

## 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 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 at least 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*, which is available at [ehs.siu.edu/services/phdpoliciesprocedures](http://ehs.siu.edu/services/phdpoliciesprocedures). The doctoral committee may also serve as the student's dissertation committee.

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

#### Program Requirements

**Core Doctoral Seminar Classes.** Subsequent to being accepted into the Ph.D. program with a major in Education, each doctoral student must successfully complete a prescribed core of doctoral seminar courses. Specifically, this core includes three semester hours Introduction to Doctoral Studies in Education (EDUC 510), and three semester hours in either (i) Philosophical and Cultural Foundations of Education (EDUC 511) or (ii) Doctoral Seminar in Behavioral and Cognitive Foundations of Education (EDUC 512) subsequent to admission.

**Research Tool Classes.** The Ph.D. major in Education is a research-oriented degree. As such, each doctoral student must successfully complete three semester hours in Introduction to Qualitative Research (EAHE 587) and three semester hours of Introduction to Quantitative Research in Education (EDUC 505). Further, each student must complete a minimum of one additional three credit hour cross-departmental graduate-level course in research methods (also referred to as "research tool"). Doctoral students with previous coursework in introductory research methods can petition to replace these introductory courses with higher-level research method courses. A list of approved research tool classes for the Ph.D. with a major in Education is available in the *Ph.D. Policies and Procedures Manual of the College of Education and Human Services*, which is available at [ehs.siu.edu/services/phdpoliciesprocedures](http://ehs.siu.edu/services/phdpoliciesprocedures).

**Concentration Courses and Preliminary Examination.** Each student admitted into the Ph.D. program with a major in Education must successfully complete a prescribed core of certain semester hours associated with their respective concentration; the number of courses and (or) hours varies by concentration. All students in the Ph.D. with a major in Education must take a preliminary examination that covers topics determined by the graduate Faculty in the concentration area and related questions written by the student's doctoral committee. The preliminary examination covers areas specific to a concentration.

In general, concentration courses must be successfully completed before the preliminary examination. However, students may petition their doctoral committee Chairperson and the Dean of the College of Education and Human Services jointly for permission to take the preliminary examination after successful completion of the research tool courses- as well as any potential pre-preliminary exam requirements associated with any particular concentration- and successful completion of most of the concentration coursework.

**Admission to Candidacy.** A student is advanced to candidacy after having successfully passed the core doctoral seminar course given above, fulfilled residency requirements for the Ph.D. (see Chapter 1 of the *Graduate Catalog*), successfully met the research tool course requirements given above, and passed the preliminary examination. All requirements completed prior to advancing to candidacy will remain valid for ten calendar years. If a student does not advance to candidacy within the ten-year period, then the student may face additional academic requirements or dismissal from the Ph.D. program with a major in Education.

The doctoral committee Chairperson should initiate the admission to candidacy forms and forward them to the Dean

of the College of Education and Human Resources. Admission to candidacy is granted by the Dean of the Graduate School upon recommendation of the Dean of the College of Education and Human Services. The doctoral degree may not be conferred within the first six months after admission to the candidacy. If completion of any requirement given above is delayed beyond five years, then a student may be required to take another preliminary examination and be admitted to candidacy a second time. Further, the student may be required to reapply to the Graduate School and thus be readmitted to the Ph.D. program with a major in Education a second time.

**Dissertation.** With assistance of the doctoral committee chair, a student selects the members associated with the student's doctoral committee. The doctoral committee consists of a Chairperson who is authorized to serve on doctoral committees. The committee is appointed by the Dean of the Graduate School upon recommendation of the Dean of the College of Education and Human Services. The Chairperson and at least two other members shall be from outside the student's approved academic concentration. One member shall be from outside the student's College of Education and Human Services Ph.D. concentration. The remaining member can be any other person with SIU graduate faculty status. No more than one committee member of the five is allowed to have adjunct graduate faculty status with the SIU Graduate School. See the *Ph.D. Policies and Procedures Manual of the College of Education and Human Services*, which is available at [ehs.siu.edu/services/phdpoliciesprocedures](http://ehs.siu.edu/services/phdpoliciesprocedures).

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 successful completion of the written dissertation and passing an associated oral defense of the dissertation's methods, findings, and conclusions in consideration of existing information and related research.

## Courses (EDUC)

**EDUC 400-6 Clinical Field Experience III-Special Education.** This clinical field experience is limited to Special Education majors. Concurrent enrollment in SPED 417 and SPED 419 is required. This field experience consists of five sessions of practical legal issues for educators in addition to clinical placement in public school classrooms, where candidates will apply content and pedagogical knowledge and skills presented in content method courses. Placement in public school settings is coordinated by the Office of Teacher Education. Prerequisite: EDUC 302 and EDUC 319 with minimum grades of C.

**EDUC 500-1-12 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.

**EDUC 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.

**EDUC 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.

**EDUC 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.

**EDUC 511-3 Doctoral Seminar in Philosophical and Cultural Foundations of Education.** This seminar is one of two course options required 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.

**EDUC 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 behavior, 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.

**EDUC 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.

**EDUC 550C-3 Rec Research Seminar.**