Southern Illinois University

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Education

The Doctor of Philosophy in Education is a research-centered degree. This program is designed for students who desire positions requiring advanced preparation at the highest level. For example, this program is oriented toward students who aspire to positions with institutions of higher education, state departments of education in the United States, ministries of education in foreign countries, educational sections of human service agencies, business and industry, and public schools.

Working with their advisor and doctoral faculty, the Ph.D. in Education allows students to build programs of study that will prepare academic research and succeed in a variety of careers. Students may choose from a range of academic areas, including curriculum studies, early childhood, educational administration, educational technology, higher education, organizational leadership, quantitative methods, special education, and teaching and learning. Students may also work with doctoral faculty to construct an area of focus outside of this list that best fits their needs.

Each student admitted into the Ph.D. program with a major in Education must successfully complete courses associated with their respective area of focus; the number of courses and (or) hours varies by area. 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 their area of focus and related questions written by the student's doctoral committee. The preliminary examination covers content specific to an area of focus. In general, students must successfully complete academic area courses before taking the preliminary examination.

Ph.D. in Education

Admission

In addition to the application for admission to the Graduate School, the applicant must also complete the School of Education application for admission. Application materials may be obtained by addressing a request to: Graduate Director, School of Education, Mail Code 4624 10, Southern Illinois University, 625 Wham Drive, Carbondale, IL 62901. Specific information may be obtained by calling 618-536-2441 or by emailing SOEGradprograms@siu.edu. A nonrefundable application fee must be submitted with the application for Admission to Graduate Study. Applicants must pay this fee by credit card.

Doctoral Committee

Upon entering the doctoral program, each student will be assigned an advisor. It is important that the doctoral student meets with their advisor to review program requirements before registering for any coursework. The advisor is separate from the dissertation committee chair (see next section), but may serve in both capacities. The student's doctoral committee should be established as soon as possible after the student has some familiarity with faculty research interests and some idea about possible dissertation research focus. It is recommended that a student's doctoral committee be established by the end of the second semester (or after approximately 18 semester hours) of active course work on campus.

Committee Selection Procedures

During the first year, each student and their advisor should discuss prospective doctoral committee chairpersons based on the student's research interests. If appropriate, the advisor may serve as the committee chair. Individual students should contact their prospective chairperson, if different from the

advisor, directly to determine whether the faculty member is able to accept the responsibility of this position.

Once a committee chairperson has been selected, he/she/they will work with the student to select remaining committee members. Again, it is the student's responsibility to personally contact each prospective member to ensure the availability and willingness of the faculty member to serve on their committee.

All faculty members must have Graduate School approval to serve as a member of a doctoral committee.

Doctoral Committee Membership

The Doctoral Committee shall consist of five (5) members, all of whom must have graduate faculty status at SIUC. The Chairperson and at least two (2) other members shall be from the student's approved academic department. At least one member shall be from outside the Education Ph.D. who is involved in a Ph.D. program. One member can be any other person with SIUC graduate faculty status, even if in a program without a Ph.D. option. The Chairperson must have Dissertation Director Faculty status from the SIUC Graduate School. At least three (3) of the remaining four members must have Regular graduate faculty status with the SIUC Graduate School (i.e., they usually teach and/or conduct research in other graduate programs on campus). No more than one (1) member of the five is allowed to have Adjunct graduate faculty status with the SIUC Graduate School. SIUC emeritus faculty, most SIUC non-tenure track faculty, and faculty from other universities who are approved by the SIUC Graduate School will be assigned Adjunct status. Once the student's doctoral committee is finalized, he/she should complete the Graduate Faculty Committee Approval Form and the department will forward it to the Dean of the School. Should the student wish to change committee membership, the student or any member of the committee must request this change in writing to the Dean of the School and submit a revised Graduate Faculty Committee Approval Form.

Working with Your Doctoral Committee

The doctoral committee is responsible for the following:

- advising students on their program of study;
- certifying that students are ready to take preliminary examinations;
- monitoring the preliminary examination so it is consistent with the policies of the School;
- certifying the student's advancement to candidacy;
- approving the dissertation topic and prospectus;
- providing guidance through the writing of the student's dissertation;
- conducting the student's final oral examination, and;
- certifying the final approval of the student's dissertation and the completion of requirements for graduation.

Each doctoral student must work with their doctoral committee to develop and approve a program of study. The Program of Study Form must be completed and signed by the chairperson and at least two (2) members of the doctoral committee no later than the end of 27 semester hours of course work. Each doctoral student is expected to meet annually with their advisor to evaluate progress in the planned program. During such meetings, adjustments can be made to the approved program of study based on the availability of courses, evolving research interests, and other priorities. Committee members may also determine which, if any, additional coursework should be taken. Any changes to the Program of Study must be submitted to the Dean of the School for approval. Although it is typical for the advisor and committee members who approve the program of study to be members of the student's dissertation committee, it is not required. Sometimes research interests change, new relationships are developed, and so forth. Changes to the membership of a student's dissertation committee can be initiated by the advisor, a committee member, or the student in consultation with the advisor.

Research Requirements

Each doctoral student in education must successfully complete three semester hours of Introduction to Qualitative Research (ERES 540) and three semester hours of Introduction to Quantitative Research in Education (ERES 520). In addition, each student must complete a minimum of one other three-credit course on research methods (also referred to as "research tool"). Students with previous coursework

in introductory research methods can petition to replace these introductory courses with higher-level research methodology coursework.

Preliminary Exam

The preparation and direction of the preliminary examination are the responsibility of the program area faculty and the student's doctoral committee. Additional oral and written examinations may be required by the student's doctoral committee.

The examination is offered at least 2 times a year: during the fifth week of the term, as decided by the program area. A student may take the examination no more than 3 times.

Prospectus, Dissertation, and Final Oral Examination

Students may not register for more than 6 dissertation hours until they have been advanced to candidacy. Having been admitted to candidacy, students submit a prospectus to their doctoral committee for approval. The dissertation must show high attainment in an independent, original, scholarly, and creative effort. A student's dissertation will be circulated to members of the doctoral committee at least one month in advance of the proposed defense.

Education Courses

ERES500 - Reading Educational Research The goal of this course is to develop student skills as consumers of research in education. This course covers standards and practices in multiple traditions of educational research in order to help students critically read, assess, and evaluate research. Credit Hours: 3

ERES501 - Introduction to Education Research Methods This course provides an overview of research methods as applied to education. Students will read, discuss, and analyze various research approaches. This course will also examine differences between various approaches to research and how educators in multiple settings and venues use them to address elements of education such as organizational functions, fiscal management, instruction (general and discipline specific), and learning outcomes. (Previously CI 538 and SPED 500). Credit Hours: 3

ERES510 - Research in Action This course provides an overview of how to apply research to practice within educational settings and related policy arenas. The research reviewed in this course will focus on an approach to inquiry that strives to improve performance, functions, and outcomes. Students will learn how to use research as a tool to examine elements of their own practice as educators with particular attention to improving student achievement, professional development and performance, administrative leadership, and the overall function of schools, colleges, and universities as organizations. (Previously EAHE 586). Credit Hours: 3

ERES520 - Introduction to Quantitative Research in Education This course offers an introduction to the reading of quantitative research literature and the development of quantitative research methods. This course emphasizes application to Education; however, students can use the content covered in this course to address areas of scholarly inquiry in various academic fields and disciplines. (Previously EDUC 505) Credit Hours: 3

ERES530 - Program Development & Evaluation The course emphasizes both the evaluation of individual learner performance and program evaluation in the interest of assessing curriculum and instruction effectiveness. This course emphasizes formal and informal means of formative and summative processes utilizing evaluation diagnostics and instrumentation. Content will include qualitative and quantitative data collection strategies, implementing effective evaluations, and complying with accreditation standards and guidelines. (Previously, CI 587, SPED 585, and WED 564). Credit Hours: 3

ERES531 - Implementation and Assessment of Program Evaluation This course will concentrate on the development, implementation, and analysis of assessment and evaluation strategies. Course participants will gain hands-on experience by examining the components, design, influence, and

outcomes of an educational program, curriculum, or academic unit. Students will learn and practice using assessment and evaluative strategies to improve administrative practice, affect student outcomes, and conduct academic research. Students will have opportunities to consider and devise strategies for sharing evaluation results and using this information to improve instruction, operations, administration, and outcomes. Prerequisite: ERES 530 with a C or better. (Previously EAHE 567). Credit Hours: 3

ERES532 - Evaluating Learner Performance The course focuses on the evaluation of individual learner performance in schools, the workplace, and other training activities. Topics in this course will include establishing personalized benchmarks, monitoring individual progress, helping learners to identify their own skills and challenges, and application of these tools and approaches in various settings. Prerequisite: ERES 530 with a C or better or consent of instructor. Credit Hours: 3

ERES540 - Introduction to Qualitative Research This course introduces students to qualitative research in education. The course examines the foundations, design, methods and analysis of qualitative research. Course materials include both philosophical texts about the foundations and purposes of qualitative inquiry, and methodological readings about the hands-on application of research techniques. This course allows students to explore multiple approaches and tools used in qualitative methods, while considering how to apply them to research. Restricted to admission to doctoral program or consent of instructor. (Previously EAHE 587). Credit Hours: 3

ERES541 - Critical Qualitative Paradigms This course delves into critical perspectives that center voices of different perspectives, cultures, and identities. Critical perspectives examined and applied in this course include feminism, indigenous, critical race theory (CRT), postcolonialism, postmodernism, and queer theory as well as geographic and culturally specific forms of these and other frameworks. This course will promote (re)consideration, deconstruction, reflexivity, and conscious recognition of the ways that social, economic, political, and ethical issues affect research, the populations and communities at the center of a study, and the people conducting this work. Prerequisite: ERES 540 with a C or better or consent of instructor. Credit Hours: 3

ERES542 - Data Collection in Qualitative Research This course focuses on various approaches to collecting data in qualitative research. Topics include interviews and focus groups; case study; ethnography; phenomenology; comparative; and narrative forms used in qualitative research. Students will use this course to practice and improve their data collection skills for application on theses, dissertations, and other projects. Prerequisite: ERES 540 with a C or better or consent of instructor. Credit Hours: 3

ERES544 - Application and Implementation of Qualitative Research This doctoral-level seminar in qualitative research concentrates on applying methods and approaches. As part of this course, students will design and implement an independent qualitative research project. This course will include attention to methods and methodology, conceptualization, trustworthiness, and analysis. Prerequisite: ERES 540 and ERES 542 (or concurrent enrollment in ERES 542) with grades of C or better. (Previously EAHE 594). Credit Hours: 3

ERES546 - Historical Research in Education Seminar designed to explore the literature, methods, and possibilities of historical research in education. (Previously EAHE 530). Credit Hours: 3

ERES550 - Mixed Methods in Educational Research An examination of how to combine qualitative and quantitative research methods and to defend such studies with reference to the tenets of the underlying constructivist and post-positivistic research paradigms. The objective of this course is for students to design and defend a mixed methods educational research study. Prerequisite: ERES 520 and ERES 540 with grades of C or better or consent of instructor. (Previously CI 592). Credit Hours: 3

ERES580 - Writing for Publication The purpose of this course is to help students learn about and navigate the publication process for educational research and scholarship. This course will discuss and apply current American Psychological Association (APA) guidelines required by the School of Education with specific attention to writing reports, annotated bibliographies, and reviews of literature. The course will also emphasize professional vocabulary, format, and writing style. Assignments for this course may include reviewing and critiquing scholarly research, crafting detailed literature reviews, authoring conference, fellowship, and/or book chapter proposals, etc. (Previously CI 493 and WED 561). Credit Hours: 3

ERES588 - Reviewing and Synthesizing Research This course seeks to help students prepare, improve, and apply their skills analyzing existing research literature. Students will practice reviewing and analyzing research on a topic of their choice and write a paper synthesizing this body of research. This course will help students enhance their synthesis skills as preparation for preliminary exams, dissertation/capstone, and establishing a research agenda. Prerequisite: ERES 520 or ERES 540 with a C or better. Special approval needed from the instructor. (Previously CI 582). Credit Hours: 3

ERES589 - Doctoral Research Seminar This course seeks to help students prepare to fulfill their dissertation/capstone requirements. This course emphasizes both independent study and practical application to help students transition from reading educational research to synthesizing existing literature and clearly presenting original scholarship. Students must have approval from their committee chair to enroll in this course. Students should also obtain an approved Program of Study before initiating this course. Graded S/U only. Special approval needed from the instructor. (Previously EAHE 589 and WED 594). Credit Hours: 3

ERES590 - Special Investigations Selection and investigation of a problem: use of relevant sources and techniques; collection and analysis, evaluation, interpretation of data, and the writing of a report of the investigation. Emphasizes independent study or small group investigations that students may use as part of their dissertation, capstone, or some other research project. Special approval needed from the instructor. (Previously WED 598). Credit Hours: 3

ERES591 - Individual Readings in Educational Research Advanced readings in topics related to educational research. Special approval needed from the instructor. Credit Hours: 1-6

ERES592 - Independent Study in Educational Research Advanced study and application of research methods on topics related to education and educational research. Graded S/U only. Special approval needed from the instructor. Credit Hours: 1-6

ERES593 - Research Internship/Practicum The internship provides an opportunity for practical experience related to educational research. Each student must obtain prior approval from his/her advisor before registering for or starting an internship/practicum. Additionally, each student must pass all of the assigned internship requirements in order to receive a pass for the course. Graded S/U only. Special approval needed from the instructor. Credit Hours: 1-6

Education Faculty

Al-Asfour, Ahmed, Associate Professor, Ed.D., University of Wyoming, 2014.

Bacon, Heidi, Associate Professor, Language, Reading and Culture, Ph.D., University of Arizona, 2014. Adolescent and adult literacies, action research, qualitative research.

Bancroft, Senetta, Associate Professor, Chemical Education, Ph.D., University of Akron, 2014; 2016. K-16 science educator professional development, teacher beliefs, attitudes, and values, equity and student persistence in STEM higher education.

Bu, Lingguo, Associate Professor, Mathematics Education, Ph.D., Florida State University, 2008; 2008. Modeling, design, and curricular development in STEM education.

Byfield, Lavern, Assistant Professor, Ph.D., University of Illinois, 2012.

Colwell, William Bradley, Professor, Ph.D. and J.D., University of Illinois at Urbana-Champaign, 1996. Education law and policy, collective bargaining.

Donahoo, Saran, Professor and Chair, Ph.D., University of Illinois at Urbana-Champaign, 2004; 2004.

Fadde, Peter J., Professor, Instructional Research and Design, Ph.D., Purdue University, 2002; 2003. Online and blended learning, interactive multimedia, expert performance.

Henson, Harvey, Associate Professor and Interim Director STEM Education Research Center, Curriculum and Instruction/Geology, Ph.D., Southern Illinois University, 2015; 2016. Science education, geology, geophysics.

Hou, Hannah Minghui, Assistant Professor, Higher Education, Ph.D., Old Dominion University, 2023. International and comparative higher education, student mobility, racism, diversity, equity, and inclusion, and student development.

Hunter-Johnson, **Yvonne**, Associate Professor, Ph.D., University of South Florida, 2012.

Koran, Jennifer, Professor, Ph.D., University of Maryland, 2009. Statistics, measurement, and modeling.

Kowalchuk, Rhonda, K., Associate Professor, Ph.D., University of Manitoba, 2000. Applied statistics, experimental design, and survey methods.

Lin, Cheng-Yao, Professor, Ph.D., University of Illinois, 2003; 2004. Mathematics Education.

Loh, Christian Sebastian, Professor, Instructional Technology, Ph.D. University of Georgia, 2004; 2004. Expert performance, serious games analytics, performance improvement & assessment.

Miller, Grant, Associate Professor, Curriculum & Instruction, Ph.D., Boston College, 2007; 2007. History education, media literacy, Universal Design for Learning, place-based education, assessment literacy.

Pultorak, Edward Jr., Professor, Curriculum and Instruction, Ph.D., Indiana State University, 1988; 1988. Curriculum Studies; Teacher Leadership; Curriculum and Instruction; Instructional Supervision.

Shelby-Caffey, Crystal V., Associate Professor, Ph.D., Southern Illinois University, 2008.

Thompson, Stacy D., Professor, Ph.D., Iowa State University, 1998.

Zhong, Lin, Associate Professor, Ph.D., University of Southern Mississippi, 2015; 2016. Instructional technology; instructional design; multimedia platforms; digital leadership; digital technology.

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