

EARLY CHILDHOOD EDUCATION (EDD)

The Early Childhood Education concentration in DePaul's EdD program recognizes the current shortage of highly trained early childhood professionals for colleges and universities at the national level. The program focuses not only on analyzing theory and practice in early childhood education today, but also on the policy issues influencing the field of early childhood education.

All the coursework in this program is designed based on best practice guidelines from a variety of leading national early childhood education professional and research organizations, such as National Association of Education of Young Children, Council for Exceptional Children and Zero to Three. The program is rooted in applied child development as well as curricular theory that embraces the notion of learner self-efficacy, inquiry-based curricula, and partnerships with families.

Recognizing the need for hands-on training in research and higher academic teaching, part of the focus of this program is on mentoring doctoral candidates in acquiring these skills through two research and teaching internships prior to their dissertation work. The program is designed to prepare early childhood professionals who might come from a variety of backgrounds such as teachers, leaders or administrators, professionals working in the early childhood or related fields, or instructors at the college level.

Licensures/Endorsements

Superintendent Endorsement Option

Students pursuing a doctoral degree in Early Childhood Education 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

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

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 must 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

- Early Childhood Education (degree only)
- Early Childhood Education plus Superintendent Endorsement
- Early Childhood Education plus Teacher Leader Endorsement
- Early Childhood Education plus Principal Licensure

Program Requirements	Quarter Hours
Degree Requirements	88
Total hours required	88

Learning Outcomes

Students will be able to:

- Critically research, analyze, and argue (orally and in writing) various theories about child development (e.g., genetics, epigenetics), using the most up-to-date research literature on the science of development, and identify their implications for early childhood education and social policy.
- Effectively demonstrate (orally and in writing) an advocacy stance for children's well-being and that of their families, using the most up-to-date research on factors affecting development such as risk and resilience, culture, race, ethnicity, and language.
- Critically examine and conduct program evaluations of curricula, instructional approaches, assessment, and other elements of early childhood programming in the service of information the design of early childhood programs that consider neurological development, families, culture, class, race, ethnicity, as well as educational and social program environments.
- Create syllabi and demonstrate a high level of professional knowledge, competence, and communication skills in teaching about the field of early childhood education and care, applying critical knowledge of current research.
- Demonstrate an ability to conduct and compete quantitative and/or qualitative research studies (i.e., develop hypothesis and research questions, collect and analyze data, write results) focused upon the field of early childhood education.

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: 28 quarter hours required

Course	Title	Quarter Hours
A&S 801	LEADERSHIP: THEORY AND PRACTICE	4
A&S 811	ASSESSMENT AND ACCOUNTABILITY	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

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

Course	Title	Quarter Hours
The research courses are sequenced and must be taken in the following order:		
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

Course	Title	Quarter Hours
Select one elective (4 quarter hours) from the following:		4
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: 28 quarter hours

Course	Title	Quarter Hours
ECE 704	SEMINAR IN RESEARCH IN CHILD DEVELOPMENT	4
ECE 714	SEMINAR IN DEVELOPMENT, RISK, AND RESILIENCE	4
ECE 724	SEMINAR IN CURRICULAR APPROACHES IN EARLY CHILDHOOD EDUCATION	4
ECE 734	SEMINAR IN EARLY CHILDHOOD PROGRAM DESIGN AND EVALUATION	4
ECE 744	SEMINAR IN CULTURE, LANGUAGE AND LEARNING	4
ECE 759	TEACHING INTERNSHIP IN EARLY CHILDHOOD EDUCATION	4
ECE 769	RESEARCH INTERNSHIP IN EARLY CHILDHOOD EDUCATION	4

Candidacy Course: Non-credit, non-tuition

Course	Title	Quarter Hours
ECE 706	CANDIDACY PAPER	0

Dissertation Courses: 8 quarter hours required

Course	Title	Quarter Hours
ECE 849	SUPERVISED DISSERTATION PROPOSAL DEVELOPMENT	4
ECE 859	INDEPENDENT DISSERTATION RESEARCH: EARLY CHILDHOOD EDUCATION	4

- Principal Preparation Option, Early Childhood Education (EdD) (<https://catalog.depaul.edu/programs/early-childhood-education-edd/principal-preparation-option-early-childhood-education-edd/>)
- Superintendent Option, Early Childhood Education (EdD) (<https://catalog.depaul.edu/programs/early-childhood-education-edd/superintendent-option-early-childhood-education-edd/>)
- Teacher Leader Option, Early Childhood Education (EdD) (<https://catalog.depaul.edu/programs/early-childhood-education-edd/teacher-leader-option-early-childhood-education-edd/>)