DOCTORAL PROGRAM IN EDUCATION

COLLEGE OF EDUCATION AND HUMAN SERVICES

Faculty in the concentrations listed below participate in this program. Refer to specific concentrations elsewhere in the catalog.

One may pursue a program of study leading to the Doctor of Philosophy degree in education through any of the five approved concentrations: curriculum and instruction, educational administration, educational psychology, counselor education, educational measurement and statistics, and special education, health education, and workforce education and development.

Students must satisfy the requirements of the Graduate School in addition to the College of Education and Human Services’ requirements for the Doctor of Philosophy degree in education. General policies pertaining to the Doctor of Philosophy degree in education are enumerated in this section; policies specific to each concentration may be obtained from the appropriate department chair.

For program descriptions of Master of Science in Education degrees, the student should review the material listed in this publication in the appropriate departmental section or consult the appropriate department.

Application

Applicants must submit the standard application materials to the department into which they wish to gain admission. This program requires a nonrefundable $50.00 application fee that must be submitted with the application for Admissions to Graduate Study in Education. Applicants may pay this fee by credit card if applying electronically. Applicants submitting a paper application must pay by personal check, cashier’s check, or money order made out to SIU, and payable to a U.S. Bank. Additional data may be requested by the faculty of the specific concentration. The student is encouraged to contact the appropriate departmental executive officer for specific guidelines.

Admission and Retention

The appropriate department reviews all documents relative to the student and makes a recommendation to the dean of the College of Education and Human Services who makes the final admission recommendation to the Graduate School. Retention standards beyond minimum Graduate School standards are established by each concentration and are available from the departmental executive officer of the appropriate department.

Advisement

For each student a doctoral committee consisting of a minimum of five members is constituted and approved according to procedures described in the Ph.D. Policies and Procedures Manual of the College of Education and Human Services. Copies of the manual can be obtained from the dean of the College of Education and Human Services. The doctoral committee also serves as the student’s dissertation committee.

The program, planned to include all graduate study beyond the master’s degree, should be approved at a meeting of the student’s committee. The program is then forwarded to the dean of the College of Education and Human Services for final approval and filing.

Program Requirements

Core Classes. Each doctoral student in education must successfully complete a prescribed core of three semester hours in Introduction to Doctoral Studies in Education (EDUC 510) and three semester hours in either Philosophical and Cultural Foundations of Education (EDUC 511) or Behavioral and Cognitive Foundations of Education (EDUC 512). For each concentration there are also basic and advanced courses which should be completed prior to the student taking the preliminary examination. Information about these specific courses can be obtained from the appropriate graduate program coordinator.

Research Tool Classes. The Ph.D. degree in education is a research-oriented degree. Each doctoral student in education must successfully complete a core of Introduction to Doctoral Studies in Education (EDUC 510) and three semester hours of Introduction to Qualitative Methods (EAHE 587) and three semester hours of Introduction to Quantitative Methods (EPSY 505). In addition, each student must complete a minimum of one other three credit class on research methods (also referred to as "research tool"). A list of approved research tool classes for the Ph.D. degree in education is available in the Ph.D. Policies and Procedures Manual of the College of Education and Human Services.

Concentration Classes. Each doctoral student in education must successfully complete a prescribed core of semester hours in their concentration, the number of which varies by concentration. Concentration classes must be completed before the preliminary exam. See the specific department for the concentration class requirements.

Preliminary Examination. All students in the Ph.D. program in education must take the preliminary examination over areas determined by the student’s doctoral committee. In addition, the examination may cover areas specific to a concentration. The examination is offered three times a year: Wednesday, Thursday, and Friday of the fifth week of each term.
A student may petition the doctoral committee for permission to take the preliminary examination after successful completion of the research requirement, successful completion of all or most of the course work, and successful completion of the doctoral seminar sequence in education. A student who fails the examination on the initial attempt may take the examination two additional times. If at that time the student has not passed the examination, the student is dropped from the program.

Admission to Candidacy. A student may be advanced to candidacy after the student has completed the 2 doctoral seminars, EDUC 590 and 591, fulfilled the residency requirements for the doctoral degree (see degree requirement in Chapter 1), met the research tool requirement, and passed the preliminary examination. The doctoral committee chair should initiate the admission to candidacy forms and forward the forms to the dean of the College of Education and Human Services. Admission to candidacy is granted by the dean of the Graduate School upon the recommendation of the dean of the College of Education and Human Services. The primary objectives are to aid in the development of the Doctoral student’s own nature and reflective theory of education; to help students pursue their scholarly activities in relation to the whole field of education; and to make the student aware of the resources of scholarship in other disciplines which might be said to be foundational to education. Restricted to: admission to the Ph.D. program in education.

Courses (EDUC)

460-3 (1,1,1) Conflict Resolution: Prevention and Intervention Strategies. Preventive interventions for teachers, administrators and related school personnel to teach students strategies for interrupting or decreasing violence in schools and classrooms will be covered in each section of the course. Those taking the course will gain knowledge and skills needed to help students learn anger management skills, consequently equipping them with alternatives to resorting to violence or other destructive behavior. Specific violence prevention interventions will be covered in the following areas: (a) anger management, (b) peer mediation, (c) bullying.

501-1 to 12 Graduate Student Teaching. A requirement for the Master of Arts in Teaching and Alternative Route to Teacher Certification programs. The student teaching experience is necessary for certification by entitlement. Prerequisite: admission to the M.A.T. or alternative route to teacher certification programs. Lab Fee: $100.

510-3 Introduction to Doctoral Studies in Education. This seminar is required of all new students enrolled in the Ph.D. program in Education. It will serve as an introduction to doctoral studies and doctoral-level scholarship in Education and will emphasize each student’s development as a critically reflexive scholar and address the attitudes, assumptions and practices that underlie scholarly inquiry. Restricted to: Admission to the PHD program.

511-3 Doctoral Seminar in Philosophical & Cultural Foundations of Education. This seminar is one of two courses options for all students pursuing a doctoral program degree in the College of Education and Human Services. The primary objectives are to aid in the development of the Doctoral student’s own nature and reflective theory of education; to help students pursue their scholarly activities in relation to the whole field of education; and to make the student aware of the resources of scholarship in other disciplines which might be said to be foundational to education. Restricted to: admission to the Ph.D. program in education.

512-3 Doctoral Seminar in Behavioral and Cognitive Foundations of Education. This seminar is one of two courses options for all students pursuing a doctoral program degree in the College of Education and Human Services. The primary objectives are to aid the student in describing the attitudes, assumptions and practices which underlie empirical inquiry; to help the student to recognize the strengths and weaknesses of the various types of research in terms of methodology employed; and to aid the student in identifying and refining a research question and constructing a research design appropriate to answer the research question. Restricted to: admission to the Ph.D. program in education.

550-1 to 10 Experimental Education. Offered for purposes of testing new and experimental courses and series of courses within the College of Education. Prerequisite: consent of instructor.