

Education, Doctoral Program

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 seven approved concentrations: counselor education, curriculum and instruction, educational administration, health education, quantitative methods, special 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 \$65.00 application fee that must be submitted with the application for Admissions to Graduate Study in Education. Applicants must pay this fee by credit card. 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 (QUAN 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 EDUC 510 Introduction to Doctoral Studies in Education and either EDUC 511 Doctoral Seminar in Philosophical & Cultural Foundations of Education or EDUC 512 Doctoral Seminar in Behavioral and Cognitive Functions of Education, 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 doctoral degree may not be conferred less than six months after admission to candidacy, except upon approval of the dean of the Graduate

School.

Dissertation. The doctoral committee consists of a Chairperson who is authorized to direct doctoral dissertations and at least 4 others who are authorized to serve on doctoral committees. The committee is appointed by the dean of the Graduate School upon the recommendation of the dean of the College of Education and Human Services. The Chairperson and at least two other members shall be from the student's approved academic concentration. One member shall be from outside the COEHS PhD program. The remaining member can be any other person with SIU graduate faculty status. No more than one member of the five is allowed to have Adjunct graduate faculty status. No more than one member of the five is allowed to have Adjunct graduate faculty status with the SIU Graduate.

In choosing a topic for the dissertation, the candidate should prepare a prospectus for the dissertation and submit the prospectus to the doctoral committee for approval. After the doctoral committee approves the prospectus, the Chairperson of the committee files one copy of the approved prospectus in the office of the dean of the College of Education and Human Services.

Satisfactory completion of the dissertation requirement includes the passing of an oral examination covering the dissertation and related areas.

Courses (EDUC)

500-1 to 12 Clinical Experiences in Teaching. Clinical field experiences or apprenticeship conducted in a public school setting for graduate students. Supervision provided by Cooperating Teacher and University Supervisor. Restricted to admission to graduate programs. Special approval needed from the advisor.

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. Restricted to admission to the M.A.T. or alternative route to teacher certification programs. Lab Fee: \$100.

505-3 Introduction to Quantitative Research in Education. This course is required of all students enrolled in the doctoral program of the College of Education and Human Services. It offers an introduction to the reading of quantitative research literature and the development of quantitative research methods in Education that can be used to address areas of scholarly inquiry within the academic concentrations found in the College.

510-3 Introduction to Doctoral Studies in Education. This seminar is required of all new students enrolled in the Ph.D. program in Education, to be taken at or near the beginning of their studies. The seminar serves as an introduction to doctoral studies and doctoral-level scholarship in Education. It will emphasize each student's development as a critically reflective scholar and address the attitudes, assumptions and practices that underlie scholarly inquiry in the Education field.

511-3 Doctoral Seminar in Philosophical & Cultural Foundations of Education. This seminar is one of two course 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 course options for all students pursuing a doctoral degree in Education. The seminar focuses on the critical examination of the psychological basis of pedagogical theory; a review of behavioral, cognitive and motivational theories; and a preliminary assessment of empirical research related to psychology of instruction. 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. Special approval needed from the instructor.