

**DEPAUL
UNIVERSITY**
COLLEGE OF EDUCATION



College of Education

**Doctoral Program
Educational Leadership**

Student Handbook

2019-2020

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INTRODUCTION

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

The Doctoral Program office is on the third floor of the College of Education building (located in 2247 N. Halsted) in Room 346. Please feel free to contact the Doctoral Office with any questions and concerns, and again, welcome to the Doctoral Program.

Again, welcome to the Doctoral Program. We look forward to working with you!

PROGRAM DESCRIPTION AND PURPOSE

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

The Doctoral Program goals are:

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

DOCTORAL STUDENT DISPOSITIONS

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

- Receptive to faculty feedback and acts meaningfully and professionally upon suggestions
- Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth

- Respects and considers cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and nonverbal communication and listening skills
- Committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habit of conduct (dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrate concern for and protection of safety and well-being of others

EDUCATIONAL LEADERSHIP CONCENTRATIONS, DEGREE REQUIREMENTS, LICENSURES & ENDORSEMENTS

Program Strands

The Doctoral Program in Educational Leadership strand has three concentrations: Higher Education, General and Global Catholic Educational Leadership. The Curriculum Studies strand has two degree options: EdD and Phd. The Educational Leadership strand had one degree option: EdD. Students will complete a series of core, research, and concentration courses before beginning work on their capstone dissertation.

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

GENERAL CONCENTRATION

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

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

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

Degree Requirements

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

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

Core Courses: (6 courses, 24 quarter hours)

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

- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- SCG 701 PHILOSOPHY OF ETHICS IN EDUCATION
- SCG 711 CULTURE, POWER AND EDUCATION

Research Courses: (5 courses, 20 quarter hours)

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

Elective Requirement: (1 course or 4 quarter hours)

Select one of the following:

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

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

Other options need to be approved by the Doctoral Program.

Concentration Courses: (5 courses, 20 quarter hours)

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

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Capstone and Dissertation Courses:

Students may select either a capstone or dissertation to complete the degree.

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

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

OR

Dissertation Courses: (2 courses, 8 quarter hours)

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

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

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS

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

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

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

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

- A&S 899 SUPERINTENDENT INTERNSHIP

HIGHER EDUCATION CONCENTRATION

Edd Educational Leadership in Higher Education: (20 courses or 76 quarter hours)

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

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

Degree Requirements

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

Edd Educational Leadership in Higher Education: (20 courses, 76 quarter hours)

Core Courses: (5 courses, 20 quarter hours)

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

Research Courses: (6 courses, 24 quarter hours)

- The research courses are sequenced and must be taken in the following order:
- SCG 775 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH I
- SCG 785 SEMINAR: FRAMEWORKS OF INQUIRY IN EDUCATIONAL RESEARCH II
- SCG 735 QUANTITATIVE RESEARCH METHODS I
- SCG 745 QUALITATIVE RESEARCH METHODS I
- SCG 755 QUANTITATIVE RESEARCH METHODS II
or SCG 765 QUALITATIVE RESEARCH METHODS II

Elective Requirement (1 course or 4 quarter hours)

Select one of the following:

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

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

Other options need to be approved by the Doctoral Program.

Concentration Courses: (6 courses, 24 quarter hours)

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

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Capstone and Dissertation Courses:

Students may select either a capstone or dissertation to complete the degree.

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

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

OR

Dissertation Courses: (2 courses, 8 quarter hours)

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

GLOBAL CATHOLIC EDUCATIONAL LEADERSHIP CONCENTRATION

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

The Global Catholic Educational Leadership Concentration in the Educational Leadership Doctoral Program addresses issues specific to Catholic education targeting a global audience of Catholic leaders. This fully online program serves both the local Church and the growing numbers of international Catholic leaders with limited access to a local university and/or a desire to collaborate with Catholic educators internationally. In terms of both service to Catholic schools and the development of a global perspective, an Ed.D. in Global Catholic Leadership speaks to DePaul's wider vision. Catholic educational leaders in elementary schools, high schools, family education centers, diocesan offices, religious community councils, and Australian educational partners serve as the target market for the Ed.D. Working professionals and international students drawn to the Vincentian mission may be able to take some of the courses face-to-face, but the expense of travel encourages the development of a vital on-line community sharing global perspectives.

The online delivery combined with the current research and dissertation components align with the vision and mission of the university in expanding perspectives to a larger audience. Students who receive an Ed.D. in the Global Catholic Leadership concentration will be prepared for leadership in Catholic educational institutions at all levels, grounded in the philosophy and theology of Catholic education and the research needed to be an agent of transformation in a Catholic educational.

Degree Requirements

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

EdD Educational Leadership in Global Catholic Educational Leadership: (20 courses, 76 quarter hours)

Core Courses: (6 courses, 24 quarter hours)

- A&S 670 THE HISTORY, PHILOSOPHY, THEOLOGICAL FOUNDATIONS OF CATHOLIC EDUCATION
- A&S 801 LEADERSHIP: THEORY AND PRACTICE
- CS 704 CURRICULUM DISCOURSES/PERSPECTIVES OVER TIME
- CS 751 CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT
- SCG 627 GLOBAL ISSUES IN EDUCATION SEMINAR
- VCE 633 DAISAKU IKEDA'S EDUCATIONAL PHILOSOPHY AND PRACTICE – PEACE PROPOSALS

Research Courses: (7 courses, 28 quarter hours)

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

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

Concentration Courses: (4 courses, 16 quarter hours)

- A&S 671 SPIRITUAL AND ADMINISTRATIVE LEADERSHIP IN CATHOLIC SCHOOLS
- A&S 688 SERVICE LEARNING FOR HIGHER EDUCATION
or A&S 696 WORKSHOP IN EDUCATIONAL LEADERSHIP
- A&S 873 CURRENT TRENDS IN BUDGETING & FINANCE
- BBE 699 LEADERSHIP IN EDUCATING CULTURALLY DIVERSE LEARNERS

Candidacy Course: non-credit, non-tuition

- A&S 706 CANDIDACY PAPER

Capstone and Dissertation Courses:

Students may select either a capstone or dissertation to complete the degree.

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

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

OR

Dissertation Courses: (2 courses, 8 quarter hours)

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

Superintendent Endorsement:

Superintendent Internship* : (4 courses, 4 quarter hours)

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

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

COLLEGE OF EDUCATION POLICIES

Student 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 (A&S, CS or ECE). The student's dissertation chair must sign the Student in Good Standing Course Registration form, which is available from the Ed.D. 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 who have not been enrolled in courses for three consecutive quarters, excluding summer, are automatically discontinued by the university and must apply for readmission. (Students should register for A&S, CS or ECE 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 course work to upgrade skills and knowledge or to meet new state or other accreditation requirements. If it has been more than (or almost) 10 years since the student began his/her graduate program, the student must also submit an extension request to continue progress toward a degree. Please visit the link below for instructions for readmissions or contact the College of Education Graduate Admissions Office at (773) 325-4405.

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

Extension

Students have 10 years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the 10-year clock.) For example, a student who begins in Fall 2010 must complete the program by Spring 2020. For students approaching this time limit, an Application for Extension must be submitted to the 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 for a course and secure the instructor's permission. All grades of Incomplete must be made up by the end of the second quarter following the term in which the Incomplete grade was assigned. All remaining Incompletes will automatically convert to "F" grades.

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

Grade Challenges

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

ADVISING & 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 Advisor

The dissertation chair or capstone advisor 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 (for detailed descriptions of these course, see Appendix C on page 27)

2019-2020

Autumn	Winter	Spring
A&S 801	A&S 694	A&S 695
A&S 823	A&S 695	A&S 822
CS 761	A&S 811	CS 751
SCG 711	A&S 883	CS 794
SCG 721	A&S 882	SCG 701
SCG 785	CS 704	SCG 755
	CS 794	SCG 765
	SCG 745	

2020-2021

Autumn	Winter	Spring
A&S 801	A&S 694	A&S 695
A&S 802	A&S 695	A&S 843
A&S 803	A&S 811	CS 751
CS 764	A&S 873	SCG 701
SCG 711	A&S 872	SCG 755
SCG 721	A&S 812	SCG 765
SCG 785	CS 704	SCG 775
	CS 754	SCG 775
	SCG 735	
	SCG 745	

2021-2022

Autumn	Winter	Spring
A&S 801	A&S 694	A&S 695
A&S 802	A&S 695	A&S 843
A&S 803	A&S 811	CS 751
CS 764	A&S 812	SCG 701
SCG 711	A&S 872	SCG 755
SCG 721	A&S 873	SCG 765
SCG 785	CS 704	SCG 775
	CS 754	
	SCG 735	
	SCG 745	

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

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

SUGGESTED COURSE SEQUENCE

The suggested course plan for students entering their first year in Fall 2019 is as follows. This is the plan of study recommended if a student wishes to complete coursework in three years. Some courses are offered once a year and some once every other year. For that reason, careful planning is important. Please be advised that this does not guarantee that course offerings will be identical to those listed here.

Educational Leadership Suggested Course Sequence			
	Autumn	Winter	Spring
Year 1	SCG 711 A&S 801	A&S 811 CS 704	SCG 775 CS 751
Year 2	SCG 785 A&S 823	SCG 735 or 745 A&S 883	SCG 755 or 765 A&S 843 or Elective
Year 3	A&S 803 Elective	SCG 735 or 745 A&S 873	SCG 701 A&S 843 or Elective
Year 4	proposal and dissertation development		

Higher Education Suggested Course Sequence			
	Autumn	Winter	Spring
Year One	SCG 711 A&S 801	A&S 812 CS 704	SCG 775 CS 751
Year Two	SCG 785 A&S 823	SCG 735 or 745 A&S 882	SCG 755 or 765 A&S 822 or Elective
Year Three	A&S 802 Elective	SCG 735 or 745 A&S 872	SCG 701 A&S 822 or Elective
Year Four	proposal and dissertation development		

Global Catholic Cohort 1 Course Sequence			
	Autumn	Winter	Spring
Year One	A&S 801 SCG 775	SCG 627 CS 704	A&S 670 VCE 633
Year Two	A&S 671 SCG 785	SCG 745 BBE 699	SCG 765 CS 751
Year Three	A&S 705 A&S 688 or A&S 695	SCG 735 A&S 873	SCG 755
Year Four	proposal and dissertation development		

PROGRAM STEPS & MILESTONES

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

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

Educational Leadership EdD students in all concentrations (General, Higher Education, and Global Catholic Educational Leadership) have the option of doing a capstone or a dissertation. Students will be able to choose whether to pursue a dissertation or a capstone for their culminating work. Both options will lead to an EdD degree. Below is a description that delineates the differences between the two options and provides further details regarding the EdD Capstone in the context of program steps and milestones.

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

EDD CAPSTONE PROJECT

Overview

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

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

Coursework

Students should register for their courses in consultation with their academic advisor. Full-time students will take two courses per quarter and finish their coursework in approximately three years. Because not all courses are offered

every year, it is very important to stay in close contact with your academic advisor when planning courses so as to select a plan that allows for a three-year completion time frame.

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

Capstone Advisor

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

1. **Identify a faculty member to serve as the capstone advisor.** 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 capstone advisor supervises the development of the student's candidacy paper, capstone proposal and the capstone project. (Preliminary development of the proposal often takes place in conjunction with previous course work, and a critical review of pertinent literature is often the focus of the candidacy paper.) The capstone advisor must be a COE faculty member currently employed full-time by DePaul.
2. **Submit the Applied Capstone Advisor form the Doctoral Program Office.** Once the capstone advisor has been established, students must obtain the signature of the capstone advisor on the Applied Capstone Advisor form and submit it to the Doctoral Program Office.

For any exceptions to the processes and policies related to the program, students should consult with their capstone advisor. If a student's capstone advisor changes, the student must submit a Change in Capstone Advisor form to the Doctoral Program Office.

Candidacy

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

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

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

Students should work with the capstone advisor to determine when the paper is ready and schedule a time for the Capstone candidacy defense. A meeting with the capstone advisor 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 capstone advisor for their review.

In the capstone candidacy defense, the capstone advisor will discuss with the student his or her submission, ask questions, raise theoretical and technical problems, and allow the student to respond. Following the candidacy defense, the student will be notified of whether or not s/he passed candidacy. If a student does not pass candidacy, next steps for the student are under the discretion of the capstone advisor. If the capstone advisor approves of the paper, then the capstone advisor must sign the Approval of Candidacy Standing form, which will be filed in the student's permanent file and forwarded to the Doctoral Program's Academic Advisor. The student must submit their approved candidacy paper to the Doctoral Program Office with the approval form. (As with all forms, it is the responsibility of the student to obtain all signatures and submit forms to the Doctoral Program Office.)

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

Capstone Proposal

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

In the quarter prior to the planned proposal defense, the student must register for **CS 838 Supervised Applied Capstone (EdD) Proposal Development** in the quarter the student plans to defend the proposal. The capstone advisor's approval is required for this course registration.

The capstone proposal defense follows the same format as the capstone candidacy defense: The capstone advisor discusses the proposal with the student, asks questions, raises theoretical and technical problems, and allows the student to respond. Following the proposal defense, the student will be notified of whether or not the proposal is of adequate quality to pass. If a student does not pass their proposal defense, next steps for the student are under the discretion of the capstone advisor. If the capstone advisor approves of the paper, then the capstone advisor must sign the **the Capstone Proposal Approval form** (available from the Doctoral Program Office), which will be filed in the student's permanent file and forwarded to the Doctoral Program's Academic Advisor. The student must submit their approved capstone proposal paper to the Doctoral Program Office with the approval form. (As with all forms, it is the responsibility of the student to obtain all signatures and submit forms to the Doctoral Program Office.)

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

Following successful defense of the capstone proposal, the capstone advisor will assist the student in developing a realistic timetable for completion of the capstone project.

Research and the Institutional Review Board (IRB)

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

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

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

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

Capstone Defense (Capstone Poster Session)

The process for completing a doctoral capstone project is similar to that of completing a dissertation, in that students must seek the mentorship and guidance of a primary faculty advisor, meet certain research and writing milestones, and present their completed capstone project and paper at a Capstone Poster Session.

In the quarter prior to the planned capstone defense, the student must register for **A&S 839 Independent Applied Capstone (EdD): Educational Leadership** in the quarter the student plans to defend their capstone. The capstone advisor's approval is required for this course registration.

Upon the student's successful capstone defense and poster session, approved by the capstone advisor, **the Capstone Approval form** (available from the Doctoral Program Office) should be signed and submitted to the Doctoral Program Assistant for the student's permanent file.

Submit Capstone for Publication

After successful defense and poster session presentation, and once the Capstone advisor approves the final capstone paper, students will convert the document into a report-style layout. The capstone is meant to be an applied project that is useful for schools/districts, organizations/institutions, centers, etc. Therefore, the format should be in the form of a technical or analysis report. The capstone requires an executive summary and table of contents, and should be in professional format that can be presented to decision-makers such as policy-makers, superintendents, principals, foundation directors, CEOs, etc. During the review process, the capstone advisor should receive traditional double-spaced format in APA style (latest edition) for the candidacy paper, proposal, and final project. This draft version for review should be 90-110 pages double-spaced. Students should submit one copy of the final published capstone to the Doctoral Program Office.

Note: The Doctoral Office will provide samples of Capstone Projects to offer a very general idea of the types of topics and formatting. These samples do NOT have all the same requirements as those in the Educational Leadership Capstone (at DePaul the capstone is done individually, requires a literature review, etc.). So again, these samples are only to provide a general idea of capstone topics/formatting.

Capstone Organization and Length

The typical capstone is expected to be approximately 90-110 pages long, double-spaced, and follow APA citation and academic writing style. After all approvals, the final formatted versions will be 50-60 pages single-spaced.

Example Capstone Sections

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

Example Capstone Outline

I. Front Matter

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

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

II. Executive Summary

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

III. Background

- a. Introduction: Articulate the problem of practice; what is the main focus or question(s) the project is aiming to answer? Address the problem(s) identified through an analysis of a current practice such as a curriculum, evaluation tool, program, policy, etc. Show how the problem is grounded in the context of its application

(in an organization, district, school, center, etc.; describe the possible causes and evolution of the problem; articulate need and reasons for addressing the problem and show that it can be solved based on current research, theories, and professional knowledge.

- b. Literature Review:
 - i. **Review and analysis of theories that provides the foundational theoretical framework for the analysis of the topic as well as the historical development of ideas, issues, and problems under study.**
 - ii. **Review and analysis of seminal and current research studies and discussion of research findings and implications.**
 - iii. Include at least 20 academic references (peer-reviewed articles, books, chapters). Provide general conclusions about recent advances in the specific topic or theme at the time of your literature review
- c. Rationale for the project—an explanation of the contribution this project makes to practice and how it can be applied

IV. Process

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

V. Application

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

VI. Conclusion

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

VII. Back Matter

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

Examples Topics for Capstone Project

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

Graduation

DePaul holds one graduation commencement ceremony each year in the Spring. Eligibility for the commencement ceremony is based on defense and publication completion. It is recommended that students defend by **May 1st** in order to meet requirements on time. Students should review the formatting checklist (p. 19) prior to submitting a copy of their doctoral capstone to the Doctoral Office. The Doctoral Program Assistant will review the doctoral capstone. Students are responsible for any further revisions. The Doctoral Office does not provide copyediting services.

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

Students must apply for Spring graduation. Information about the commencement process can be found here: <https://offices.depaul.edu/depaul-central/records/Pages/apply-for-graduation.aspx>. Degree conferral dates are set by student records and the deadline for Spring 2019 is February 1. Students can find information about the graduation and degree conferral applications at: <http://education.depaul.edu/CurrentStudents/Graduation/index.aspx>

EDD DISSERTATION

Overview

The Doctor of Education (EdD) dissertation is one of the most important elements of the EdD program. It is generally a five-chapter document that details a student's intensive investigation into a specific issue in education (dissertations grounded philosophy, history, cultural or social anthropology, law or related fields may not follow the five-chapter model). 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 theoretically and empirically sound research methods appropriate to the research questions and focus of the study, 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.

Coursework

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

Once students have finished their coursework, they must sign up for the **A&S 700 Student in Good Standing** course in order to continue to have access to DePaul University resources. 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.

Dissertation Committee

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

3. **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.
4. **Select two additional faculty members for the committee.** The chair must approve the student's choice of two additional faculty members. One member of the committee must be a COE faculty member (either full-time or part-time). The third member of the committee can be from outside the COE or from an institution other than DePaul. Students have the option of selecting a fourth faculty member to serve on the committee, but should do this only after speaking with their chair. All faculty members serving on dissertation committees must possess the terminal degree in their field. The Doctoral Committee must approve any exceptions to this policy.
5. **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, 785, and either 735 or 745), students may apply for candidacy. Students can defend their candidacy paper after completing their second year of coursework or once the minimum credit hours are complete. Students present a scholarly paper that is an analytical review of research and thoughtful analysis of a topic in the student's area of interest. The committee must attest that the student is capable of satisfactorily completing the program as demonstrated by the candidacy paper. The candidacy process ensures that a student's writing, analytical skills, and appropriate subject knowledge are at a level sufficient to begin the dissertation process. Should the committee membership change between the candidacy and the dissertation, the candidacy also enables potential dissertation committee members to evaluate the student's progress in 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 (A&S 849 and 859).

Students should work with the committee chair to determine when the candidacy paper is ready and schedule a time for the defense. A meeting with the committee will be convened by the student when the candidacy paper is ready for review. Students should contact the Doctoral Program Assistant to reserve a room 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 **A&S 706** course in the subsequent quarter. The student must submit their approved candidacy paper to the Doctoral Program Office with the approval form (As with all forms, it is the responsibility of the student to obtain all signatures and submit forms to the Doctoral Program Office.)

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 (this format may be slightly different for dissertations based in philosophy, history, social and cultural anthropology, or law). The entire dissertation committee must approve the written proposal.

In the quarter prior to the planned proposal defense, the student must register for A&S/CS/ECE 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 student must submit their approved proposal paper to the Doctoral Program Office with the approval form. The committee will assist the student in developing a realistic timetable for completion of the dissertation research. The student should prepare a copy of the approved proposal for distribution to the committee members. The approved proposal must also be submitted to the student's committee chair via D2L.

Research and the Institutional Review Board (IRB)

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

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

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

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

Dissertation

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

Dissertation credit is carried by A&S 859. Students should submit the Independent Dissertation Research Course Request (A&S 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 EdD Degree form, provide a rationale for his/her request, and submit a supportive letter from his/her dissertation chair. Other requirements may pertain, or permanent ABD (All But Dissertation) status may be recommended by the 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 A (Pg. 18).

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:

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

IV. Conceptual Framework and Methodology

This may include:

- a. Statement of your educational research issues, problems, or questions

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

V. Presentation and Analysis of Data

This may include:

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

VI. Conclusion

This may include:

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

VII. Back Matter

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

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

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 **April 24th 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 8.** The student is responsible for securing formatting approval from the Doctoral Program Assistant who will marking this degree requirement as completed on the student's record.

Students must apply for Spring graduation. Information about the commencement process can be found here: <https://offices.depaul.edu/depaul-central/records/Pages/apply-for-graduation.aspx>. Degree conferral dates are set by student records and the deadline for Spring 2020 is February 1. Students can find information about the graduation and degree conferral applications at: <http://education.depaul.edu/CurrentStudents/Graduation/index.aspx>

INSTRUCTIONS FOR DISSERTATION CHAIRS

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

1. Dissertation Chairs advise students in forming a dissertation committee. (during or after 2nd year)
2. Dissertation chairs guide students through the candidacy (during or after 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 AS/CS/ECE 700 for the duration of the student's dissertation writing process as long as the student is actively working on his or her dissertation.

4. Dissertation chairs should approve a student's registration in A&S 849 (proposal) and 859 (dissertation) courses only for the quarter that the proposal and dissertation defense will take place.
5. When students are ready to defend their candidacy, proposal or dissertation, dissertation chairs should contact the Doctoral Program Assistant in order to schedule the respective defense and obtain the appropriate forms.
6. Once the dissertation defense is complete, dissertation chairs should give students a timeline for when the revisions should be complete. **Chairs should not give students a grade for A&S 859 until the revisions are submitted and approved.**

INSTRUCTIONS FOR CAPSTONE ADVISORS

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

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

FREQUENTLY ASKED QUESTIONS

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

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

2. What is a candidacy paper?

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

3. What is a dissertation or capstone proposal?

The dissertation and capstone proposals typically 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/Capstone courses?

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

6. Who conducts my format review?

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

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

Necessary forms can be found at:

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

8. Who should I contact when I have questions?

Advising Office: Registration and degree completion progress: bwashin3@depaul.edu or 773-325-4409

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

Dissertation Chair: Guidance throughout the dissertation research and writing processes

Doctoral Program Office: Forms, scheduling, format review, publication, event info, support. Reach us by phone at 773-325-1674 or email [Cassidy Bradford at c.bradford@depaul.edu](mailto:Cassidy.Bradford@depaul.edu)

APPENDIX A: DISSERTATION FORMATTING CHECKLIST

Doctoral Program Office Format Review Checklist

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

1. **Front Matter**

A. **Title Page**

- The title page does not have a number.**
- The title page contains appropriate vertical spacing and the same margins as the rest of the document.
- All items are centered.
- First two lines say “DePaul University” and “College of Education.” An optional third line may say “A Dissertation in Education with a Concentration in either Educational Leadership or Curriculum Studies.”
- The title of the dissertation is 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. General Formatting

A. Type Size

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

B. Chapter Heading Pages and Layout

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

C. Margins

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

D. Page Numbers

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

E. Page Number Location

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

3. Back Matter

A. Bibliography

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

B. Appendices

- Appendices are designated A,B, C, D and so on.
- If display pages are used, they are used consistently and numbered accordingly.

- Appendices are numbers consecutively with the text of the dissertation.

C. Endnotes or Notes

D. Vita (Optional)

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

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

DePaul University
College of Education

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

A Dissertation in Education
with a Concentration in Educational Leadership

by

Jane S. Brown

© 2020 Jane S. Brown

Submitted in Partial Fulfillment
of the Requirements
for the Degree of

Doctor of Education

June 2020

Sample Signatory Page

We approve the dissertation of Jane S. Brown.

Mary S. Professor
Associate Professor
DePaul University
Chair of Committee

Date

John D. Professor
[Title]
[University]

Date

Sam A. Professor
[Title]
[University]

Date

Sally K. Professor
[Title]
[University]

Date

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 _____

APPENDIX C: PROGRAM STANDARDS

I. Educational Leadership

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

Diversity & Positive Transformation

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

Multiple Perspectives & Inquiry, Theory, and Practice

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

Personalism, Professionalism, and Life-Long Learning

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

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

APPENDIX D: DOCTORAL COURSE DESCRIPTIONS

Core Courses

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

SCG 701 Philosophy of Ethics in Education (4)

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

SCG 711 Culture, Power and Education (4)

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

SCG 627: Global Issues in Education Seminar (4)

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

CS 704 Curriculum Discourses/Perspectives over Time (4)

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

CS 751 Curriculum for Human and Community Development (4)

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

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

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

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

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

A&S 811 Assessment and Accountability (4)

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

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

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

Research Core Courses

Five research core courses (20 quarter hours) are taken by all students (six courses, 24 quarter hours for GCEL). Research courses should be taken in a particular sequence; please note prerequisites.

A&S 705: Dissertation Seminar (4)

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

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

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

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

Drawing upon the knowledge and skills developed in Frameworks of Inquiry I, this course is designed to enhance students' ability to critically analyze existing research as a crucial element in completing their own doctoral research. Emphasis will be placed on the preparation of a critical literature review. By the end of the course, students should be able to: review the components of a research proposal; develop further the ability to evaluate research critically; conduct a literature review that will involve interpretation, evaluation, and synthesis of literature on a

topic of their choice; refine a topic for dissertation research; and make an informed decision between the quantitative and qualitative sequences. *Prerequisite: SCG 775.*

SCG 735 Quantitative Research Methods I (4)

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

SCG 745 Qualitative Research Methods I (4)

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

SCG 755 Quantitative Research Methods II (4)

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

SCG 765 Qualitative Research Methods II (4)

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

Areas of Concentration

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

Educational Leadership Concentration Courses

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

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

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

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

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

A&S 843 The Politics of Schooling (4)

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

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

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

A&S 883 School Law (4)

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

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

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

Higher Education Concentration Courses

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

Global Catholic Educational Leadership Concentration Courses

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

A&S 596 Workshop in Higher Education (4)

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

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

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

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

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

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

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

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

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

Elective Courses

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

Candidacy & Dissertation Research

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

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

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

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

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

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

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

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

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

¹ Required of those admitted Fall 2000 and thereafter.

² Required of those admitted Fall 2005 and thereafter.

APPENDIX E: SAMPLE TIMELINES

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.

Capstone Sample Timeline

Doctoral Program Full-time Student Sample Timeline & Responsibilities for Capstone

		Capstone Steps	Additional Courses
Coursework: Core, Research, Concentration, and Elective Classes	Year 1	Make appointment to meet with both faculty advisor and academic advisor	
	Year 2	1. Choose Capstone Advisor	
	Year 3	1. Defend Candidacy Paper	<ul style="list-style-type: none"> • Register for the Candidacy Course (non-credit) request form to Doctoral Program office. Advising will then register you for the course.
Writing	Years 4 - 5+	<ol style="list-style-type: none"> 1. Submit IRB Application Defend 2. Defend Capstone Proposal 3. Complete Research 4. Write Capstone 	<ul style="list-style-type: none"> • Register for the A&S/CS 838* Supervised Applied Capstone Proposal Development course • Register as "Student in Good Standing" (A&S/CS 700) each quarter (non-credit)
Completion	Capstone Defense	<ol style="list-style-type: none"> 1. RSVP for Capstone Poster Session 2. Defend Capstone at Poster Session on April 24th (date changes annually) 	<ul style="list-style-type: none"> • Register for the A&S/CS 839* Independent Applied Capstone course
	Revision and Publication	<ol style="list-style-type: none"> 1. Submit Revisions by May 11** 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	<ol style="list-style-type: none"> 1. Register for degree conferral by quarterly dates on DePaul website. Note: degree conferral requires a grade for the Independent Applied Capstone course, 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 Capstone Advisor.

** 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 and capstones submitted to the Doctoral Program Office in the spring quarter.

Questions? Contact the Doctoral Program Assistant, Cassidy Bradford, at c.bradford@depaul.edu or 773-325-1374

Dissertation Sample Timeline

Doctoral Program Full-time Student Sample Timeline & Responsibilities for Dissertation

		Dissertation Steps	Additional Courses
Coursework: Core, Research, Concentration, and Elective Classes	Year 1	Make appointment to meet with both faculty advisor and academic advisor	
	Year 2	1. Choose Dissertation Chair 2. Work with Chair to choose committee	
	Year 3	1. Defend Candidacy Paper	<ul style="list-style-type: none"> Register for A&S/CS 706* Candidacy Course (non-credit) request form to Doctoral Program office. Advising will then register you for the course.
Writing	Years 4 - 5+	1. Submit IRB Application 2. Defend Dissertation Proposal 3. Complete Research 4. Write Dissertation	<ul style="list-style-type: none"> Register for A&S/CS 849* Supervised Dissertation Proposal Development Register as "Student in Good Standing" (A&S/CS 700) each quarter (non-credit)
Completion	Dissertation Defense	1. Schedule Defense once approved by chair 2. Defend Dissertation by April 24**	<ul style="list-style-type: none"> Register for A&S/CS/ECE 859* Independent Dissertation Research
	Revision and Publication	1. Submit Revisions by May 11** 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 A&S/CS 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.

Questions? Contact the Doctoral Program Assistant, Cassidy Bradford, at c.bradford@depaul.edu or 773-325-1374

APPENDIX F: COMPARISON OF CAPSTONE AND DISSERTATION

Comparison of Capstone and Dissertation

CAPSTONE	DISSERTATION
Research-informed application project	Original research study
Practitioner orientation	Research/theory orientation
Focus on research-informed applications to the field that results from an analysis, evaluation, or assessment	Focus on contributing to the body of literature by conducting original research
Focus on implementable solution to an education-related issue	Focus on theoretical implications and solutions to problems in education
Example topics <ul style="list-style-type: none"> ▪ Curricular development/analysis ▪ Interventions program design/development ▪ Organizational strategic improvement plan ▪ Policy analysis 	Example topics: <ul style="list-style-type: none"> ▪ Factors that determine achievement gaps ▪ Teacher attitudes toward... ▪ Poverty and inequality effects on education ▪ Pedagogical issues in literacy teaching

Structure

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

Format

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

Process

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