



**College of Education**

**Doctoral Program  
Curriculum Studies**

**Student Handbook**

**2022-2023**

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## INTRODUCTION

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

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

## PROGRAM DESCRIPTION AND PURPOSE

The doctoral program is designed to prepare Urban Professional Multicultural Education leaders. With an emphasis on social justice and working with underserved populations, the doctoral program seeks to train educational professionals who wish to become leaders capable of transforming schools and other educational institutions. Students have **ten years** to complete the program and dissertation. 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 their own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth
- Respects and considers cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning
- Demonstrates a positive attitude and commitment to the profession
- Demonstrates thoughtful, effective verbal and nonverbal communication and listening skills

- Committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development
- Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
- Recognizes and fulfills professional responsibilities and habits of conduct (dress, language, preparedness, attendance, punctuality, etc.)
- Demonstrates concern for and protection of safety and well-being of others

## CURRICULUM STUDIES DEGREE REQUIREMENTS, LICENSURES, AND ENDORSEMENTS

The Doctoral Program has a program strand option in **Curriculum Studies** with two degree options: EdD and PhD. Students will complete a series of core, research, and concentration courses before beginning work on their capstone or dissertation.

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

### **EdD in Curriculum Studies: 20 courses, 76 quarter hours**

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

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

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

### **PhD in Curriculum Studies: 20 courses, 76 quarter hours**

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

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

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

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

### **PhD/EdD Degree Requirements**

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

### **Curriculum Studies Degree (20 courses, 76 quarter hours)**

#### **Core Courses: (6 courses, 24 quarter hours)**

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

#### **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, 4 quarter hours)**

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

#### **Concentration Courses: (5 courses, 20 quarter hours)**

*Choose five courses from the following list:*

- CS 754 CURRICULUM THEORIZING: MULTIPLE LENSES
- CS 761 ASSESSING SCHOOL CURRICULUM
- CS 764 YOUTH DEVELOPMENT, IDEOLOGY, CULTURE, AND SOCIETY
- CS 774 ENGAGING IN CURRICULUM DELIBERATION
- CS 784 CURRICULUM AND PROGRAM DESIGN
- CS 794 SPECIAL TOPICS IN CURRICULUM

#### **Candidacy Course: non-credit, non-tuition**

- CS 706 CANDIDACY PAPER

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

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

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

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

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

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

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

- A&S 491 EFFECTIVE LEADERSHIP OF SCHOOLS
- A&S 492 THE PRINCIPALSHIP
- A&S 493 DATA DRIVEN DECISION MAKING
- A&S 496 STAKEHOLDER RELATIONSHIPS
- A&S 498 INSTRUCTIONAL SUPERVISION AND SUPPORT
- A&S 604 PRINCIPAL LICENSURE INTERNSHIP
- A&S 608 CAPSTONE IN EDUCATIONAL LEADERSHIP
- A&S 694 SCHOOL FINANCE
- A&S 695 SCHOOL LAW
- CS 492 CREATING AND SUSTAINING PROFESSIONAL LEARNING COMMUNITIES
- CS 493 CURRICULUM DEVELOPMENT AND ASSESSMENT IN K-12 SCHOOLS

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

- A&S 803 THE SUPERINTENDENCY: PROGRAMS, SYSTEMS, AND STRUCTURES
- A&S 811 ASSESSMENT AND ACCOUNTABILITY
- A&S 823 COMMUNITY AND CONSENSUS BUILDING FOR SCHOOL IMPROVEMENT
- A&S 824 ADVANCED HUMAN RESOURCES MANAGEMENT
- A&S 834 THE SUPERINTENDENT AS INSTRUCTIONAL LEADER
- A&S 843 THE POLITICS OF SCHOOLING
- A&S 873 CURRENT TRENDS IN BUDGETING AND FINANCE
- A&S 883 SCHOOL LAW
- **Superintendent Internship Requirement:**
  - A&S 898 SUPERINTENDENT INTERNSHIP SEMINAR - THEORY INTO PRACTICE
  - A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC I, Fall quarter)
  - A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC II, Winter quarter)
  - A&S 899 SUPERINTENDENT INTERNSHIP (TOPIC III, Spring quarter)

**INTRA-PROCESS TO CHANGE FROM EDD TO PHD DEGREE TRACK**

Students who are interested in changing their degree track from the EdD to PhD will need to complete an Intra-Process application. As part of the application process, students must submit a letter of support from a faculty member they have had as an instructor who can attest to their academic performance. Students should not contact the Chair of the Department of Language, Learning and Curriculum or the Doctoral Program Coordinator, unless either has been their instructor. To use the Intra-Process form, you must be a current/active student and admitted after July 2017. Students can access the “Request to Change Doctoral Program” form on the COE website in the forms library section: <https://education.depaul.edu/student-resources/policies-and-forms/Pages/forms-library.aspx> under the section labeled “Doctoral Program Forms.” Students are required to use your application portal credentials to access the form, not their campus connect credentials. If a student was admitted to the doctoral program before July 2017, they will need to contact the Office of Graduate Admissions and Recruitment at [GradDePaul@depaul.edu](mailto:GradDePaul@depaul.edu). Once the form is submitted, the student will receive an email confirmation of the submission. If the file is complete, it will be sent to the doctoral committee for approval. Once the faculty provides their approval, the student will be alerted of an update to their application.

## 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. Students 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 Doctoral Program Office (COE Room 346) or online at [http://education.depaul.edu/student-forms/Documents/forms\\_library/600\\_625\\_700\\_Registra.pdf](http://education.depaul.edu/student-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 their graduate program, the student must also submit an extension request to continue progress toward a degree. Please visit the link below for instructions for readmissions or contact the College of Education Graduate Admissions Office at (773) 325-4405.

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

### **Extension**

Students have 10 years to complete the doctoral program, beginning with the first quarter of admission. (If students deferred admission, the first quarter of attendance starts the 10-year clock.) For example, a student who begins in Fall 2010 must complete the program by Spring 2020. For students approaching this time limit, an Application for Extension must be submitted to the Doctoral Program Office. This should be done no later than the fall quarter of the tenth year, although earlier is preferable. The extension application includes the Request for Extension form, a letter from the student explaining a rationale for their request, and a letter of support from their dissertation chair.

### **Incomplete Grades**

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

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

### **Grade Challenges**

A student who is considering a grade challenge for a College of Education course 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 AND COURSE SCHEDULES

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

### **Initial Faculty Advisors**

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

### **Academic Advisors**

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

### **Dissertation Chair/Capstone Chair**

The dissertation chair or capstone chair takes the place of the initial faculty advisor; the same faculty member can serve as both. See section on the Dissertation Committee.

**Calendar of Course Offerings** (for detailed descriptions of these course, see Appendix C on page 27)

2022-2023			2023-2024			2024-2025		
Autumn	Winter	Spring	Autumn	Winter	Spring	Autumn	Winter	Spring
A&S 801	A&S 811	A&S 822	A&S 801	A&S 811	A&S 843	A&S 801	A&S 811	A&S 822
A&S 823	A&S 812	CS 751	A&S 802	A&S 812	CS 751	A&S 823	A&S 812	CS 751
CS 761	A&S 882	CS 794	A&S 803	A&S 872	SCG 701	CS 761	A&S 882	CS 794
SCG 711	A&S 883	SCG 701	CS 764	A&S 873	SCG 755	SCG 711	A&S 883	SCG 701
SCG 721	CS 704	SCG 755	SCG 711	CS 704	SCG 765	SCG 721	CS 704	SCG 755
SCG 785	CS 794	SCG 765	SCG 721	CS 754	SCG 775	SCG 785	CS 794	SCG 765
	SCG 735	SCG 775	SCG 785	SCG 735			SCG 735	SCG 775
	SCG 745			SCG 745			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 2022 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.

Curriculum Studies Suggested Course Sequence			
	Autumn	Winter	Spring
Year 1	SCG 711 A&S 801	CS 704 or Elective	SCG 775 CS 751
Year 2	SCG 785 CS 761	SCG 735 or 745 CS 794 or CS 754	SCG 755 or 765 CS 794 or SCG 701
Year 3	SCG 721 CS 764	SCG 735 or 745 CS 754 or CS 794	SCG 701 or CS 794
Year 4	proposal and capstone/dissertation development		

## PROGRAM STEPS AND MILESTONES

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

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

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

# EDD CAPSTONE PROJECT

## Overview

A number of EdD programs across the United States provide students the option to work on program evaluations, policy analyses, combined program design and evaluation projects, studies of existing interventions or best practice models, or related applied programmatic research instead of traditional dissertations that require original scholarly research presented in the five-chapter model typical of much social science research. The doctoral capstone project requires rigorous research, but focuses more on the application of research to an implementable education solution 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 the EdD doctoral capstone project, outline, and steps.

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

## EdD Coursework

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

Once students have finished their coursework, they must sign up for the **CS 700 Student in Good Standing** course in order to continue to have access to DePaul University resources. Registration for this course is contingent on approval from the dissertation committee chair, and enrolled students must be making noticeable progress towards the completion of their dissertation. The student should have the corresponding form signed by their dissertation chair and then submit it to the Doctoral Program Office.

Curriculum Studies EdD students will do a capstone for their culminating work. Curriculum Studies PhD students will do a dissertation for their culminating work. Below is a description that delineates the differences between the two options and provides further details regarding the EdD Capstone.

## Capstone Committee Chair

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

1. **Identify a faculty member to serve as the Capstone Committee chair.** Students are encouraged to review the COE faculty web pages to find faculty members with similar research interests. They may also request help from their initial faculty advisor. The Capstone Committee chair supervises the development of the student's candidacy paper, capstone proposal and the capstone project. (Preliminary development of the proposal often takes place in conjunction with previous course work, and a critical review of pertinent literature is often the focus of the candidacy paper.) The Capstone Committee chair must be a COE full-time faculty.
2. **Select one additional member for the Capstone Committee.** The additional Capstone Committee member of the committee should be a faculty from the COE but can be from another college at DePaul or from an institution other than DePaul. Students have the option of selecting a third faculty member to serve on the Capstone Committee but must get approval from their Capstone Committee chair. All members serving on Capstone Committees must possess a terminal degree in their field. The Doctoral Committee must approve any exceptions to this policy.

3. **Submit the Applied Capstone Committee Chair from the Doctoral Program Office.** Once the Capstone Committee chair has been selected, students must obtain the signature of the Capstone Committee chair on the Applied Capstone Chair form and submit it to the Doctoral Program Office.

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

### **Candidacy Defense**

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

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

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

Students should work with the capstone chair to determine when the paper is ready and schedule a time for the Capstone Proposal Defense. A meeting with the capstone chair 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 chair for their review.

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

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

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

In the quarter prior to the planned proposal defense, the student must register for **CS 838 Supervised Applied**

**Capstone (EdD) Proposal Development** in the quarter the student plans to defend the proposal. The capstone chair's approval is required for this course registration.

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

### **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](http://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 (In-Person)/VoiceThread Capstone Poster Session (Virtual)**

The process for completing a doctoral capstone project is similar to that of completing a dissertation, in that students must seek the mentorship and guidance of one primary faculty advisor and an additional committee member, meet certain research and writing milestones, and present their capstone at a Capstone Poster Session (in-person) or through a VoiceThread Capstone Poster session (remote).

For the virtual poster session, VoiceThread is an external learning tool available to students on D2L. Here, students hold a virtual Capstone Poster Session. Students are expected to (1) create a VoiceThread presentation for their Capstone, (2) comment on two other capstone presentations and (3) respond to the comments on their VoiceThread presentation. Students are notified by email when the VoiceThread modules are available to upload VoiceThread presentations along with further instructions regarding comments and responses.

In the quarter prior to the planned capstone defense, the student must register for **CS 839 Independent Applied Capstone (EdD): Curriculum Studies** in the quarter the student plans to defend their capstone. The capstone chair's approval is required for this course registration.

Upon the student's successful capstone defense, approved by the capstone chair and additional member, the **Capstone Approval form** (available on DePaul's Forms Library) 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 chair approves the capstone, students will convert the document into a report-style layout. The capstone is meant to be an applied project that is useful for schools/districts, organizations/institutions, centers, etc. Therefore, the format should be in the form of a technical or analysis report. The capstone requires an executive summary and table of content, 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 chair should receive traditional double-spaced format in APA style (latest edition) for the candidacy paper, proposal, and final project. This version should be 90-110 pages. Students should submit one copy of the final published capstone to the Doctoral Program 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 Curriculum studies 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.

## **Submit Capstone for Publication**

After successful defense and poster session presentation, and once the Capstone chair approves the capstone, students will convert the document into a report-style layout. The capstone is meant to be an applied project that is useful for schools/districts, organizations/institutions, centers, etc. Therefore, the format should be in the form of a technical or analysis report. The capstone requires an executive summary and table of content, 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 chair should receive traditional double-spaced format in APA style (latest edition) for the candidacy paper, proposal, and final project. This version should be 90-110 pages. Students should submit one copy of the final published capstone to the Doctoral Program 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 Curriculum studies 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: **Review and analysis of theories that provides the foundational theoretical framework for the analysis of the topic as well as the historical development of ideas, issues, and problems under study. Review and analysis of seminal and current research studies and discussion of research findings and implications.** Include at least 20 academic references (peer-reviewed articles, books, chapters). Provide general conclusions about recent advances in the specific topic or theme at the time of your literature review
- c. Rationale for the project—an explanation of the contribution this project makes to practice and how it can be applied

#### **IV. Process**

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

#### **V. Application**

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

#### **VI. Conclusion**

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

#### **VII. Back Matter**

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

## Examples Topics for Capstone Project

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

## Graduation

DePaul holds one graduation commencement ceremony each year in the Spring. Eligibility for the commencement ceremony is based on defense and publication completion. It is recommended that students defend by **May 1<sup>st</sup>** 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 Doctoral Program Assistant is responsible for marking this degree requirement on the student's record.

Students must apply for Spring graduation. Information about the commencement process can be found here: <https://offices.depaul.edu/depaul-central/records/Pages/apply-for-graduation.aspx>. Degree conferral dates are set by student records and the deadline for Spring 2023 is February 1. Students can find information about the graduation and degree conferral applications at: <http://education.depaul.edu/CurrentStudents/Graduation/index.aspx>

## PHD DISSERTATION

### Overview

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

### PhD Coursework

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



every year, it is very important 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/CS/ECE 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 their dissertation chair and then submit it to the Doctoral Program Office.

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

### **Dissertation Committee**

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

1. **Identify a faculty member to serve as the committee chair.** Students are encouraged to review the COE faculty web pages to find faculty members with similar research interests. They may also request help from their initial faculty advisor. The chair supervises the development of the student's candidacy paper, dissertation proposal and the dissertation. (Preliminary development of the proposal often takes place in conjunction with previous course work, and a critical review of pertinent literature is often the focus of the candidacy paper.) The chair must be a COE faculty member currently employed full-time by DePaul.
2. **Select two additional faculty members for the committee.** The chair must approve the student's choice of two additional faculty members. One member of the committee must be a COE faculty member (either full-time or part-time). The third member of the committee can be from outside the COE or from an institution other than DePaul. Students have the option of selecting a fourth faculty member to serve on the committee, but should do this only after speaking with their chair. All faculty members serving on dissertation committees must possess the terminal degree in their field. The Doctoral Committee must approve any exceptions to this policy.
3. **Submit a Committee Membership form to the Doctoral Program Office.** 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, a thoughtful analysis of a topic in the student's area of interest, or a revised version of a paper initially prepared for a course. The committee must attest that the student is capable of satisfactorily completing the program as demonstrated by the candidacy paper. The candidacy process insures that a student's writing, analytical skills, and appropriate subject knowledge are at a level sufficient to begin the dissertation process. Should the committee membership change between the candidacy and the dissertation, the candidacy also enables potential dissertation committee members to evaluate the student's progress in their course of study. This can allow potential dissertation committee members to guide the student in research and thought. Students who have not filed for candidacy will not be allowed to register for the dissertation proposal or dissertation research courses (**CS 849 and 859**).

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

In the committee meeting, faculty will discuss with the student their submission, ask questions, raise theoretical and technical problems, and allow the student to respond. Following the discussion, the student will be asked to

leave, and the committee will discuss whether or not the student passed candidacy. The committee will call the student back into the meeting to discuss the decision with them. If a student does not pass candidacy, next steps for the student are under the discretion of the committee. If the committee approves of the paper, committee members must sign the Approval of Candidacy Standing form, which will be filed in the student's permanent file and forwarded to the Doctoral Program's Academic Advisor, who will register the student for the CS 706 course in the subsequent quarter.

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

### **Dissertation Proposal**

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

In the quarter prior to the planned proposal defense, the student must register for CS 849 for the quarter in which they defend their dissertation proposals. The dissertation chair's approval is required for this course registration.

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

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

When the proposal is approved by the committee, the Dissertation Proposal Approval form (available from the Doctoral Program Office) is signed and submitted to the Doctoral Program Assistant for the student's permanent file. The committee will assist the student in developing a realistic timetable for completion of the dissertation research. The student should prepare a copy of the approved proposal for distribution to the committee members. The approved proposal must also be submitted to the student's committee chair via D2L.

### **Research and the Institutional Review Board (IRB)**

All Doctoral students who conduct research that involves human subjects must comply with the regulations of the Institutional Review Board (IRB) at DePaul ([research.depaul.edu](http://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 CS 700 during the dissertation process in order to have access to DePaul University resources.

Dissertation credit is carried by CS 859. Students should submit the Independent Dissertation Research Course Request (A&S/CS/ECE 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/PhD Degree form, provide a rationale for their request, and submit a supportive letter from their dissertation chair. Other requirements may pertain, or permanent ABD (All But Dissertation) status may be recommended by the Doctoral Program Committee.

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:

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

### **IV. Conceptual Framework and Methodology**

This may include:

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

## V. Presentation and Analysis of Data

This may include:

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

## VI. Conclusion

This may include:

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

## VII. Back Matter

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

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

## Graduation

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

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

Students must apply for Spring graduation. Information about the commencement process can be found here: <https://offices.depaul.edu/depaul-central/records/Pages/apply-for-graduation.aspx>. Degree conferral dates are set by student records and the deadline for Spring 2023 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 PHD DISSERTATION CHAIRS

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

1. Dissertation Chairs advise students in forming a dissertation committee. (2nd year)
2. Dissertation chairs guide students through the candidacy (3rd year), proposal, and dissertation writing and defense processes. At each of these stages, students must submit each paper to their chair via D2L.
3. When students are finished with the required coursework, dissertation chairs should approve registration for **CS 700** for the duration of the student's dissertation writing process as long as the student is actively working on their dissertation.
4. Dissertation chairs should approve a student's registration in **CS 849** (proposal) and **859** (dissertation) courses only for the quarter that the proposal and dissertation defense will take place.

5. When students are ready to defend their candidacy, proposal or dissertation, dissertation chairs should contact the Doctoral Program Assistant in order to schedule the respective defense and obtain the appropriate forms.
6. Once the dissertation defense is complete, dissertation chairs should give students a timeline for when the revisions should be complete. **Chairs should not give students a grade for CS 859 until the revisions are submitted and approved.**

## INSTRUCTIONS FOR CAPSTONE CHAIRS

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

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

## FREQUENTLY ASKED QUESTIONS

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

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

### **2. What is a candidacy paper?**

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

### **3. What is a dissertation or capstone proposal?**

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

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

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

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

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

### **6. Who conducts my format review?**

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

### **7. Where can I find the forms that I will need to submit to the Doctoral Office?**

Necessary forms can be found at:

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

### **8. Who should I contact when I have questions?**

Advising Office: Registration and degree completion progress: [bwashin3@depaul.edu](mailto: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 Camille Laxamana at [llaxama1@depaul.edu](mailto:llaxama1@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 their legal name as it appears on DePaul’s records and this name is used consistently eachtime 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 (i.e., chapters and appendices) this style is used consistently throughout the document.
- All pages are present and in proper order when they are numbered.
- Pages are not numbered with letters (i.e., a, b).
- All pages are counted- even those displaying tables and figures.
- Page numbers do not include punctuation such as dashes or periods.
- The word “page” is not typed before the number.
- There are no running headers.

### **E. Page Number Location**

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

## **3. Back Matter**

### **A. 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 Curriculum Studies

by

Jane S. Brown

© 2003 Jane S. Brown

Submitted in Partial Fulfillment  
of the Requirements  
for the Degree of

Doctor of Education

June 2003

## Sample Signatory Page

We approve the dissertation of Jane S. Brown.

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**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. Curriculum Studies

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

#### Diversity & Positive Transformation

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

#### Multiple Perspectives & Inquiry, Theory, and Practice

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

#### Personalism, Professionalism, and Life-Long Learning

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

#### Technology

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

## APPENDIX D: DOCTORAL COURSE DESCRIPTIONS

### Core Courses

Six common core courses (24 quarter hours) are taken by all students, and a seventh core course is required of Early Childhood Education students. Please note that CS 704 should be taken early in one's program.

#### *SCG 701 Philosophy of Ethics in Education (4)*

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

#### *SCG 711 Culture, Power and Education (4)*

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

#### *CS 704 Curriculum Discourses/Perspectives over Time (4)*

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

#### *CS 751 Curriculum for Human and Community Development (4)*

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

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

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

***A&S 811 Assessment and Accountability (4) \*For Educational Leadership and Early Childhood Education students***

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

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

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

**Research Core Courses**

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

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

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

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

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

***SCG 735 Quantitative Research Methods I (4)***

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

***SCG 745 Qualitative Research Methods I (4)***

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

***SCG 755 Quantitative Research Methods II (4)***

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

***SCG 765 Qualitative Research Methods II (4)***

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

**Curriculum Studies Concentration Courses**

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

***CS 754 Curriculum Theorizing: Multiple Lenses (4)***

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

***CS 761 Assessing School Curriculum (4)***

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

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

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



### ***CS 774 Engaging in Curriculum Deliberation (4)***

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

### ***CS 784 Curriculum and Program Design (4)***

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

### ***CS 794 Special Topics: Curriculum (4)***

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

## **Elective Courses**

Each student takes one elective (4 quarter hours). The elective can be any doctoral course (700 or above) for which the student qualifies, or one of the following: A&S 598, BBE 404, BBE 466, BBE 406, BBE 510, 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)<sup>1</sup>***

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

### ***A&S 849 or CS 849 Supervised Dissertation Proposal Development (4)<sup>2</sup>***

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.

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<sup>1</sup> Required of those admitted Fall 2000 and thereafter.

<sup>2</sup> 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
<b>Coursework: Core, Research, Concentration, and Elective Classes</b>	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"> <li>• Register for the Candidacy Course (non-credit) request form to Doctoral Program office. Advising will then register you for the course.</li> </ul>
<b>Writing</b>	Years 4 - 5+	<ol style="list-style-type: none"> <li>1. Submit IRB Application Defend</li> <li>2. Defend Capstone Proposal</li> <li>3. Complete Research</li> <li>4. Write Capstone</li> </ol>	<ul style="list-style-type: none"> <li>• Register for the <b>A&amp;S/CS 838*</b> Supervised Applied Capstone Proposal Development course</li> <li>• Register as "Student in Good Standing" (<b>A&amp;S/CS 700</b>) each quarter (non-credit)</li> </ul>
<b>Completion</b>	Capstone Defense	<ol style="list-style-type: none"> <li>1. RSVP for Capstone Poster Session</li> <li>2. Defend Capstone at Poster Session on <b>April 24<sup>th</sup></b> (date changes annually)</li> </ol>	<ul style="list-style-type: none"> <li>• Register for the <b>A&amp;S/CS 839*</b> Independent Applied Capstone course</li> </ul>
	Revision and Publication	<ol style="list-style-type: none"> <li>1. Submit Revisions by <b>May 11**</b> for format review by Doctoral Program office</li> <li>2. Work with Doctoral Program Assistant to mark the Publication Milestone in Campus Connect by <b>June 8**</b>.</li> </ol>	
	Graduation Process	<ol style="list-style-type: none"> <li>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.</li> <li>2. Submit application for yearly graduation ceremony by <b>February 1</b>. You <b>MUST</b> have defended and completed the <u>publication milestone</u> to participate in graduation.</li> </ol>	

\* 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.

## 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"> <li>Register for <b>A&amp;S/CS 706*</b> Candidacy Course (non-credit) request form to Doctoral Program office. Advising will then register you for the course.</li> </ul>
Writing	Years 4 - 5+	1. Submit IRB Application 2. Defend Dissertation Proposal 3. Complete Research 4. Write Dissertation	<ul style="list-style-type: none"> <li>Register for <b>A&amp;S/CS 849*</b> Supervised Dissertation Proposal Development</li> <li>Register as "Student in Good Standing" (<b>A&amp;S/CS 700</b>) each quarter (non-credit)</li> </ul>
Completion	Dissertation Defense	1. Schedule Defense once approved by chair 2. Defend Dissertation by <b>April 24**</b>	<ul style="list-style-type: none"> <li>Register for <b>A&amp;S/CS/ECE 859*</b> Independent Dissertation Research</li> </ul>
	Revision and Publication	1. Submit Revisions by <b>May 11**</b> for format review by Doctoral Program office 2. Work with Doctoral Program Assistant to mark the Publication Milestone in Campus Connect by <b>June 8**</b> .	
	Graduation Process	1. Register for degree conferral by quarterly dates on DePaul website. Note: degree conferral requires a grade for <b>A&amp;S/CS 859</b> , which is not recorded until AFTER revisions are submitted. 2. Submit application for yearly graduation ceremony by <b>February 1</b> . You <b>MUST</b> 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.

## APPENDIX F: COMPARISON OF CAPSTONE AND DISSERTATION

### Comparison of Capstone and Dissertation

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

### Structure

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

## **Format**

<b>CAPSTONE</b>	<b>DISSERTATION</b>
<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**

<b>CAPSTONE</b>	<b>DISSERTATION</b>
Capstone Chair + 1 committee member	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