CURRICULUM STUDIES (EDD)

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.

Licensures and Endorsements

Superintendent Endorsement Option

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Superintendent Endorsement program, which requires additional coursework, along with four quarter hours for the superintendent internship course. ISBE states the following guidelines:

Individuals seeking the Superintendent endorsement must possess:

- a master's degree with a GPA of 3.0 or better on a 4.0 scale
- proof of two years of teaching experience on a valid Illinois teaching license
- proof of two years of full-time administrative experience on a valid administrative license with the general administrative endorsement
- proof of passing the Basic Skills/TAP and Superintendent content-area tests.

Upon completion of the Superintendent program and the endorsement's additional requirements, students must apply for the endorsement. Students are to work with the College of Education's Licensure Officer when applying for the endorsement.

Teacher Leader Endorsement Option

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Teacher Leader Endorsement option, which requires additional coursework. To be eligible for the Teacher Leader endorsement program, students must possess:

- a bachelor's degree and master's degree from an accredited college or university,
- a valid teaching license
- at least two years of teaching experience
- proof of passing the Basic Skills or Test of Academic Proficiency.

Principal Licensure

Students pursuing a doctoral degree in Curriculum Studies are also eligible for the Principal Licensure program, which requires additional coursework. The Principal Licensure program at DePaul University is an approved Illinois State Board of Education (ISBE) program. It is a rigorous program preparing principals and assistant principals for work service in public and private schools in the state of Illinois.

To be eligible for the Principal Licensure program, students possess:

- a master's degree from an accredited college or university with a GPA of 2.75 or higher at the undergraduate level and a 3.25 or higher at the graduate level.
- a valid Illinois teaching license
- at least two years of full-time successful teaching experience
- proof of passing the basic skills or test of academic proficiency.

Concentrations

- Curriculum Studies (degree only)
- Curriculum Studies plus Superintendent Endorsement
- Curriculum Studies plus Teacher Leader Endorsement
- Curriculum Studies plus Principal Licensure

Program Requirements	Quarter Hours
Degree Requirements	76
Total hours required	**76**

Learning Outcomes

Students will be able to:

- Describe major movements in curriculum history and apply them to current educational practices and controversies.
- Analyze the theoretical foundations of curriculum and curriculum studies.
- Conduct independent inquiry supported by appropriate research literature, methods, and theoretical frameworks.
- Honor diverse perspectives, improve curriculum, and promote student learning and well-being.
- Critically analyze relationships between schools, society, and curriculum, drawing especially on structural, ideological, and human development perspectives
- Produce an independent dissertation that includes extensive review of relevant literature, clear rationale for study design and methods supported by relevant literature, and collection and analysis of appropriate data in order to make a novel contribution to a problem of professional knowledge.

College Requirements

Dispositions

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.

- 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

Degree Conferral and Graduation

The awarding of a degree is not automatic. You must submit an application to be considered for the degree. DePaul awards and posts degrees at the end of each regular academic term (autumn, winter, spring, summer).

It is your responsibility to initiate the degree conferral application process by submitting an online application. Submitting an application means you intend to finish your degree requirements by the end of the term for which you have applied.

Graduate students must be approved for student teaching and complete student teaching, seminar, and induction courses to be cleared for the degree. Student must submit graduation application for the quarter you are completing the final course (student teaching is considered a course).

After you submit the application, you cannot register for any term after the one selected in the application.

To apply for degree conferral, log on to Campus Connection. Select FOR STUDENTS, then GRADUATION, then APPLY FOR DEGREE CONFERRAL. On screen instructions will take you through the application process.

Provided that all requirements and financial obligations are met, degrees are posted 30 days after the official end of the term. Official dates are listed on the Academic Calendar.

DePaul holds one commencement ceremony each year in June. If you intend to participate, you must first apply for degree conferral for the current academic year and then submit a cap and gown order. Honors are not announced at the ceremony for undergraduates completing their final courses in spring quarter because a final GPA is not available at the time of the ceremony.

Additional information about degree conferral and graduation can be found on the College of Education website.

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.

Course Requirements

Core Courses: 24 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP. THEORY AND PRACTICE	4
CS 704	CURRICULUM DISCOURSES/ PERSPECTIVES OVER TIME	4
CS 751	CURRICULUM FOR HUMAN AND COMMUNITY DEVELOPMENT	4
SCG 701	SEMINAR: PHILOSOPHY OF EDUCATION	4
SCG 711	CULTURE, POWER AND EDUCATION	4
SCG 721	HUMAN DEVELOPMENT AND THE EDUCATIONAL PROCESS	4

Research Courses: 20 quarter hours required

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

Course	Title	Quarter Hours
SCG 775	FOUNDATIONS OF INQUIRY AND EDUCATIONAL RESEARCH	4
SCG 785	FOUNDATIONS OF REVIEWING EDUCATIONAL RESEARCH	4
SCG 735	QUANTITATIVE RESEARCH METHODS I	4
SCG 745	QUALITATIVE RESEARCH METHODS I	4
SCG 755 or SCG 765	QUANTITATIVE RESEARCH METHODS II QUALITATIVE RESEARCH METHODS II	4

Elective Requirement: 4 quarter hours required

One elective (4 quarter hours) from the following list:

Course	Title	Quarter Hours
Any doctoral course (700 or above) for which the student qualifies		
SCG 527	GLOBAL STUDIES IN EDUCATION SEMINAR	
SCG 611	PHILOSOPHICAL STUDIES IN EDUCATION, CULTURE AND ETHICS SEMINAR	
CS 489	CREATIVITY AND CRITICAL THINKING - VYGOTSKY, BAKHTIN, MAKIGUCHI, IKEDA	

CS 588	INDEPENDENT STUDY IN CURRICULUM STUDIES	
A&S 598	INDEPENDENT STUDY IN EDUCATIONAL LEADERSHIP	
BBE 404	LANGUAGE, LITERACY AND CULTURE	
BBE 466	FIRST AND SECOND LANGUAGE ACQUISITION	
BBE 406	SOCIOCULTURAL AND HISTORICAL PERSPECTIVES IN BILINGUAL EDUCATION	
BBE 510	SPECIAL TOPICS IN LANGUAGE EDUCATION AND CULTURE	
BBE 526	THEORETICAL FOUNDATIONS OF TEACHING ESL AND WLE	
BBE 530	LATINOS AND EDUCATION	
Other options need to be approved by the Ed.D. Program		

Concentration Courses: 20 quarter hours required

Choose five courses from the following list:

Course	Title	Quarter Hours
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

Course	Title	Quarter Hours
CS 706	CANDIDACY PAPER	0

Applied Capstone Courses: 8 quarter hours required

Course	Title	Quarter Hours
CS 838	SUPERVISED APPLIED CAPSTONE (EDD) PROPOSAL DEVELOPMENT	4
CS 839	INDEPENDENT APPLIED CAPSTONE (EDD): CURRICULUM STUDIES	4

- Principal Preparation Option, Curriculum Studies (EdD) (https://catalog.depaul.edu/programs/curriculum-studies-edd/principal-preparation-option-curriculum-studies-edd/)
- Superintendent Option, Curriculum Studies (EdD) (https://catalog.depaul.edu/programs/curriculum-studies-edd/superintendent-option-curriculum-studies-edd/)
- Teacher Leader Option, Curriculum Studies (EdD) (https://catalog.depaul.edu/programs/curriculum-studies-edd/teacher-leader-option-curriculum-studies-edd/)