations. We extend our respect to all of them, including the Potawatomi, Ojibwe, and Odawa nations, who signed the Treaty of Chicago in 1821 and 1833. We also recognize the Ho-Chunk, Myaaamia, Menominee, Illinois Confederacy, and Peoria people who also maintained relationships with this land.

We acknowledge that these sacred homelands were ruptured by the European invasion of the Americas. In 1493, Pope Alexander VI promulgated the Doctrine of Discovery, which seized Native lands and resources with impunity. This doctrine has been used by countries throughout the Americas, including the U.S., to legitimize colonial policies of displacement and genocide toward Native peoples and to justify colonial legacies of white superiority and global capitalism.

We appreciate that today Chicago is home to the sixth-largest urban Native population in the United States. We further recognize and support the enduring presence of Native peoples among our faculty, staff, and student body. And in the spirit of St. Vincent de Paul, we reaffirm our commitment, both as an institution and as individuals, to help make our community and our society a more equitable, welcoming, and just place for all.

Contents

Rights Reserved:

Program Faculty

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Dr. Goulah is program director and content advisor for the **degree** and **credential programs** in Value-Creating Education for Global Citizenship. He provides program advising such as course planning, registration, and other programmatic information. **All students should make an appointment with him immediately after acceptance**.

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The Value-Creating Education for Global Citizenship program is housed in the Department of Leadership, Language and Curriculum in the College of Education. The College of Education is located at 2247 N. Halsted Street in Chicago, IL 60614-3624.

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Value-Creating Education for Global Citizenship

PROGRAM DISCRIPTION AND PURPOSE

DePaul's programs in Value-Creating Education for Global Citizenship strengthen your current practice and prepare you to advance your career in academic and cultural institutions, organizations, and policy centers and agencies around the world. These programs engage with questions both urgent and timeless: What does it mean to be a citizen of a complex and interdependent world? How do we create meaning and happiness for ourselves and others from life's most challenging realities? What kind of education, responsibility, and courageous action are necessary to pioneer a better age? The programs develop your conceptual, philosophical, and empirical skills to answer such questions across diverse fields and local contexts.

Global citizenship undergirds multiple UNESCO initiatives and the Sustainable Development Goals (SDGs) and has become a driving force for professional dispositions, practice, and research in schools and universities, civil society and cultural institutions, global health and the corporate sector, and nongovernmental and faith organizations internationally. The programs in Value-Creating Education for Global Citizenship will teach you to examine pressing and unfolding global issues—from climate change and nuclear annihilation to threats against human rights and social justice—as matters of human education and the font of *sōka*, or "value creation." You will also develop key insights into the Eastern pedagogical philosophies of Daisaku Ikeda and his predecessors that are increasingly sought worldwide to confront such issues and foster hope-filled agency, authentic happiness, and lasting peace.

DEGREE OPTIONS AND NON-DEGREE CREDENTIALS

Degree and Credential Programs

- Master of Education (MEd): 12 courses/48 quarter hours.
- Doctor of Philosophy (PhD): 18 courses/72 quarter hours
- Microcredential: 4 courses
- Macrocredential: 7 courses

Students seeking to pursue an Illinois initial or subsequent teaching license in addition to their degree program must be physically present in Chicago for the entire licensure program. Such licensure requires additional coursework and student teaching. Please consult your academic advisor for information regarding requirements and application procedure.

PROGRAM DISPOSITIONS AND LEARNING OUTCOMES

The College of Education is committed to ensuring that our students are well prepared for the professions in which they will be working. A large part of this preparation involves academic knowledge and skills gained from the fundamental content taught in our courses. However, the attitudes and conduct (generally referred to as "dispositions") that we develop and assess are equally as important to professional success. The dispositions we expect you to demonstrate are ones that research suggests are closely linked to success in your chosen field. We will look for evidence of these dispositions in your courses, in clinical settings, and in advising sessions. We anticipate the overwhelming majority of you will have no problem demonstrating these dispositions. For any student who presents dispositional concerns—to the extent that those concerns raise questions about the student's ability to complete their program or to succeed professionally—we will address those concerns as soon as possible in an effort to achieve the best possible outcome for the student and the college. Our approach is meant to be preemptive and proactive; our desire is to support your development throughout the duration of your academic program.

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education

policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

Dispositions for Value-Creating Education for Global Citizenship Program

- Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and non-verbal communication and listening skills
- Respects and considers cultural contexts in order to determine how to be responsive to learners and to proactively promote all students' learning
- Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (e.g., language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

From: https://education.depaul.edu/student-resources/policies-and-forms/Pages/program-dispositions.aspx#collapse-g_6ab499f2_e9f5_4682_82a8_23360b39a365-1

Program Learning Outcomes for PhD in Value-Creating Education for Global Citizenship

The student:

1. Demonstrates research and practice that blends a focus on both cognition (i.e., the accretion of knowledge) and wisdom (i.e., application of that knowledge in meaningful and contributive living for self and others).

2. Demonstrates research and practice that promotes creative coexistence as an ontological and epistemological dimension of growth and development.

3. Demonstrates research and practice based on dialogic engagement, learning, and meaning making.

4. Demonstrates research and practice based on reflective and relational creativity and criticality.

5. Demonstrates the ability to critically analyze and synthesize existing research and design, conduct, and report original research in the field.

COLLEGE OF EDUCATION POLICIES

PhD Students in Good Standing

Students who have completed coursework and are working on their dissertation 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 (VCE). The student's dissertation chair must sign the Student in Good Standing Course Registration form, which is available from the Doctoral Program Office (COE Room 346) or online at
http://education.depaul.edu/student-resources/policies-and forms/Documents/forms_library/600_625_700_Registra.pdf

Readmission

Students (master's or doctoral) who have not been enrolled in courses for three consecutive quarters, excluding summer, are automatically discontinued by the university and must apply for readmission. (Doctoral students should register for

VCE 700 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 coursework to upgrade skills and knowledge or to meet new state or other accreditation requirements. If it has been more than (or almost) 10 years since the student began his/her graduate program, the student must also submit an extension request to continue progress toward a degree. Please visit the link below for instructions for readmissions or contact the College of Education Graduate Admissions Office at (773) 325-4405.

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

Extension

Students have 6 years to complete the master's program and 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. This should be done no later than the fall quarter of the tenth year, although earlier is preferable. The extension application includes the Request for Extension form, a letter from the student explaining a rationale for his/her request, and a letter of support from his/her dissertation chair.

Incomplete Grades

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

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

Grade Challenges

A student who is considering a grade challenge for a College of Education course must discuss the grade with the instructor before the end of the following regular term, i.e. autumn quarter challenges must be made before the end of the spring quarter, and spring and summer quarter challenges must be made before the end of the autumn quarter. Only if the instructor is not at the university during the following regular term after the grade was issued may the student proceed to challenge the grade without meeting with the instructor. The student may then continue the challenge by submitting a written request to the Grade Challenge Review Committee in the College of Education Dean's Office. This request must be submitted within the term following the award of the disputed grade. The Committee will review all requests and an action will be taken within two months.

MASTERS DEGREE REQUIREMENTS

Course requirements: 48 quarter hours required (12 courses), grade of C or better required.

Value-Creating Education for Global Citizenship (MEd) [12 courses/48 quarter hours]

Value-Creating Education for Global Citizenship Courses
VCE 510   HUMAN GEOGRAPHY AND COMMUNITIES STUDIES
VCE 511   VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER

VCE 520   HUMAN REVOLUTION IN SCHOOLS AND SOCIETY
VCE 531   HUMAN EDUCATION AND THE POETIC SPIRIT
VCE 532   DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE
VCE 533   PEACEBUILDING AND EDUCATION
VCE 540   THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION
VCE 550   EDUCATION FOR GLOBAL CITIZENSHIP
VCE 560   DIALOGUE AND EDUCATION
VCE 570   IKEDA/SOKA STUDIES IN EDUCATION
VCE 580   VALUE CREATION IN APPLICATION (LOCAL AND GLOBAL CONTEXTS)
VCE 595   SPECIAL TOPICS IN VALUE-CREATING EDUCATION FOR GLOBAL CITIZENSHIP

YEARLY COURSE SCHEDULE & RECOMMENDED PROGRAM SEQUENCES

COURSE OFFERINGS		
FALL		
VCE	510	Human Geography and Communities Studies
VCE	531	Human Education and the Poetic Spirit
VCE	570	Ikeda/Soka Studies in Education
WINTER		
VCE	511	Value-Creating Approaches to Society, Knowledge, and Power
VCE	540	Theoretical Foundations of Value-Creating Education
VCE	580	Value Creation in Application (Local and Global Contexts)
SPRING		
VCE	520	Human Revolution in Schools and Society
VCE	533	Peacebuilding and Education
VCE	595	Special Topics in Value-Creating Education for Global Citizenship
SUMMER		
VCE	550	Education for Global Citizenship (5 weeks)
VCE	560	Dialogue and Education (10 weeks)
VCE	532	Daisaku Ikeda's Philosophy and Practice of Dialogue (10 weeks)

Disclaimer

The yearly course schedule is subject to change given unforeseen circumstances that require courses to be temporarily or permanently moved to a different quarter. All changes will be communicated to both students and the Advising Office as soon as possible.

Recommended Program Course Sequences

Full-Time Program Sequence

Year One			
FALL	WINTER	SPRING	SUMMER
VCE 510	VCE 511	VCE 520	VCE 550
VCE 531	VCE 540	VCE 533	VCE532 or VCE560
Year Two			
FALL	WINTER	SPRING	SUMMER

| VCE 570 | VCE 580 | VCE 595 | VCE 532 or VCE560 |

Part-Time Program Sequence

Year One			
FALL	WINTER	SPRING	SUMMER
VCE 531	VCE 511	VCE 520	VCE 550
Year Two			
FALL	WINTER	SPRING	SUMMER
VCE 510	VCE 540	VCE 533	VCE 532
Year Three			
FALL	WINTER	SPRING	SUMMER
VCE 570	VCE 580	VCE 595	VCE 560

PHD DEGREE REQUIREMENTS

Course requirements: 72 quarter hours required 4 quarter hours

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.

Value-Creating Education for Global Citizenship (PhD) [18 courses/72 quarter hours]

Value-Creating Education for Global Citizenship Degree [18 courses, 72 quarter hours]

Core Courses [6 courses, 24 quarter hours]
CS 794   SPECIAL TOPICS IN CURRICULUM STUDIES
VCE 711   VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE, AND POWER
VCE 720   HUMAN REVOLUTION IN SCHOOLS AND SOCIETY
VCE 731   HUMAN EDUCATION AND THE POETIC SPIRIT
VCE 760   DIALOGUE AND EDUCATION
VCE 795   SPECIAL TOPICS IN VALUE-CREATING EDUCATION FOR GLOBAL CITIZENSHIP

Research Courses [5 courses, 20 quarter hours]
These courses are sequenced and taken in the following order. In some cases, students may take VCE 770 before SCG 775, but this should be done in consultation with the program director:
SCG 775 FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH
VCE 770 IKEDA/SOKA STUDIES IN EDUCATION **-OR-** SCG 785 FOUNDATIONS OF
          REVIEWING EDUCATIONAL RESEARCH
SCG 735 QUANTITATIVE RESEARCH METHODS I
SCG 745 QUALITATIVE RESEARCH METHODS I

Choose one subsequent research course from the following list based on dissertation research design and discussion with Dr. Goulah:
SCG 755   QUANTITATIVE RESEARCH METHODS II

SCG 765   QUALITATIVE RESEARCH METHODS II

Pre-Approved Elective Courses [5 courses, 20 quarter hours]
Choose five courses from the following list (other elective courses may be taken with approval from the director of the
Value-Creating Education for Global Citizenship Program):

VCE 710   HUMAN GEOGRAPHY AND COMMUNITIES STUDIES
VCE 732   DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE
VCE 733   PEACEBUILDING AND EDUCATION
VCE 740   THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION
VCE 750   EDUCATION FOR GLOBAL CITIZENSHIP
A&S 688   SERVICE LEARNING FOR HIGHER EDUCATION
A&S 801   LEADERSHIP THEORY & PRACTICE
A&S 843   THE POLITICS OF SCHOOLING
BBE 606   LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS
CS 694   CURRICULUM 2.0: CURRICULUM FOR LEARNING IN GLOBAL NETWORKS
CS 751   CURRICULUM FOR HUMAN & COMMUNITY DEVELOPMENT
CS 764   YOUTH DEVELOPMENT, IDEOLOGY, CULTURE AND SOCIETY
CS 784   CURRICULUM AND PROGRAM DESIGN
SCG 627   GLOBAL STUDIES IN EDUCATION SEMINAR
SCG 711   CULTURE, POWER, AND EDUCATION

Candidacy Course [non-credit, non-tuition]

VCE 706   CANDIDACY PAPER

Dissertation Courses [2 course, 8 credit hours]

VCE 849   SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
VCE 859   INDEPENDENT DISSERTATION RESEARCH

ADVISING AND COURSE SCHEDULES

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 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 Committee.

Calendar of Course Offerings

See the annual catalog for the current calendar of when required and elective courses are offered. For detailed descriptions of required and approved elective courses, see Appendix B on page 24. **Students should take CS 794 with Dr. Goulah, which is typically offered in the Winter quarter**. **Do not register for CS 794 if Goulah is not the instructor.**

*Note: Many doctoral courses are offered only once per year, and some courses are offered more infrequently. For this reason, it is essential to make advising appointments with Dr. Goulah and Mr. Ruiz each quarter to ensure that your degree plan is not delayed. Also, if you are in the online program, please ensure you enroll in the online version of courses.

RECOMMENDED COURSE SEQUENCE

Full-Time Program Sequence (Two Courses Per Quarter)

Year One			
FALL	WINTER	SPRING	SUMMER
VCE 731 *If full, register for VCE 770*	VCE 711	VCE 720	VCE 760
VCE710 or other Elective	CS 794 *Only if taught by Goulah*	SCG 775	VCE 750, VCE 732 or other Elective
Year Two			
FALL	WINTER	SPRING	SUMMER
VCE 770 or SCG 785 (*if took VCE 770 in Year 1*)	SCG 745 or SCG 735	SCG 765 or SCG 755	VCE 760, VCE 732, VCE 750, or other Elective
Elective	VCE 740 or other Elective	VCE 733 or other Elective	VCE 760, VCE 732, VCE 750, or other Elective
Year 3			
FALL	WINTER	SPRING	SUMMER
Elective	SCG 735 OR SCG 745	VCE 795	

Part-Time Program Sequence (One Course Per Quarter)

Year One			
FALL	WINTER	SPRING	SUMMER
VCE 731 *If full, register for VCE 770*	VCE 711	VCE 720	VCE 760 or VCE 750
Year Two			
FALL	WINTER	SPRING	SUMMER
VCE 710 or other elective	CS 794 *Only if taught by Goulah*	SCG 775	VCE 750 or VCE 732 or other elective
Year Three			
FALL	WINTER	SPRING	SUMMER
VCE 770 or SCG 785 (*if took VCE 770 in Year 1 or 2*)	SCG 745 or SCG 735	SCG 765 or SCG 755	VCE 760 or VCE 750 or VCE 732 or other elective
Year Four			
FALL	WINTER	SPRING	SUMMER
Elective	SCG 735 or SCG 745	VCE733 or VCE 795	Elective

Overview

The Doctor of Philosophy (PhD) dissertation is one of the most important elements of the PhD program. It is typically 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 students' 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 for full-time students 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 **VCE 700 Student in Good Standing** course in order to continue to have access to DePaul University resources. Registration for this course is contingent on approval from the dissertation committee chair, and enrolled students must be making noticeable progress towards the completion of their dissertation. The student should have the corresponding form signed by his or her dissertation chair and then submit it to the Doctoral Office.

Value-Creating Education for Global Citizenship PhD students will do a dissertation for their culminating work. All forms that are required throughout the dissertation process outlined below can be found here: https://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx

Dissertation Committee

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

1. **Identify a faculty member to serve as the committee chair.** Students are encouraged to review the COE faculty web pages to find faculty members with similar research interests. 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 and receiving permission from 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.** 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.

Candidacy

After completing a minimum of 48 credit hours and at least three research courses (SCG 775, VCE 770, SCG 785, and either SCG 735 or SCG 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. Students present a scholarly paper that is an analytical review of research, a thoughtful analysis of a topic in the student's area of interest, or a revised version of a paper initially prepared for a course. The committee must attest that the student is capable of satisfactorily completing the program as demonstrated by the candidacy paper. The candidacy process insures that a student's writing, analytical skills, and appropriate subject knowledge are at a level sufficient to begin the dissertation process. Should the committee membership change between the candidacy and the dissertation, the candidacy also enables potential dissertation committee members to evaluate the student's progress in his/her course of study. This can allow potential dissertation committee members to guide the student in research and thought. Students who have not filed for candidacy will not be allowed to register for the dissertation proposal or dissertation research courses (VCE 849 and VCE 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 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 his or her submission, ask questions, raise theoretical and technical problems, and allow the student to respond. Following the discussion, the student will be asked to leave, and the committee will discuss whether or not the student passed candidacy. 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, who will register the student for the **VCE 706** course in the subsequent quarter.

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

Dissertation Proposal

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

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. 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) is signed and submitted to the Doctoral Program Assistant for the student's permanent file. 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

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 VCE 700 during the dissertation process in order to have access to DePaul University resources.

Dissertation credit is carried by VCE 859. Students should submit the Independent Dissertation Research Course Request (VCE 859) form to the Doctoral Program Office and the Doctoral Academic Advisor before the quarter in which they plan to defend. 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**.

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 PhD Degree form, provide a rationale for his/her request, and submit a supportive letter from his/her dissertation chair. Other requirements may pertain, or permanent ABD (All But Dissertation) status may be recommended by the Doctoral Program Committee.

Students work with their chair as their dissertation research and writing evolves; however, a dissertation is intended to be an opportunity to demonstrate scholarly independence. A conversation between student and chair about this working relationship is often a good idea so that expectations are clear. 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 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 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.

Dissertation Organization

The Doctoral Office has established format guidelines for dissertations regarding organization, content and 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 Formatting Checklist can be seen in Appendix D.

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:
e. 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
f. A brief summary/synthesis at the end of each chapter or section

VI. Conclusion
This may include:
e. Conclusion with respect to the issues, problems, and questions raised in your study
f. Conclusions with respect to stated purpose of the study
g. Discussion of possible implications of the study for educational theory, practice, and/or policy
h. Suggested areas for further research and study

VII. Back Matter
The back matter (or end matter) of the dissertation may include some or all of the following:
a. bibliography or reference list (may be in the back matter or at the end of each chapter)
b. appendices (if any, they may come either before or after references)
g. endnotes or notes (if any, they may be in the back matter or at the end of each chapter)
h. 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 2019 is February 1. Students can find information about the graduation and degree conferral applications at: http://education.depaul.edu/CurrentStudents/Graduation/index.aspx

INSTRUCTION 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. (2nd year)

2. Dissertation chairs guide students through the candidacy (3rd year), 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 VCE 700 for the duration of the student's dissertation writing process as long as the student is actively working on his or her dissertation.

4. Dissertation chairs should approve a student's registration in VCE 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 VCE 859 until the revisions are submitted and approved.**

FREQUENTLY ASKED QUESTIONS FOR PHD

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 tocomplete 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 consists 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 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 or 773-325-4481
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. Contact **Michael Boland** at mboland7@depaul.edu

VCE 310/510: HUMAN GEOGRAPHY AND COMMUNITIES STUDIES
This course explores Japanese educator Tsunesaburo Makiguchi's (1871 – 1944) pioneering educational paradigm of human geography and its innovative curricular application in local communities studies. Students will also explore Makiguchi's unique approaches to reading and writing instruction. Bringing the community into the classroom and the classroom into the community, Makiguchi's synergistic harmonization of life and learning outlines multiple modes of interaction between humans and their natural surroundings. This approach employs direct observation of phenomena, fact, and daily living to elucidate the causal laws connecting humans and their surroundings. Special focus is placed on the contemporary relevance of this approach and on Makiguchi's unique contributions of "humanitarian competition," the development of identity in local, national, and global dimensions, and on education as a socially and epistemologically empowering act.
*CED 510 is equivalent to and x-listed with VCE510

VCE 311/511: VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE AND POWER
This course explores the formative context and content of value creation as the font of agency, social engagement, and genuine, almost existential happiness. Centered on the non-Western perspectives, radical critiques, and pragmatic actions of Japanese educator and Buddhist war resister Tsunesaburo Makiguchi (1871 – 1944), the course addresses important differences between cognition and evaluation, fact and value, knowing and belief. Framing value in terms of aesthetic or sensory beauty, subjective gain or utility, and social good, the course engages students in considerations of value-creating approaches to society, knowledge, and power, and the educative impact this has for oneself and others to lead contributive lives in an interconnected world.
*CED 511 is equivalent to and x-listed with VCE511

VCE 320/520: HUMAN REVOLUTION IN SCHOOLS AND SOCIETY
This course introduces students to the thought and practice of influential Japanese educator and peace activist, Josei Toda (1900 – 1958). Centered on Toda's principle of human revolution, or the profound and persistent inner transformation at one's deep interiority, the course covers the history and context informing Toda's early and late pedagogy and social activism, and examines themes underpinning his sweeping and widely popular approaches to education and human development, including deductive reasoning across the curriculum, literacy development, educating society's most marginalized children, educational leadership, test-preparation, and value creation. The course also examines Toda's declaration for the abolition of nuclear weapons and perspective on global citizenship as unifying forces across racial, ethnic, and geographic boundaries.
*CED 520 is equivalent to and x-listed with VCE520

VCE 331/531: HUMAN EDUCATION AND THE POETIC SPIRIT
What does it mean to be "fully human"? This course explores that question through the unique lenses of "human education" (*ningen kyōiku*) and the "poetic spirit" (*shigokoro*) advanced by renowned global educator Daisaku Ikeda. Comprising four interlocking ideals and commitments—dialogue, global citizenship, value creation, and creative coexistence—human education is an East-West approach to being and becoming, encouraging and fostering others, and awakening to the fullness and possibility of our shared humanity in a complex and socio-ecologically interconnected world. The poetic spirit is an expansive and all-encompassing heart or mind free from the fetters of institutional and ideological impositions; it underpins human creativity and imagination, imparts hope and joy, and propels us to transform our inner world and manifest the causality of the eternal in the present. Together, human education and the poetic spirit offer a fresh and necessary perspective on the interdependence of all life and living and on courageous practices of compassion, inclusivity, diversity, and equity.
*CED 531 is equivalent to and x-listed with VCE531

VCE 332/532: DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE
This course introduces candidates to Daisaku Ikeda's philosophy and practice of dialogue in, as, and for education. The course covers the history and context informing Ikeda's approach to dialogue across difference and examines key themes and topics in Ikeda's many published dialogues with leaders in the fields of politics, peace, culture, and education. Candidates in this course will read a number of Ikeda's published dialogues on education.
*CED 532 is equivalent to and x-listed with VCE532

VCE 333/533: PEACEBUILDING AND EDUCATION
This course explores the relationship between education and global peace. Centered on the philosophy and practice of renowned global peacebuilder and educator, Daisaku Ikeda, this course engages students in considering the causes, conditions, and modes of confronting the most urgent and persistent challenges facing humanity and our planet. Focus is placed on Ikeda's citizen diplomacy, policy analyses, faith in civil society, and decades of annual peace proposals as a sweeping curriculum of global citizenship and value creation. Students will map the interrelated concepts, themes, issues,

and aspects that animate this peacebuilding curriculum and explore the ways that humanity's most pressing challenges and sources of division are, fundamentally, matters of education.

VCE 340/540: THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION
This course introduces candidates to the Eastern and Western theoretical foundations undergirding the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Although, theoretical foundations of Makiguchi's early curriculum theorizing will be addressed, special focus will be placed on the Eastern and Western perspectives and practices informing Makiguchi's value-creating pedagogy and Ikeda's value-creating education.

VCE 350/550: EDUCATION FOR GLOBAL CITIZENSHIP
This course examines education for global citizenship, or what is also called cosmopolitanism and world citizenship. Global citizenship is the idea that human individuals, irrespective of place of birth or cultural background, are citizens of the world. This course explores the idea of global citizenship and its implications for questions of justice, culture, and education. The course engages global citizenship from its historical development in the Western philosophical tradition, beginning in Ancient Greece, through the Enlightenment and into its most recent incarnation as a response to conditions of globalization. It will consider the manifestations of global citizenship beyond the West, with an especial focus on global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, moral philosophy, curriculum theory), this course seeks to understand the potential and limitations of global citizenship to respond to contemporary issues in education in times of globalization.
*CED 550 is equivalent to and x-listed with VCE550

VCE 360/560: DIALOGUE AND EDUCATION
This course examines dialogue in, as, and for education. It explores the role of dialogue across difference and dialogue relative to questions of justice, culture, and education. The course engages dialogue as conceptualized from various educational philosophers and in various contexts, including its most recent incarnation as a necessity in an interdependent, multilingual, and globalized world. The course will consider the manifestations of dialogue and education beyond the West, with an especial focus on dialogue for global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, literary theory, moral philosophy, education), this course seeks to understand the potential and limitations of dialogue in response to contemporary issues in education in times of globalization.

VCE 370/570: IKEDA/SOKA STUDIES IN EDUCATION
This course engages students in critically analyzing scholarship and modes of inquiry in the international field of Ikeda/Soka studies in education. Centered on the far-reaching thought of Daisaku Ikeda and the heritage of ideas and ideals from Tsunesaburo Makiguchi and Josei Toda that he has embraced, developed, and spread globally under the broad banner of *sōka*, or "value creation," this rapidly growing field shapes the practice of value-creating education for global citizenship across diverse disciplines and contexts. Students will analyze intrinsic and extrinsic scholarship in the field, formulate their own lines of inquiry, and conduct reviews of related literature.
*CED 570 is equivalent to and x-listed with VCE570

VCE 380/580: VALUE CREATION IN APPLICATION (LOCAL AND GLOBAL CONTEXTS)
This course engages candidates in practical application of value creation in diverse local and global contexts, professional fields, and personal activities. Synthesizing theoretical, applied, and empirical research and core concepts and principles from Daisaku Ikeda, Josei Toda, and Tsunesaburo Makiguchi, candidates will develop concrete, appropriate, and professionally feasible applications of value-creating approaches for global citizenship.
Prerequisites: At least 6 VCE courses (or equivalent)

VCE 395/595: SPECIAL TOPICS IN VALUE-CREATING EDUCATION FOR GLOBAL CITIZENSHIP
This special topics course is specially designed for candidates in Value-Creating Education for Global Citizenship. It focuses on unique and timely issues in value-creating education for global citizenship. The course has as an overall objective to provide learners with opportunities that will enable them to become critical and reflective scholars and practitioners of value-creating education for global citizenship.

Core Courses

VCE 711: VALUE-CREATING APPROACHES TO SOCIETY, KNOWLEDGE AND POWER
This course explores the formative context and content of value creation as the font of agency, social engagement, and genuine, almost existential happiness. Centered on the non-Western perspectives, radical critiques, and pragmatic actions of Japanese educator and Buddhist war resister Tsunesaburo Makiguchi (1871 – 1944), the course addresses important differences between cognition and evaluation, fact and value, knowing and belief. Framing value in terms of aesthetic or sensory beauty, subjective gain or utility, and social good, the course engages students in considerations of value-creating approaches to society, knowledge, and power, and the educative impact this has for oneself and others to lead contributive lives in an interconnected world. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

VCE 720: HUMAN REVOLUTION IN SCHOOLS AND SOCIETY
This course introduces students to the thought and practice of influential Japanese educator and peace activist, Josei Toda (1900 – 1958). Centered on Toda's principle of human revolution, or the profound and persistent inner transformation at one's deep interiority, the course covers the history and context informing Toda's early and late pedagogy and social activism, and examines themes underpinning his sweeping and widely popular approaches to education and human development, including deductive reasoning across the curriculum, literacy development, educating society's most marginalized children, educational leadership, evaluation and assessment, and value creation. The course also examines Toda's declaration for the abolition of nuclear weapons and perspective on global citizenship as unifying forces across racial, ethnic, and geographic boundaries. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

VCE 731: HUMAN EDUCATION AND THE POETIC SPIRIT
What does it mean to be "fully human"? This course explores that question through the unique lenses of "human education" (*ningen kyōiku*) and the "poetic spirit" (*shigokoro*) advanced by renowned global educator Daisaku Ikeda. Comprising four interlocking ideals and commitments—dialogue, global citizenship, value creation, and creative coexistence—human education is an East-West approach to being and becoming, encouraging and fostering others, and awakening to the fullness and possibility of our shared humanity in a complex and socio-ecologically interconnected world. The poetic spirit is an expansive and all-encompassing heart or mind free from the fetters of institutional and ideological impositions; it underpins human creativity and imagination, imparts hope and joy, and propels us to transform our inner world and manifest the causality of the eternal in the present. Together, human education and the poetic spirit offer a fresh and necessary perspective on the interdependence of all life and living and on transformational practices of inclusivity, diversity, and equity. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

VCE 760: DIALOGUE AND EDUCATION
This course examines dialogue in, as, and for education. It explores the role of dialogue across difference and dialogue relative to questions of justice, culture, and education. The course engages with dialogue as conceptualized from various educational philosophers and in various contexts, including its most recent incarnation as a necessity in an interdependent, multilingual, and globalized world. The course will consider the manifestations of dialogue and education beyond the West, with an especial focus on dialogue for global citizenship in the pedagogy of value-creating educators and as a means and method of rigorous scholarly research and inquiry. Drawing resources from various disciplines (political theory, anthropology, literary theory, moral philosophy, education), this course seeks to understand the potential and limitations of dialogue in response to contemporary issues in education in times of globalization. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks and methodologies for dissertational research and lines of inquiry.

VCE 795: SPECIAL TOPICS IN VALUE-CREATING EDUCATION FOR GLOBAL CITIZENSHIP
This special topics course is specially designed for candidates in Value-Creating Education for Global Citizenship. It focuses on unique and timely issues in value-creating education for global citizenship. The course has as an overall objective to provide learners with opportunities that will enable them to become critical and reflective scholars and practitioners of value-creating education for global citizenship. In addition to deepening candidates' understanding and critical analyses of

content and constituent elements of value-creating education for global citizenship, this course provides conceptual, theoretical, and philosophical frameworks and methodologies for dissertational research and lines of inquiry.

CS 794: SPECIAL TOPICS: POSTHUMANISM AND HUMAN EDUCAITON
The current, "posthumanist" moment is marked by dramatic transformations in three major human interdependencies: Humans and Nature (e.g., climate change, viruses, biodiversity, planetary geology); Humans and Technology (e.g., science, institutions, digital landscapes, Artificial Intelligence); and Humans and Social Constructs (e.g., race, agency, social justice, Self/Other). These transformations reflect radical politicizations of truth and belief and compel us to (re)examine "the human being" and philosophies of humanism in the context of our self-locations and our own material and non-material creations. What does it mean to be and become "fully human" in such transforming and intersecting interdependencies, and what is the impact of this on curriculum and educational research and practice? This reading and writing-intensive course interrogates such questions through the non-Western perspective of *ningen kyōiku*, literally "human education," to confront the socio-ecological, socio-racial, and socio-technological urgencies of our complexifying local and global lifeworlds at the posthumanist turn. This course operates from a student-centered focus that recognizes students as an important source of knowledge. It engages students early in all facets of learning and seeks to provide opportunities for varied experiences relative to inquiry, curriculum, reflection, and instruction. Thus, candidates will apply the concepts, themes, and theories to their own projects, lines of inquiry, curriculum theorizing, and/or daily instructional/administrative practice. Assignments are directed at developing students' proficiencies in joining the scholarly discourse in conference presentations and journal publications.

Research Courses

SCG 775: FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH
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.

VCE 770: IKEDA/SOKA STUDIES IN EDUCATION
This course engages students in critically analyzing scholarship and modes of inquiry in the international field of Ikeda/Soka studies in education. Centered on the far-reaching thought of Daisaku Ikeda and the heritage of ideas and ideals from Tsunesaburo Makiguchi and Josei Toda that he has embraced, developed, and spread globally under the broad banner of *sōka*, or "value creation," this rapidly growing field shapes the practice of value-creating education for global citizenship across diverse disciplines and contexts. Students will analyze intrinsic and extrinsic scholarship in the field, formulate their own lines of inquiry, and conduct reviews of related literature. This course is recommended instead of SCG 785 to fulfill the second research course sequence requirement.

SCG 785: FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH
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
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: VCE 770 or SCG 785.*

SCG 745: QUALITATIVE RESEARCH METHODS I

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: VCE 770 or SCG 785.*

Students should consult with Dr. Goulah before enrolling in either SCG 755 or SCG 765.

SCG 755: QUANTITATIVE RESEARCH METHODS II
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
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*.

Pre-Approved Elective Courses

VCE 710: HUMAN GEOGRAPHY AND COMMUNITIES STUDIES
This course explores Japanese educator Tsunesaburo Makiguchi's (1871 – 1944) pioneering educational paradigm of human geography and its innovative curricular application in local communities studies. Students will also explore Makiguchi's unique approaches to reading and writing instruction. Bringing the community into the classroom and the classroom into the community, Makiguchi's synergistic harmonization of life and learning outlines multiple modes of interaction between humans and their natural surroundings. This approach employs direct observation of phenomena, fact, and daily living to elucidate the causal laws connecting humans and their surroundings. Special focus is placed on the contemporary relevance of this approach and on Makiguchi's unique contributions of "humanitarian competition," the development of identity in local, national, and global dimensions, and on education as a socially and epistemologically empowering act. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of human geography and communities studies, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

VCE 732: DAISAKU IKEDA'S PHILOSOPHY AND PRACTICE OF DIALOGUE
This course introduces candidates to Daisaku Ikeda's philosophy and practice of dialogue in, as, and for education. The course covers the history and context informing Ikeda's approach to dialogue across difference and examines key themes and topics in Ikeda's many published dialogues with leaders in the fields of politics, peace, culture, and education. Candidates in this course will read and analyze a number of Ikeda's published dialogues on education. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of value-creating dialogue, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

VCE 733: PEACEBUILDING AND EDUCATION
This course explores the relationship between education and global peace. Centered on the philosophy and practice of renowned global peacebuilder and educator, Daisaku Ikeda, this course engages students in considering the causes, conditions, and modes of confronting the most urgent and persistent challenges facing humanity and our planet. Focus

is placed on Ikeda's citizen diplomacy, policy analyses, faith in civil society, and decades of annual peace proposals as a sweeping curriculum of global citizenship and value creation. Students will map the interrelated concepts, themes, issues, and aspects that animate this peacebuilding curriculum and explore the ways that humanity's most pressing challenges and sources of division are, fundamentally, matters of education. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of peacebuilding and education, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

VCE 740: THEORETICAL FOUNDATIONS OF VALUE-CREATING EDUCATION

This course introduces candidates to the Eastern and Western theoretical foundations undergirding the educational philosophies and practices of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Although, theoretical foundations of Makiguchi's early curriculum theorizing will be addressed, special focus will be placed on the Eastern and Western perspectives and practices informing Makiguchi's value-creating pedagogy and Ikeda's value-creating education. In addition to deepening candidates' understanding and critical analyses of these theoretical foundations, the course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

VCE 750: EDUCATION FOR GLOBAL CITIZENSHIP

This course examines education for global citizenship, or what is also called cosmopolitanism and world citizenship. Global citizenship is the idea that human individuals, irrespective of place of birth or cultural background, are citizens of the world. This course explores the idea of global citizenship and its implications for questions of justice, culture, and education. The course engages global citizenship from its historical development in the Western philosophical tradition, beginning in Ancient Greece, through the Enlightenment and into its most recent incarnation as a response to conditions of globalization. It will consider the manifestations of global citizenship beyond the West, with an especial focus on global citizenship in the pedagogy of value-creating educators Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda. Drawing resources from various disciplines (political theory, anthropology, moral philosophy, curriculum theory), this course seeks to understand the potential and limitations of global citizenship to respond to contemporary issues in education in times of globalization. In addition to deepening candidates' understanding and critical analyses of content and constituent elements of global citizenship, this course provides conceptual, theoretical, and philosophical frameworks for dissertational research and lines of inquiry.

A&S 688: SERVICE LEARNING FOR HIGHER EDUCATION

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

A&S 801: LEADERSHIP: THEORY AND PRACTICE

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

A&S 843: THE POLITICS OF SCHOOLING

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

BBE699: LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS

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

CS 694: CURRICULUM 2.0: CURRICULUM FOR LEARNING IN GLOBAL NETWORKS

This course will explore curriculum theories and practices for the age of global networks, including themes such as the shift from industrial to post-industrial educational paradigms, online learning, and more. New communications technologies make it possible for teaching and learning to take place anywhere and anytime, in many cases under conditions radically different from those of formal schooling. This course considers the implications of curriculum under such conditions.

CS 751: CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT

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).

CS 764: IDEOLOGY, CULTURE, AND SOCIETY: YOUTH DEVELOPMENT

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 784: CURRICULUM AND PROGRAM DESIGN

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.

SCG 627: GLOBAL STUDIES IN EDUCATION SEMINAR

Studies of school systems outside the United States, their methods, curriculum and achievements.

SCG 711: CULTURE, POWER AND EDUCATION
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.

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

VCE 706: CANDIDACY PAPER (Non-Credit)
This registration indicates that a student has successfully completed the candidacy paper.

VCE 849: SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT
Students register for this course for the quarter in which they defend their dissertation proposals. *Prerequisite: Permission of dissertation chair.*

VCE 859: INDEPENDENT DISSERTATION RESEARCH
Students register for this course for the quarter in which they defend their dissertation. *Prerequisite: Permission of dissertation chair.*

VCE 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 VCE 700 no more than six times during the program. **Be sure to request enrollment in online modality to avoid certain fees for in-person students.**

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

Dissertation Sample Timeline (Full-Time)

		Dissertation Steps	Additional Courses
Coursework: Core, Research, and Elective Classes	Year 1	Make appointment to meet with both faculty advisor and academic advisor	
	Year 2	1. Choose dissertation chair 2. Work with chair to choose committee	
	Year 3	Defend candidacy paper	Register for **VCE 706*** Candidacy Course (non-credit). Send form to Doctoral Program office. Advising will then register you for the course.
Writing	Years 4-5+	1. Defend dissertation proposal 2. Submit IRB application 3. Complete research 4. Write dissertation	• Register for **VCE 849*** Supervised Dissertation Proposal Development • Register as "Student in Good Standing" (**VCE 700**) each quarter (non-credit)
Completion	Dissertation Defense	1. Schedule defense once approved by chair 2. Defend dissertation by **April 24****	Register for **VCE 859*** Independent Dissertation Research
	Revision and Publication	1. Submit revisions by **May11**** for format review by Doctoral Program Office 2. Work with Doctoral Program Assistant to mark the publication milestone in Campus Connect by **June 8****	
	Graduation Process	1. Register for degree conferral by quarterly dates on DePaul website. Note: Degree conferral requires a grade for **VCE 859**, which is not recorded until AFTER revisions are submitted. 2. Submit application for yearly graduation ceremony by **February 1**. You MUST have defended and completed the publication milestone to participate in graduation.	

*Registration for these courses requires approval from your dissertation chair.
**These deadlines are for a June graduation date. It is recommended that you complete these steps much earlier than the stated deadline due to the high volume of dissertations submitted to the Doctoral Program Office in the spring quarter.
For questions, contact the Doctoral Program Assistant, Michael Boland at mboland7@depaul.edu.

Doctoral Program Office Format Review Checklist

Instructions: Please use this checklist to help you correctly format your dissertation. The dissertation should follow APA 7th edition guidelines.

1. <u>**Front Matter**</u>
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 capitalized and double spaced.
☐ Word substitutes are used for symbols and formulas etc.
☐ The word **or** symbol for copyright is displayed- **not both**.
☐ The student used his or her legal name as it appears on DePaul's records and this name is used consistently each time it appears in the document.
☐ The degree is designated as follows: "Doctor of Education."
☐ The date line reflects the month and year of the Degree Conferral (not the defense date)- degrees are conferred in either November or June.

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

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. **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**
☐ 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)

2.   <u>General Formatting</u>
A.   Type Size
- ☐ Text is **10, 11, or 12 font.**
- ☐ No italics are used except for foreign words, book and journal titles, and special emphasis.
- ☐ No text larger than 18 point or smaller than 9 point appears in text.
- ☐ Font is consistent throughout document and any font changes are minimal and consistent.

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

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

D.   Page Numbers
- ☐ **The front matter is numbered using lower case roman numerals.**
- ☐ Arabic numerals are used for the text.
- ☐ The text begins on page 1.
- ☐ If applicable, the vita (last page) does not show a page number.
- ☐ The title, 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. 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.
- ☐ All pages are present and in proper order when they are numbered.
- ☐ Pages are not numbered with letters (i.e.: a, b).
- ☐ All pages are counted- even those displaying tables and figures.
- ☐ Page numbers do not include punctuation such as dashes or periods.
- ☐ The word "page" is not typed before the number.
- ☐ There are no running headers.

E.   Page Number Location

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

3. Back Matter
A. References
- □ Appears before or after appendices (if any).
- □ The student has formatted the References according to the latest APA style.

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

C. Endnotes or Notes

D. Vita (Optional)
- □ The vita is limited to one page and **does not have a page number.**

DePaul University

College of Education

A Study of Effective Leadership in Seven

Charter Schools

A Dissertation in Education
with a Concentration in Curriculum Studies

by

Jane S. Brown

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Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Doctor of Education

June 2003

Sample Signatory Page

We approve the dissertation of Jane S. Brown.

_____   _____
Mary S. Professor   **Date**
Associate Professor
DePaul University
Chair of Committee

_____   _____
John D. Professor   **Date**
[Title]
[University]

_____   _____
Sam A. Professor   **Date**
[Title]
[University]

_____   _____
Sally K. Professor   **Date**
[Title]
[University]

Sample Certification of Authorship Page

Certification of Authorship

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

Author Signature_____Date_____

Offered through the DePaul University Institute for Daisaku Ikeda Studies in Education, the Microcredential and Macrocredential in Value-Creating Education for Global Citizenship are non-degree certificate programs designed for those interested in studying value-creating education for global citizenship but who do not desire a full degree. The Micro- (four course) and Macro- (seven course) credentials can be completed in one year. Credential courses are offered in online asynchronous format. They do not provide transferrable credit.

Please note that courses taken through the credential program cannot be used toward the MEd degree.

Microcredential

The Microcredential comprises four courses that highlight key concepts and themes covered in the program in Value-Creating Education for Global Citizenship:

- o   CED 511 Tsunesaburo Makiguchi's Educational Philosophy and Practice (2)

- o   CED 520 Josei Toda's Educational Philosophy and Practice

- o   CED 531 Daisaku Ikeda's Educational Philosophy and Practice (1): Major Education Writings

- o   CED 570 Ikeda/Soka Studies in Education

Microcredential			
Fall Quarter	**Winter Quarter**	**Spring Quarter**	**Summer Quarter**
CED 531 CED 570	CED 511	CED 520	

Macrocredential

The Macrocredential builds on the Microcredential and comprises three additional courses that provide more detailed treatment of key concepts and themes covered in the program in Value-Creating Education for Global Citizenship:

- o   CED 511 Tsunesaburo Makiguchi's Educational Philosophy and Practice (2)

- o   CED 520 Josei Toda's Educational Philosophy and Practice

- o   CED 531 Daisaku Ikeda's Educational Philosophy and Practice (1), Major Education Writings

- o   CED 570 Ikeda/Soka Studies in Education

- o   CED 510 Tsunesaburo Makiguchi's Educational Philosophy and Practice (1)

- o   CED 532 Daisaku Ikeda's Educational Philosophy and Practice (2) Dialogues

- o   CED 550 Education for Global Citizenship

Macrocredential: May be completed full- or part-time			
Fall Quarter	**Winter Quarter**	**Spring Quarter**	**Summer Quarter**
CED 510 CED 531 CED 570	CED 511	CED 520	CED 550 CED 532

CREDENTIALS FREQUENTLY ASKED QUESTIONS

1. Are the Micro and Macrocredential programs completely online?
Yes, all the courses needed for the Micro- and Macrocredentials are offered as fully online asynchronous courses.

2. What is the difference between the MEd program and these credential programs?
The Micro- and Macrocredentials comprise fewer courses than the full master's degree and do not bear transferrable credit. Credential courses cannot be used toward the completion of degree requirements for the MEd in Value-Creating Education for Global Citizenship.

3. What is the difference between the Microcredential and the Macrocredential programs?
The Microcredentail program requires the completion of 4 courses (CED 511, CED 520, CED 531, and CED 570), whereas the Macrocredential requires the completion of 7 courses (4 courses for Microcredential + CED 510, CED 532, and CED 550).

4. I want to register for the credentials. How do I do this?
Registration for the credential programs can be done two ways: on-line or over the phone.

Online
The on-line process is pretty simple. Student should first create an account here:
https://learning.depaul.edu/eCS/SignInNew.aspx

After the student has an account they can complete the registration here:
https://learning.depaul.edu/eCS/CourseGroup.aspx?group_number=248&group_version=1

Over the phone
Students who wish to register for the IBEC over the phone can do so by calling the Continuing and Professional Education (CPE) office. A CPE representative will help you register and take payment information over the phone.

CPE Registration Office
Phone: 312-362-6300
Email: cperegistration@depaul.edu

5. I'm registered as a credential student. How do I start the course?
After completing the course registration you will receive a confirmation e-mail from the Continuing and

Professional Education (CPE) office. You will need login credentials to access the course. These credentials will be created automatically. It generally takes 24-48 hours to receive the login credentials. You will be added to the D2L course page one week before the beginning of the quarter.

6. Is there a registration deadline for the credential options?
We accept students on a rolling basis for each quarter. The deadline to register is the last day to add classes according to the DePaul University academic calendar.

7. How can I pay for the course if I am taking it as a credential option? Can I split the payment and make installments?
All payments must be made in full before a student can register and begin the course. Unfortunately, installments or delayed payments are not permitted at this time. There are three payment options currently available. You can pay on-line, via telephone or mail.

Online
Students who wish to register for the course must create an account and then can pay on-line with a credit or debit card. https://learning.depaul.edu/eCS/SignInNew.aspx

After the student has an account they can complete the registration here:
https://learning.depaul.edu/eCS/CourseGroup.aspx?group_number=248&group_version=1

Over the Phone
Students can register over the phone and submit payment that way as well. To do this contact Continuing and Professional Education at 312-362-6300

Mail
Personal checks are also acceptable and can mailed directly to:
DePaul University | Continuing and Professional Education
14 E Jackson Blvd STE 1010
Chicago, Illinois, 60604

8. English is not my native language. Will I be able to register for the credential program?
Yes. English proficiency tests such as TOEFL are not required to enroll as a credential student. However, you will be taking the same course as MEd students.

9. Are financial aid or scholarships available for this program?
The Institute for Daisaku Ikeda Studies in Education, through its Value-Creating Education scholarship, provides recognition and financial assistance to students enrolled in the Master of Education (MEd) program in Value-Creating Education for Global Citizenship who are in good academic standing. To qualify, applicants must:

- Be a graduate student enrolled in the Master of Education (MEd) program in Value-Creating Education for Global Citizenship
- Demonstrate good academic standing
- Demonstrate financial need

Additional consideration may be given to students from underrepresented populations or underrepresented geographic locations in the field of value-creating education or those who demonstrate an interest in or commitment to working with underrepresented populations. Preference may also be given to students who have an interest in

practicing value-creating education over the long term or those who demonstrate a record of service and commitment to the ideals of Tsunesaburo Makiguchi, Josei Toda, and Daisaku Ikeda.

To apply, please see How To Apply: https://education.depaul.edu/admission-and-aid/scholarships/Pages/scholarship-opportunities.aspx