



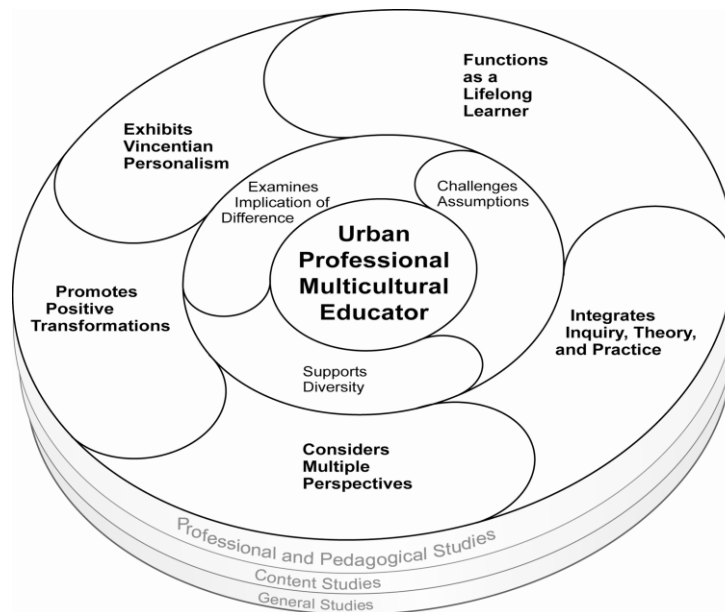
DEPAUL UNIVERSITY

## College of Education

Department of Leadership, Language and Curriculum

# Student Handbook

## Curriculum Studies



2014-2015

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The provisions of this handbook are not to be regarded as an irrevocable contract. The DePaul University College of Education Program reserves the right to modify, revoke, or add to any and all regulations at any time.

# CURRICULUM STUDIES-CS

## PROGRAM DISCRIPTION AND PURPOSE

Curriculum Studies at DePaul shares with DePaul University and the College of Education a commitment to social justice, democracy, and critical engagement with issues affecting urban and marginalized students. Our programs assist educators in reflecting on and strengthening their own practice and challenging themselves and their colleagues to work effectively for justice and educational excellence. Students use critical reflection and action research to improve practice, engage in rigorous theoretical inquiry, and identify, address, and build coalitions around opportunities and problems in education. The Curriculum Studies program is designed for educators who wish to enhance their skills in teaching, curriculum development, or the administration of a department or educational program. It aims to equip leaders in a variety of educational settings with the skills necessary to develop, justify, evaluate, and modify curricula and educational programs to better serve the needs of students, especially urban and marginalized students.

## DEGREE/ENDORSEMENT/CERTIFICATION OPTIONS

Within this framework, the Curriculum Studies Program offers two concentrations that provide options for students to meet their professional goals and that lead to an MEd or an MA. These concentrations include a set of core classes with the opportunity for electives to support a student's career goals. Approved concentrations are Curriculum Specialist and Teacher Leader Endorsement (MEd degree option only).

**A. Curriculum Specialist (MEd or MA):** This concentration allows teacher/practitioners to take the full range of curriculum studies courses. It is designed for those who wish to develop their understanding of curriculum history, theory, development, evaluation, the relationship between theory and practice, and the intersection of teaching and curriculum. This concentration serves a solid foundation for those wishing to enhance their professional knowledge-base and their teaching, teachers interested in serving as curricular and instructional leaders, and those working within other educational programs where knowledge of curriculum history, theory, practice, design, and evaluation are central to their work. (See specific concentration requirements below)

**B. MEd in Curriculum Studies with Teacher Leader Endorsement:** This concentration is a cross-disciplinary program, housed in the Department of Leadership, Language and Curriculum (LLC) and run jointly by Curriculum Studies and Educational Leadership. It provides practicing teachers who desire to take on the myriad leadership roles in the local school community with the knowledge base of leadership and curriculum that will allow them to be effective and competent leaders. The program meets the standards set forth by the State of Illinois for the Endorsement of "Teacher Leader."

### Degree Programs

- Master of Arts (M.A.): 13 courses/ 52 quarter hours and satisfactory completion of a Master's thesis.
- Master of Education (M.Ed.): 13 courses/52 quarter hours and satisfactory completion of Master's papers.

### Campus Location

- Lincoln Park

## ADMISSION REQUIREMENTS

- A completed College of Education graduate application
- A bachelor's degree conferred by an accredited, recognized institution
- A previous grade point average of 2.75 or above on a 4.0 scale
- Two letters of recommendation from professors or supervisors
- One official transcript from all colleges and/or universities attended
- Résumé
- Personal statement in which applicants speak to why they are entering the Curriculum Studies Program at DePaul (see application for details).

## PROGRAM STANDARDS

Curriculum Studies has an established set of standards for candidate performance that draw from:

- The College of Education's conceptual framework  
[http://education.depaul.edu/About/Mission\\_and\\_Philosophy/index.asp](http://education.depaul.edu/About/Mission_and_Philosophy/index.asp)
- National Board of Professional Teaching Standards (NBPTS)  
[http://www.nbpts.org/the\\_standards/the\\_five\\_core\\_propositio](http://www.nbpts.org/the_standards/the_five_core_propositio), and
- Illinois Professional Teaching Standards (IPTS) <http://www.isbe.net/profprep/pdfs/prfstandards.pdf>.

Specific courses help candidates develop proficiency in meeting specific standards as indicated in the chart found at: [http://education.depaul.edu/downloads/faculty\\_staff/CS\\_masters\\_chart.doc](http://education.depaul.edu/downloads/faculty_staff/CS_masters_chart.doc).

Additional standards for the MEd with Teacher Leader Endorsement can be found at: <http://education.depaul.edu/FacultyStaff/ProgramStandards/index.asp>

### **Preamble: Vincentian Spirit and Urban Mission**

Given that the College of Education subscribes to the Vincentian spirit and mission of DePaul University:

- We are committed to the improvement of pre-collegiate education, particularly in Chicago, and more generally in the Chicago metropolitan area;
- We are committed to programs which promote recognition of the dignity of every human being, especially the poor and abandoned, respect for persons, personal responsibility, appreciation of diversity, and the ongoing examination of values; and
- We are committed to fostering change in those educational and social structures and institutions that reinforce and perpetuate poverty and an inequitable distribution of resources.

These commitments permeate the performance standards expected of each student in the College of Education.

### **Diversity & Positive Transformation**

1. **Disciplinary Foundations.** Demonstrates interpretive, normative, critical understanding of educational phenomenon 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 phenomenon and/or praxis at the level of the self and/or the social.
3. **Identity Development.** Understands the dynamic nature of identity development and maintains the role of individual agency in bringing about personal and social transformation.
4. 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 Theory and Practice.** Understands and selects diverse theories and connects them to educational practices.
6. **Subject Matter and Curriculum.** Understands that the subject matter(s) he or she teaches use(s) a variety of organizing principles and syntactic structures and that the choices arising from this diversity are an important curricular resource.
7. **Inquiry.** Undertakes independent inquiry and uses technology as one tool to assist him or her in the overall inquiry process.

### **Personalism, Professionalism, & Life-long Learning**

8. Choices, Actions and 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.
9. Professionalism. Understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve curriculum, as well as students' learning and well being.

### **Technology**

10. Technology. Understands and uses technology effectively in teaching and curricular design.

## **PROGRAM DISPOSITIONS**

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

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Students should be aware that failing to abide by DePaul University or College of Education policies including, under certain circumstances, these dispositions, could result in adverse consequences for the student, including removal from his or her program, the College of Education, or the University.

### **Dispositions for CS Program**

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

From: [http://education.depaul.edu/CurrentStudents/Policies\\_Handbooks/Dispositions.asp](http://education.depaul.edu/CurrentStudents/Policies_Handbooks/Dispositions.asp)

## DEGREE REQUIREMENTS

### **Curriculum Specialist (MEd or MA) [13 courses/52 quarter hours]**

#### **Curriculum Studies Courses [8 courses] (See attached projected two year course schedule)**

CS 470	Teachers as Leaders (Offered every year)
CS 472	Ethics, Curriculum, and Social Change (Offered every other year)
CS 473	Assessment (Offered every other year)
CS 481	The Study of Teachers and Teaching (Offered every fall, <b><u>required during 1<sup>st</sup> year in program</u></b> )
CS 482	The History of Curriculum Practice (Offered every other year)
CS 485	Curriculum/Program Evaluation (Offered every other year)
CS 488	Curriculum Design (Offered every year)
CS 489	Creativity and Critical Thinking–Vygotsky, Bakhtin, Makiguchi, Ikeda (Offered every other year)
CS 492	Creating and Sustaining Professional Learning Communities (Offered every other year)
CS 591	Curriculum Theorizing: Multiple Lenses (Offered every year)

#### **Electives [2 courses]**

2 Master's-level courses, chosen in consultation with CS faculty advisor

#### **Social and Cultural Studies Courses [2 courses]**

##### *Required:*

SCG 610 (preferred) Introduction to Research **or** SCG 410 (if SCG 610 not offered or full) Introduction to Research: Purposes, Issues and Methodologies

##### *Choose one of the following:*

SCG 604 (preferred) Identity: Constructions and Negotiations **or** SCG 406 (if SCG 604 not offered or full) Human Development and Learning, Secondary

SCG 608 (preferred) Ideology, Power, and Politics **or** SCG 408 (if SCG 608 not offered or full) Education and Society

SCG 603 (preferred) Culture and Education **or** SCG 409 (if SCG 603 not offered or full) Sociology of Education

SCG 611 (preferred) Philosophical Studies in Education **or** SCG 411 (if SCG 611 not offered or full) Philosophy of Education

#### **Master's of Education (M.Ed.) Requirements: [1 course & satisfactory completion of MEd Papers]**

CS 580 Research Seminar in Curriculum Studies (4 quarter hours, M.Ed. degree only)—Offered every Fall, **required in the year you intend to graduate**

CS 606 Review of Literature (non-credit, non-tuition, PA grade required)

CS 607 Integrative Paper (non-credit, non-tuition, PA grade required)

Review of Literature and Integrative Paper completed in conjunction with faculty advisement

#### **Master's of Arts (M.A.) Requirements: [1 course & satisfactory completion of an MA Thesis]**

CS 589 Thesis Research in Curriculum Studies (4 quarter hours)

The Master's Thesis is completed in conjunction with faculty advisement. Preparation for the writing of the Thesis should begin well in advance of the completion of coursework. Oral examination on Thesis required. Consult the M.A. Thesis Handbook for additional information.

## **M.Ed. in Curriculum Studies with Teacher Leader Endorsement** **13 courses/52 quarter hours**

### **Teacher Leader Core Courses [10 courses]**

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
CS 470	Teachers as Leaders
CS 473	Assessment
CS 488	Curriculum Design
CS 482	The History of Curriculum Practice
BBE 599	School-wide Approaches to Educating ELL

### **Sub-Specialization [2 courses]**

Beyond the core coursework, students will be allowed to elect a sub-specialization from among the following graduate program areas: A&S; CS; BBE or SCG.

A&S Option:     A&S 495 School Law  
                  A&S 596 Human Resource Management

CS Option:       CS 591 Curriculum Theorizing: Multiple Lenses  
                  CS 472 Ethics, Curriculum, and Social Change

BBE Option:     BBE 404 Language, Literacy, and Culture  
                  BBE 526 Theoretical Foundations of Teaching ESL

SCG Option:     Two advanced standing courses to be determined by the program faculty.

### **Strongly encouraged for CS master's students**

#### **Options for their culminating experience [1 course]:**

Option #1:	CS 608 Capstone in Curriculum Studies	4qh
Option #2:	A&S 608 Capstone in Educational Leadership	4qh

## FREQUENTLY ASKED QUESTIONS

### **1. How many courses do I have to take to get my master degree in CS and how long will it take to finish the program?**

You have to take 13 courses toward the MA or MED in CS. The length of time it will take you to finish the program depends on how many courses you can take a quarter. There are two CS courses offered every quarter, and one in the summer session. The required SCG courses are offered every quarter.

### **2. Can I transfer courses from another university?**

You can transfer up to two graduate courses from another university based on a review of transcripts and syllabi to determine equivalency.

### **3. What is the difference between an MA and MED degree?**

The Master of Arts (M.A.) requires a master's thesis, which typically takes at least one additional year to complete. The Master in Education (M.Ed.) does not require a master's thesis but it does require an integrative paper before completing the program.

### **4. What is the difference between getting a master's degree in CS and getting a master's degree in Teaching & Learning (T&L)?**

The master's degree in CS is not a certification program. The master's degree in T&L is a teacher certification program. The primary difference between the two programs is the focus of each program. A master's degree in CS has a focus instructional leadership and is designed for practicing teachers. A master's degree in T&L has a focus on general education and is designed around the requirements for initial certification to teach.

### **5. What's the purpose of CS 606 and CS 607?**

CS 606 and 607 are non-credit bearing "classes" students register for after they have completed all other required coursework and as they are working on their Master's papers or Master's thesis. These courses designate that a student is working on their literature review (CS 606) or integrative paper (CS 607). These classes are like CS 600: Registered Student in Good Standing and allow the student to continue to use the library even after completing required coursework. Note that students may need to register for CS 600, CS 606, or 607 in order to use the library during the summer. Registration in CS 606 and CS 607 requires selection of a faculty member who serves as advisor for the Master's papers and who assigns a grade of pass/fail for papers.

### **6. When do I take CS 481?**

Students should take CS 481 during the fall of their first year. If students start the program during winter, spring or summer quarters, then they should take CS 481 during their first fall quarter in the program.

### **7. When do I take CS 580?**

Students should take CS 580 in their second year (assuming they are taking two classes a quarter) or in the year they intend to graduate (if they are taking only one class a quarter). Note that CS 580 meets every other week starting the fall quarter and running through the end of the winter quarter.

### **8. When do I register for CS 606 and CS 607?**

After you have completed all required coursework and while you are working on your Master's paper or Master's thesis.

### **9. How do I find an advisor for my Master's papers?**

Your CS faculty advisor can help you with this. As you go through the program (including electives in the COE), look out for COE faculty who share similar interests. Often these faculty will be willing to advise your Master's paper or Master's thesis. Many CS students work on their Master's papers with Dr. Kuzmic through CS 580.



## PROGRAM FACULTY AND ADVISORS

**Each CS student is assigned a faculty advisor who directs students' Master's papers as well as provides academic and professional advising.**

**Dr. Joby Gardner**, Associate Professor and Program Director, Curriculum Studies

Joby is Associate Professor in DePaul University's College of Education, Department of Leadership, Language, and Curriculum, where his research and teaching interests include youth cultures, youth development, the institutional experiences of marginalized youth, and the preparation and support of teachers as change agents. Joby has worked as Director and Education Director at Howard Area Leadership Academy, a public charter school serving youth aged 16-20 who have dropped out of other Chicago Public Schools. Joby taught part-time for five years in juvenile detention facilities in San Mateo County, California while pursuing his PhD. Joby began his teaching career as a third grade teacher in Labadieville, Louisiana with Teach for America.

**Dr. Jeffrey Kuzmic**, Associate Professor, Curriculum Studies

Jeff Kuzmic graduated with a Ph.D. in Curriculum Inquiry from Indiana University in 1990 and has been in the College of Education at DePaul University since 1993 (he received his MEd degree from Indiana University in Comparative Education and his BA in Secondary Education from Purdue University). Prior to returning to start his Master's degree, Dr. Kuzmic taught science, math, and social studies at the middle and high school levels. While he has taught a range of undergraduate and graduate pre-service education courses in the Department of Teacher Education, since joining the Department of Leadership, Language and Curriculum in 2011 he teaches Master's and doctoral level courses in the COE's Curriculum Studies programs (e.g.: CS 473/Assessment; CS 481/ Study of Teachers and Teaching; CS 482/ History of Curriculum Practices; CS 591/Curriculum Theorizing: Multiple Lenses; CS 704 Curriculum Discourses/Perspectives Over Time; CS 754/Curriculum Theorizing; and CS 761/Assessing School Curriculum). Dr. Kuzmic's research and scholarly interests focus on: democratic education, power, and inequality; gender, teaching, and curriculum; teacher identity, development, and professionalism; and the epistemology of teacher research and qualitative research methodologies.

**Dr. Jason Goulah**, Assistant Professor and Director of WLE

*Second/Foreign Language and Culture Education*

Jason Goulah has a Ph.D. in Curriculum and Instruction in Foreign and Second Language Education and a M.Ed. in Teaching English to Speakers of Other Languages from the University at Buffalo, State University of New York. He also has an LL.M. in Fundamental Laws from Kwansai Gakuin University School of Law, Nishinomia, Japan. He taught elementary through adult English in Japan for four years and Japanese, ESL, and Russian for eight years at North Tonawanda High School in New York. He also co-developed and served as co-director of the school's Academy of International Studies. Dr. Goulah has served as a dean of Concordia Language Villages Japanese Credit Abroad Program and as a researcher on Buddhism and Japanese secular law for the Law and Buddhism Project in the University at Buffalo Law School's Baldy Center for Law and Social Policy. His research interests include transformative second and foreign language learning, Makiguchi and Ikeda studies, sociocultural approaches to learning and development, educating former Soviet immigrant students, and language, identity and new literacies.

Contact information: 773-325-2076 or [jgoulah@depaul.edu](mailto:jgoulah@depaul.edu)

**Dr. Horace Hall**, Associate Professor, Educational Policy Studies and Research

Horace R. Hall, Ph. D. is Associate Professor in the Department of Educational Policy Studies and Research. His scholarly interests have focused on youth identity development and resilience, as well as curriculum theory. Dr. Hall is also founder and co-director of a Chicago-based mentoring program called, R.E.A.L. (Respect, Excellence, Attitude and Leadership), which works with students (grades 6-12) on enhancing their critical literacy and community activist skills.

**Dr. Barbara Rieckhoff**, Assistant Professor, Educational Leadership

Dr. Barbara Rieckhoff serves as an Assistant Professor in Educational Leadership in DePaul University's College of Education, Department of Leadership, Language, and Curriculum, where her research interests include principal mentoring and coaching, and professional development schools. Dr. Rieckhoff served as a principal in public and Catholic schools for fifteen years and as a regular and special education teacher at the K-12 level.

**Professor William Hoecker**, Superintendent in Residence, Educational Leadership

### **Academic Advisor**

Each student also works with an academic advisor (whose office is located in the advising suite on the first floor of the COE). The academic advisor provides program advising such as course planning, as well as information on degree conferral, endorsement and certification, course scheduling, degree progress, and other program information.

Brandon Washington is the academic advisor for all CS students. All students should make an appointment with him immediately after acceptance. Contact information: (773) 325-7495 or

## **MA THESIS OR MED PAPER REQUIREMENTS**

The distinction between the MEd papers and the MA thesis is that the former involves the writing of a research paper whereas the latter generally involves conducting empirical research. Doing empirical research is more time consuming, generally involves human subjects, and requires a substantial commitment that differs in scope from the MEd papers.

[In line with trends in the field and future programmatic directions, and as a foundation for the master's papers, candidates have the option to study their own practice in their classrooms and schools through teacher research projects.]

### **Master's of Arts (MA) Thesis Handbook**

As part of your preparation to write a thesis, you will need to consult the M.A. Thesis Handbook, published by the College of Education. The handbook can be obtained on the fourth floor of the Schmitt Academic Center, outside the offices of Academic Advising, or on-line at <http://education.depaul.edu/html/current/forms.asp>. Review the handbook thoroughly and make an appointment with your CS thesis chair (part of a three faculty member thesis committee) to discuss your and her/his responsibilities relating to research, the writing, submitting, and defending of a thesis and graduation. Preparation for the research and writing of a thesis should begin well in advance of your completion of coursework. As part of the requirements for completing your thesis, you will be enrolling in a 4 quarter hour course, CS 589: Thesis Research in Curriculum Studies, where you will work one-on-one with your thesis advisor and committee members.

### **Master's of Education (MED) Papers**

To graduate with a Master's in Education, a student must write a 30-35 page (excluding references and appendices) publishable research paper that demonstrates your knowledge of the field, demonstrate your scholarly ability to conduct research and write in a manner that reflects the expectations for scholarly writing. This is premised on the assumption that as both educators and experts in the field of education you are part of a larger scholarly community and can engage the scholarship that represents that community as a basis for your own practice and as a foundation for communication with others.

As part of your course work in the Curriculum Studies program, you will be taking a course, CS 580: Research Seminar in Curriculum Studies (a two quarter-long course which meets every other week over Fall and Winter quarters) that is designed to support your efforts to complete your MEd papers.

While you will receive a grade for the CS 580 course, you will also be required to choose a faculty member who will serve as your MEd papers advisor. Your advisor will be responsible for providing you with a grade (P/F) for the distinct yet related components of the MEd masters papers:

-Review of the Literature (connected to CS 606, non credit bearing, receive P/F)

The review of the literature is designed to explore a body of scholarship related to a research/inquiry/question or focus in order to describe what educational scholarship has to say with regard to this research/inquiry/question or focus. In short this is a way to both acquire and synthesize existing knowledge on a topic that is of interest to you.

-Integrative Paper (connected to CS 607, non credit bearing, receive P/F)

The integrative paper, building on the knowledge gained from your “research”, seeks to articulate how this knowledge will impact your thinking, work, and/or practice as a professional.

The paper(s) should reflect student’s interest and learning as a practitioner and can be:

- research or inquiry based
- a literature review of a topic or issue that is related to your own practice and has a curricular focus (broadly defined as those ideas, structures, and practices that shape the realities of school and classroom life)

The format of the paper must adhere to the most recent publication of the American Psychological Association (APA) stylebook.

The paper must cite a minimum of 30 published academic texts, either from academic journals, monographs, books, dissertations, funded research reports, and/or book chapters.

The MEd paper may be an extension or a continued exploration of a text written for previous coursework. Students are encouraged to begin developing topics of interest and initial research upon entry into the program.

## **CS MED PAPERS/MA THESIS EXPECTATIONS**

### *EXPECTATIONS AND RESPONSIBILITIES*

1. Students are expected to take the writing of the MEd paper/MA thesis seriously. Faculty will not accept work that is poor, inaccurate, incorrect, or sloppy. Remember that this final requirement for graduation is equivalent to a comprehensive exam and should clearly reflect your knowledge and understanding of the concepts of the CS program coursework.
2. MEd papers/MA thesis requires a serious time commitment from the faculty. Therefore, a serious commitment to quality work is expected from students.
3. As you write the MEd papers/MA thesis, be prepared to write several drafts. Do not be disappointed, but rather expect, that you will be asked to re-write entire sections, if not the entire document several times. **Do not expect to hand the first draft as the completed text.**
4. It is your responsibility to meet all deadlines for graduation, etc. Your deadline is precisely that, **your deadline**. Plan far enough in advance that the **final copy** (sometime after version 3 or 4) is completed at least one month before the deadline.
5. Reading your paper/thesis is a task that faculty take seriously, however fast turnaround times are not possible. Expect a turn around time of approximately two to three weeks in the midst of a quarter, and up to four weeks toward the end of a quarter. Think about this turn around time when organizing your deadlines and times: it takes the faculty 2-3 weeks to read a draft, 2-3 weeks for you to rewrite/reread, another 2-3 weeks for the faculty to read the second draft, 2-3 weeks for you to do edits/rewrites, another 2-3 weeks for the faculty to read the third draft, etc. The average student has to do about 3 drafts, which would take at least 3 or 4 months.
6. Keep in mind that faculty are not usually available during the summer months, so make specific and clear plans with your faculty advisor well in advance if you wish your advisor to review your paper during the summer. **Do not assume that you will be able to contact your academic advisor during the summer and do not assume that your academic advisor will be available or willing to review your paper during the summer.**

## **CS MA THESIS PREPARATION AND GUIDELINES**

### *PREPARATION AND WRITING GUIDELINES*

In general the preparation and guidelines for the MA thesis are put forward in the MA Thesis Handbook for the College of Education at <http://education.depaul.edu/html/current/forms.asp>.

## **CS MED PAPER PREPARATION AND GUIDELINES**

### *PREPARATION AND WRITING GUIDELINES*

1. The first order of business is to develop a clear topic that you are interested in reviewing. This occurs only after some serious thought and conversation with your faculty advisor. Keep in mind that the topic you select should be one that has sufficient numbers of research and theoretical sources. Some topics are either new or have not been researched widely. If you select such a topic you may find it difficult to find enough research and theoretical sources.
2. As you prepare to write your paper set up a personal deadline. [i.e. "I want to graduate in the Spring Commencement, therefore, I will have my first completed draft by February 1<sup>st</sup>."]. Develop intermediate deadlines. Remember that this is YOUR responsibility and not your faculty advisor, who will provide feedback and suggestions about the timeline. But ultimately the timeline is yours to set and to follow.
3. The following are recommendation steps that you can take for completing the master's paper. Much of this will be covered and facilitated through CS 580.
  - 1) Topic selection in consultation with course professors (optional) and your faculty advisor
  - 2) Collection/selection of literature
  - 4) Outline and meeting with faculty advisor for further feedback
  - 5) First draft and meeting with faculty advisor for feedback and revisions
  - 6) Revise first draft and write second draft (this could be the final draft or there may be more drafts depending on the quality of the writing and development of analysis).
4. Your paper should be a synthesis of literature that reflects the best thinking about your topic by scholars in the field. As you develop your topic, you should run multiple library searches. Read the abstracts and determine which of these would be the most helpful to you. As you read, your topic will become more focused. Do not discard your previous searches. An entry that originally seemed irrelevant could become more relevant later in the process.
5. Your paper does not necessarily need to be written in the third person, indeed, given that this paper will be an outgrowth of your own professional experiences and interests, writing in the first person may be more appropriate. The style should be formal and academic since it is a paper that could potentially be published. Remember this is an analysis of research findings and theory by published scholars as well as a reflection of your thoughts.
6. Neatness, correct spelling and grammar are critical. As a graduate student, you are expected to have command of the requisite skills to write a technical and academic literature review paper. If you have difficulties with formal writing, you may want to seek assistance at the Writing Center or at the COE Student Support Center. These are services that the university and the COE provide to graduate students.
7. Proofread your own work, or have a knowledgeable colleague proofread it for you. Poor grammar and spelling errors distract the reader from the content. A paper that has multiple grammatical and spelling errors **will be returned unread** and you will be asked to edit and re-write. Drafts that have serious organizational and/or content flaws will also be returned unread for further revision.

## ***CITATIONS AND REFERENCES***

1. Articles from popular magazines or newspapers are not appropriate for graduate level research. Only use academic articles from professional and scholarly journals. If you have a question about whether a journal is scholarly, ask.
2. Make use of current and relevant research. A Review of Literature that does not have current entries is incomplete and unacceptable.
3. Use the **latest edition** of the APA style of citation. Any other citation system is not acceptable. NOTE: When citing a source that is mentioned in another source, you must find and cite the *original* source. It is important to read people's work in the original. You can't always rely on a second author to summarize the first author correctly. Perhaps something the first author wrote was taken out of context and/or misinterpreted

## ***BODY OF THE MED PAPER***

**Your paper should include but not be limited to the following sections (use these subheadings):**

### 1.) Front matter

The front matter for your paper consists of the title page table of contents

### 2.) The Introduction

The introduction to your MEd papers is generally between 5-10 pages long and contains each of the following sections (although not necessarily in this order): A.) Statement of purpose; B.) A personal statement that suggests why this is important to you—part of this will likely involve some contextual/professional information about you; C.) A statement about why this is important to the wider educational community; and D.) A statement about how the paper as a whole is organized.

### 3.) Review of the Literature Component

The Review of the Literature component of your MEd Papers addresses the following: A.) An introduction that sets forth the way in which you have thematically organized your review of the literature; B.) The sub-sections, usually indicated by sub- headings that correspond to the thematic organization discussed in A.); and C.) A conclusion that summarizes the key themes highlighted in your literature review and perhaps based on this a transition to the Integrative Paper.

### 4.) Integrative Paper Component

The Review of the Literature component of your MEd Papers addresses the following: A.) An introduction that connects this “paper”/section to the research focus and literature review and sets forth the purpose and structure of this “paper”/section—most likely this will respond, in general, to how your exploration of your research topic will influence/ impact your practice; B.) The sub-sections, usually indicated by sub-headings that that correspond to the structure discussed in A.); and C.) A conclusion that summarizes the key points and understandings that have been addressed as you have sought to apply the knowledge gained from your research

### 5.) Conclusion

Your conclusion to your MEd Papers will likely contain the following: A.) A statement where you highlight key points/ideas/issues that emerge from your paper and you would like to highlight for the larger educational community; B.) A section that highlights/summarizes what you’ve learned from this process; and C.) Some linkage back to the introduction.

### 6.) Appendices

This is where you place any related materials that are referred to in the body of your paper (that would otherwise disrupt the flow of your paper, but are important for the reader to be familiar with) and where you refer the reader to a specific Appendix.

### 7.) Bibliography of references cited

This is an alphabetical listing of the full citation information for all references cited in your paper.

### ***Deadlines and Distinction***

1. It is possible to graduate with distinction if you have a 4.00 GPA and your paper is awarded distinction by a faculty committee. The paper must stand out as exceptional in terms of the criteria for passing. In addition the paper must show:
  - potential to be presented as a model for improving education
  - potential for educational innovation(s) to be based on the study
  - creativity, originality, or divergent thinking
  - potential for being published
2. Awarding of distinction is the responsibility of the faculty. The deadlines for papers are designed to accommodate the possible need to give the faculty committee time to review your papers. Thus, if you want to graduate in June, your final paper is due to your faculty advisor on March 1.

### **Research and the Institutional Review Board (for pilot studies and thesis only)**

All research involving human subjects must be reviewed and approved by the Institutional Review Board. Students are responsible for obtaining IRB approval for all thesis and master's paper work. Working with one's thesis advisor, approval must be obtained *before* research begins. Complete the IRB proposal form at [http://research.depaul.edu/IRB/IRB\\_Home.html](http://research.depaul.edu/IRB/IRB_Home.html). Appropriate consent forms need to be created using the template provided on the website. An on-line research seminar must be completed prior to submitting the proposal. Students should consult with their academic advisors when completing the IRB proposal.

Academic advisors must approve the proposal before it is submitted to the Local Review Board (LRB). The LRB of the College of Education reviews all IRB proposals and may request revisions before the proposal is submitted to the IRB for university review. A student should allow up to 30 days for submission of proposal to the LRB and for approval by the IRB.

### **FRONT PAGE AND BINDING**

The final version of the paper must be bound and have the appropriate cover page.

**Title**

**A Paper Presented to  
The Faculty of  
The College of Education  
Curriculum Studies Program**

**In Partial Fulfillment of the  
Requirements for the Degree of**

**MASTER OF EDUCATION**

**By**

**Name**

**Date**

**DePaul University  
Chicago, Illinois**

## CS SCHEDULE OF COURSES

Core courses for CS (in black) are offered on a two-year cycle, always on the same quarter. Typically the courses are offered on the dates shown below but are subject to change (this does not happen very often). CS classes can generally be substituted for other CS classes, but this requires approval of your faculty advisor.

### Odd Years (e.g., Academic year 2013-2014)

#### Fall

<b>CS 488</b>	<b>Curriculum Design</b>	<b>(online)</b>
<b>CS 580</b>	<b>Research Seminar in Curriculum Studies</b>	<b>TH</b>
<b>CS 481</b>	<b>The Study of Teachers &amp; Teaching</b>	<b>T</b>

#### Winter

<b>CS 470</b>	<b>Teachers as Leaders</b>	<b>W</b>
<b>CS 489</b>	<b>Creativity and Critical Thinking</b>	<b>M</b>

#### Spring

<b>CS 485</b>	<b>Curriculum/Program Evaluation (hybrid)</b>	<b>M</b>
<b>CS 591</b>	<b>Curriculum Theorizing</b>	<b>Th</b>

#### Summer

<b>CS 492</b>	<b>Creating &amp; Sustaining Professional Learning Communities</b>	<b>(online)</b>
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### Even Years (e.g., Academic year 2014-2015)

#### Fall

<b>CS 488</b>	<b>Curriculum Design</b>	<b>(online)</b>
<b>CS 580</b>	<b>Research Seminar in Curriculum Studies</b>	<b>TH</b>
<b>CS 481</b>	<b>The Study of Teachers &amp; Teaching</b>	<b>T</b>

#### Winter

<b>CS 470</b>	<b>Teachers as Leaders</b>	<b>W</b>
<b>CS 482</b>	<b>The History of Curriculum Practice</b>	<b>M</b>

#### Spring

<b>CS 472</b>	<b>Ethics, Curriculum, &amp; Social Change</b>	<b>W</b>
<b>CS 473</b>	<b>Assessment</b>	<b>Th</b>

#### Summer

<b>CS 591</b>	<b>Curriculum Theorizing</b>	<b>(hybrid)</b>
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\*SCG courses are offered every quarter and both summer sessions



## COURSE DESCRIPTIONS

### **1. CS 470 Teachers as Leaders**

Develops skills in designing and implementing collaborative and consultative approaches to instruction; enhances skills needed to communicate effectively with other educators, administrators, and parents. Explores shared decision-making, school restructuring, school-based management, and peer coaching and mentoring.

### **2. CS 472 Ethics, Curriculum, and Social Change**

Explores some major issues impacting curriculum, including cultural and socioeconomic factors, legal issues, conflicting values, pressures for assessment, and the push to include technology. Examines the historical development and current state of education in the U.S. as compared to education in other cultures. Emphasis on ways that educators can work as change agents within the competing demands of these forces.

### **3. CS 473 Assessment**

Explores current theory and practice regarding alternate forms of assessment, including formal, standardized, and informal tests and inventories; selection, evaluation, and interpretation of tests used in educational settings; portfolio assessment, video performances, and presentations; preparation and use of teacher-made tests; evaluating outcomes; and utilizing data to improve instruction. Critical examination of multiple perspectives regarding assessment theories, policies and practices centers on developing more robust strategies to evaluate student progress.

### **4. CS 481 The Study of Teachers and Teaching**

A selective survey and analysis of research on teachers and teaching. Particular emphasis will be placed on the assumptions which are built into various forms of research and the effect these assumptions have on how results should be interpreted and used in supervision and curriculum development. Each student will become familiar with alternative ways of studying teachers and the teaching process. Research in school settings will be emphasized along with selective study of teaching in non-school settings.

### **5. CS 482 The History of Curriculum Practice**

A survey of trends and movements in curriculum practice. Particular emphasis placed on the recurrent nature of curriculum practices and the reasons for this. Students will consider underlying models of curriculum practice in their historical contexts and will consider the assets and liabilities of these models for contemporary needs.

### **6. CS 485 Curriculum/Program Evaluation**

Evaluation is essential for curriculum/program development and implementation. Hence, understanding evaluation methods, technologies, and quality criteria is particularly relevant to educational leaders, curriculum/program designers, and technology specialists. In this course, students will critically examine a variety of current evaluation models, instruments, and resources. Students will also conduct a comprehensive analysis of a significant evaluation study relevant to their specific professional interest. Registration is restricted to students in Advanced Master's programs.

### **7. CS 488 Curriculum Design**

An examination of the underlying structures of diverse curricula and of the processes by which they are developed and implemented. Principles and methods for organizing subject matter will be analyzed. The translation of subject matter into curriculum will be examined with particular attention to the assumptions about subject matter built into texts and other curricular materials. Students will analyze curriculum guides and materials to uncover their underlying structures and their explicit and implicit assumptions about subject matter.

### **8. CS 489 Developing Critical and Creative Thinking**

Introduces students to the educational philosophies of Russian thinkers Lev Vygotsky (1896 - 1934) and Mikhail Bakhtin (1895 - 1975) and Japanese thinkers Tsunesaburo Makiguchi (1871 - 1944) and Daisaku Ikeda (1928 - ). Students will locate confluences in these thinkers' philosophies and apply them to current curriculum or curriculum theorizing in their chosen discipline(s) (e.g., mathematics, social studies, language education, etc.), context(s) (e.g., policy, gender, socioeconomic, identity, etc.) and K-12/adult level(s). Topics covered include, among others, cultural-historical theory, socially constructed meaning making, zone of proximal development, dialogism, carnival, value and value-creating pedagogy, humanitarian competition, and human revolution.

**9. CS 492                      Creating and Sustaining Professional Learning Communities**

This course will provide the framework for the creation, development and sustainability of a professional learning community. Professional learning communities have at their core three guiding principles: 1) a focus on learning, 2) the creation of a collaborative culture and 3) a results-orientation. Within the professional learning community, members are committed to working collaboratively in an ongoing process of collective inquiry and action research in order to achieve better results for the students and community they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

**10. CS 591                      Curriculum Theorizing: Multiple Lenses**

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, and the media; and 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.

**All CS students MUST subscribe to CSnews (send email to [CSnews@depaul.edu](mailto:CSnews@depaul.edu)). Inform CSnews when students change their email addresses. CSnews provides up to date information and announcements that are critical for students in the program. It is the responsibility of all CS students to subscribe and read CSnews on a regular basis.**