

**Doctorate of Education in
Curriculum and Instruction:
Specialization in Science, Social Studies, and
Environmental Education Integration**

Graduate Student Handbook

Department of Literacy Education

Northern Illinois University
DeKalb, IL

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Introduction to the Handbook

This handbook provides information about the Doctorate of Education degree in Curriculum and Instruction with a specialization in Science, Social Studies, and Environmental Education Integration. Please use this handbook as a tool to better understand application procedures, program expectations, and graduation requirements. In addition to this handbook, you should obtain a copy of NIU's Graduate Catalog online at http://www.grad.niu.edu/grad/audience/current_students.shtml as well as familiarize yourself with the Graduate School website (www.grad.niu.edu). *It is your responsibility to know and observe all policies and procedures related to this program as well as those of the Graduate School.*

After reading this handbook, if you have further questions about the program, please contact the department and/or your faculty program advisor. We hope that you find the information helpful and welcome any input or suggestions for improvement.

Description of the Doctorate of Education in Curriculum and Instruction

The Ed.D. is a professional degree intended to prepare superior teachers, administrators, curriculum developers, service personnel, and scholars of education. In addition, the program prepares individuals for teaching at the college level. Preparation for research responsibilities both as producer and as consumer is an integral part of the program.

Applying to the Science, Social Studies, and Environmental Education Integration Program

Process, Deadlines, and Requirements for Degree-Seeking Students

Students study integration, science, social studies, and/or environmental education research, theory, and practice. A commitment to scholarship and research, as well as practice, is required of students so as to improve science, social studies, and environmental education for all learners. Applicants for the Ed.D. program are expected to have a broad base of general education in the humanities, sciences, and social sciences and are generally required to present evidence of a minimum of three years of acceptable professional experience and/or demonstrated field leadership. In order to pursue the Doctor of Education in Curriculum and Instruction, one must apply and be admitted to the Graduate School, as well as be accepted for admission by the program area, in this case Curriculum and Instruction. Applications are available online at <http://www.grad.niu.edu/grad/apply/graduate.shtml>. Graduate School and program deadlines for the completion of one's application are also available: <http://www.grad.niu.edu/grad/apply/deadlines.shtml>. The purposes of the deadlines are to ensure that admissions officers have sufficient time to process materials, and the department has ample time to consider all applications in an equitable manner. For any dates occurring on a Saturday, Sunday, or university holiday, the deadline becomes the next day on which university offices are open.

Decisions about admission to the Ed.D. program in the department are made on an ongoing basis. To be assured of consideration, completed applications containing all required documents (application forms, official transcripts, GRE or MAT scores, and three letters of recommendation) must be received by the Graduate School no later than March 1 for admission for the fall term, November 1 for admission for the spring term, and March 1 for admission for the summer session. The following aspects of an admissions application are considered in admissions decisions:

- GPA in previous graduate work.
- scores on the General Test of the GRE or the Miller Analogies Test (MAT).

- three letters of recommendation from professors, employers, or supervisors which provide supportive evidence of an applicant's professional qualifications.
- satisfactory academic and professional progress as indicated by documents included in the application for admission to the Graduate School.

Demonstration of writing competencies and participation in a preadmission interview may be required of qualified applicants before a final admission decision is made. Final decisions regarding admissions are made by the Student Committee in consultation with the appropriate departmental program faculty. Appeals of a decision made by the Student Committee may be made to the department chair. Appeals to this committee must be submitted in writing to the department chair and must explain the basis for the appeal.

** As per the Graduate School Catalog, applicants for admission to the Graduate School assume all responsibility for the completion of their admission files; the Graduate School assumes no obligation to inform applicants about erroneous or missing credentials.

Applying as a Student-At-Large

If you are interested in taking a course(s) prior to being admitted to the Graduate School, you may enroll as a Student-at-Large (SAL). To enroll in a course(s) as an SAL, you will need to submit an SAL application electronically using the following Graduate School web site: (<http://www.grad.niu.edu/grad/apply/atlarge.shtml>); after four working days you will be able to enroll in courses. **NOTE:** You may take up to 15 semester hours of graduate credit as a SAL before officially applying to the program. Any courses selected while an SAL should be chosen in consultation with your faculty program advisor so that classes count towards the degree program, if seeking admission.

Program Advising

Faculty Program Advisor

Every graduate student will be assigned a faculty program advisor upon admission to the program. The faculty program advisors for the graduate program in Curriculum and Instruction, specialization in Science, Social Studies and Environmental Education Integration, include the following:

Dr. Bob Carter—Environmental Education
 Dr. Mary Beth Henning—Social Studies Education
 Dr. Paul Kelter—Science Education
 Dr. Eui-kyung Shin—Social Studies Education

Advisement is given regarding courses in and outside of the major, prerequisites, research proficiencies, candidacy exam, dissertation hours, proposal/defense meetings, and graduation deadlines. *Students are responsible for contacting their assigned faculty program advisor, making appointments, and communicating with him/her on a regular basis.* It is recommended that the student meet with his/her faculty program advisor at least once a semester.

Doctoral Advising Sheet

The Doctor of Education in Curriculum and Instruction with a specialization in Science, Social Studies, and Environmental Education requires a minimum of 93 semester hours of graduate work beyond the baccalaureate degree. Your faculty program advisor will use the following Doctoral Advising Sheet with you in planning your program of study. Please use the worksheet to ensure accurate completion of program requirements. As stated previously, ongoing contact with your faculty program advisor is important.

The doctoral program in curriculum and instruction with a specialization in Science, Social Studies, and Environmental Education requires the equivalent of at least three years of full-time academic work, or a minimum of 93 semester hours of graduate work beyond the baccalaureate degree including the following.

- TLCI 703 - Design of Curriculum and Instruction (3)
- TLCI 709 – Seminar in Science, Social Studies, and Environmental Education Integration (3)
- TLCI 704 - Research Seminar in Curriculum and Instruction (3)
- Coursework constituting common requirements in research understandings and skills, learning and development theories, and sociocultural analyses of education (15)
- Coursework (excluding dissertation hours and TLCI 709) in the specialization (9)
- A cognate component selected from outside the specialization to provide a broader base of knowledge, a supportive professional skill, or more sophisticated research competencies (No specific number of semester hours is required.)
- TLEE 799, Doctoral Research and Dissertation (15-30)

DOCTORAL PROGRAM OF STUDY: SCIENCE, SOCIAL STUDIES, AND ENVIRONMENTAL EDUCATION

**DOCTORAL PROGRAM OF COURSES
NORTHERN ILLINOIS UNIVERSITY
DEPARTMENT OF LITERACY EDUCATION**

Ed.D in Curriculum and Instruction: Specialization in Science, Social Studies, and Environmental Education

CATALOG YEAR:

Student's Name:
Address:

Date:

Home Number:

Work Number:

Z-ID:

Major: Curriculum & Instruction

Specialization: Literacy Education

Program Advisor:

Courses Accepted from Master's Degree:

<u>Dept & Course #</u>	<u>Sem Hrs</u>	<u>Institution</u>	<u>Semester Completed</u>	<u>Dept & Course #</u>	<u>Sem Hrs</u>	<u>Institution</u>	<u>Semester Completed</u>

Total Semester Equivalent Hours-Master's Degree (maximum 30 credits): _____

Course Deficiencies:

<u>Dept & Course #</u>	<u>Sem Hrs</u>	<u>Institution</u>	<u>Semester Completed</u>	<u>Dept & Course #</u>	<u>Sem Hrs</u>	<u>Institution</u>	<u>Semester Completed</u>

Advanced Level Course Work
(Minimum of 63 hours beyond Master's Degree)

Common Requirements: (15 hrs min-Research, Learning & Development, Socio-Cultural Analyses)

<u>Dept & Course #</u>	<u>Sem Hrs</u>	<u>Institution</u>	<u>Semester Completed</u>	<u>Dept & Course #</u>	<u>Sem Hrs</u>	<u>Institution</u>	<u>Semester Completed</u>

Total Semester Hours-Common Requirements: _____

Major Field of Study: (Minimum of 18 semester hours, including TLCI 703, TLCI 704)

<u>Dept & Course #</u>	<u>Sem Hrs</u>	<u>Institution</u>	<u>Semester Completed</u>	<u>Dept & Course #</u>	<u>Sem Hrs</u>	<u>Institution</u>	<u>Semester Completed</u>

Total Semester Hours-Major Field: _____

Cognate Components:

<u>Dept & Course #</u>	<u>Sem Hrs</u>	<u>Institution</u>	<u>Semester Completed</u>	<u>Dept & Course #</u>	<u>Sem Hrs</u>	<u>Institution</u>	<u>Semester Completed</u>

Total Semester Hours-Cognate Component: _____

Dissertation Component:

Total Semester Hours (15 hours minimum required): _____

Total Semester Hours Beyond Master's (63 minimum): _____

Total Semester Hours in Program of Courses (93 minimum): _____

APPROVALS:

Program Advisor Signature

Department Chair Signature

For Graduate School Use Only	
Program approved provided graduation by _____	
_____ Graduate School Approval	_____ Date

Northern Illinois University
Graduate Courses in Social Studies, Science and Environmental Education

TLEE 702 (Analysis of Instruction in Elementary Education)

Use of theory in the analysis and interpretation of teaching-learning situations, as observed or recorded from preschool and elementary classrooms. Attention given to the identification and use of goals in education and the application of knowledge in the areas of learning, human growth, group behavior, and curriculum.

TLEE 732 (Domain of Science Education)

Identification and analysis of developments at the crossroads of science, society, and education, with a special focus on the resolution of current and future issues affecting school science programs

TLEE 746 (Perspectives in Social Studies Curriculum)

Analysis of existing and historical models of social studies curriculum. Emphasis on converting philosophical goals and structures into an operational program by developing a conceptual framework for social studies curriculum.

TLEE 747 (Seminar in Social Studies Education Research)

This doctoral course will help you build confidence in conducting your dissertation research. The course would be most helpful to students who are starting to think about some possible topics for their dissertation study in social studies and/or any related fields. The course work will be customized to meet individual need.

TLEE 760 (Advanced Seminar in Elementary Education)

- A. Science
- B. Social Studies
- C. General identification and analysis of problems and current issues in elementary education.

TLEE 775 (Studying Teacher Education)

Survey of selected undergraduate programs of preparation which have been designed to educate teachers for the public schools. Intensive analysis of the program at NIU involving supervised laboratory experiences.

TLEE 797 (Independent Research)

Independent research at post-master's degree levels under faculty supervision. May be repeated to a maximum of 6 semester hours.

TLEE 799 (Doctoral Research and Dissertation)

Student must accumulate 15 semester hours prior to graduation. May be repeated.

TLCI 702 (Research Seminar in Curriculum Leadership)

Survey of research studies in curriculum leadership

TLCI 709 (Seminar in Science, Social Studies, and Environmental Education Integration)

Analysis of existing and emerging theory and practice related to the integration of science, social studies, and environmental education.

TLCI 734 (Practicum in Curriculum Appraisal)

Analysis of purposes, process, and types of curriculum appraisal with emphasis on conducting an on-site curriculum evaluation.

TLCI 752 (Advanced Environmental Education Theory and Practice)

Analysis of existing and emerging theory and practice related to environmental education.

TLCI 762 (Seminar: Review of Research in Secondary Education)

Participants become familiar with research questions under investigation; the nature, extent, and application of findings; and some research tasks including conceptualization and development.

Degree Time Limit

Doctoral degree programs must be completed within nine years. For additional information, please consult the Graduate School Catalog, under the Requirements for Degree section (Limitations of Time).

Revalidation of Courses

If you take any NIU courses that do not fall within the nine year period allowed for degree completion, the department may require that you retake the course for credit or demonstrate current knowledge of the subject matter. A course on your program of study that has been transferred in from another institution and does not fall within the nine year period allowed for degree completion cannot be revalidated. If any courses in your program expire before your graduation date, please see your faculty academic advisor for assistance.

Leave of Absence

As a graduate student you may take a leave of absence from coursework for up to one year. To do so, please go to the Graduate School website and fill out the Leave of Absence form: <http://www.niu.edu/its/asp2/OnBaseForms/gradschool/RcGrLeave.aspx>. If you take more than a year of absence, the Graduate School requires that you re-apply to the program for admission. Please notify your faculty program advisor when you submit a leave of absence form.

Independent Study

If interested in taking an independent study, you must secure permission from a faculty member to supervise the project.

Professional Expectations, Dispositions, and Academic Integrity

Professional Expectations and Dispositions Document

As per the “Professional Expectations and Dispositions” document, all doctoral students are expected to act professionally, show respect for the learning process, and possess appropriate dispositions throughout their degree program.

Dispositions for Teaching

Dispositions for teaching are assessed and monitored throughout all classes in order to intervene with support as needed. All students are required to read the dispositions information on the following page.

Academic Integrity

Academic integrity is expected of all students. The attempt by any student to present as his/her own work which he/she has not produced is regarded by the faculty and administration of NIU as a serious offense. Students are considered to have cheated if they turn in an assignment written in whole or in part by someone else. Students are guilty of plagiarism, intentional or not, if they copy from books, magazines, Internet, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them.

Professional Expectations and Dispositions for **Graduate Programs in Curriculum & Instruction**

Professional expectations and dispositions are attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as graduate students interact with faculty, staff, and colleagues. These positive behaviors support effective classroom teaching, professional interactions, and learning. The professional expectations and dispositions are assessed during all classes, phone conversations, email/Internet transactions, and face-to-face meetings.

A graduate student consistently

1. values and works to create positive learning environments, respects the learning process and is a reflective learner.
2. demonstrates trust, respect for others, and mutual responsibility in whole class, group work, written products, and presentations.
3. demonstrates ethical decision making by maintaining confidentiality in all situations and displaying academic integrity.
4. shows respect for the learning process by being engaged, on-task, prepared, and responsive.
5. shows respect for the learning process by attending class sessions, arriving at class and returning from breaks on time, staying until the end of class sessions, and punctual submission of assignments.
6. demonstrates an overall work ethic (e.g., initiative, self-direction, diligence, responsibility, fairness, commitment to quality, dependability, compliance with required procedures, honesty).
7. demonstrates appropriate interpersonal, listening, and communication skills.
8. shows the ability to respect others' opinions, is receptive to new ideas and multiple perspectives.
9. appreciates course content, including details related to writing mechanics, content, and reflection.
10. encourages creative and critical thinking among others by sharing new ideas and generating possibilities.
11. seeks lifelong learning and scholarship, investing significant effort in learning.
12. interacts respectfully with diverse colleagues, faculty, staff, and other individuals.

Graduate Assistantships

Graduate students are occasionally hired to provide assistance to the department in several areas: teaching assistants, non-instructional teaching assistants, research assistants and staff assistants. Positions are typically filled in the spring/summer for the following fall. Contact the department or your faculty program advisor for information regarding openings.

The university also hires graduate students to assist in roles other than teaching or research, such as residence hall advisors, counselors, administrative assistants or library assistants. NIU's Human Resources Services posts job openings.

Candidacy Exam

Process

The candidacy exam may be taken after TLCI 702 or during/after TLCI 704. You must be enrolled in the term in which the candidacy examination is taken. Most individuals take "1" hour of independent study (e.g., TLEE 797), if they are not enrolled concurrently in another course when completing their candidacy exam.

Candidacy Exam Committee

Although doctoral students are generally assigned academic program advisors upon admission to the program, it is your responsibility to select a director for your candidacy exam committee. In consultation with your candidacy chair, you will select a minimum of three faculty members, including your director, to serve as your candidacy exam committee. Any faculty member at NIU can serve on the committee, not just those in the Curriculum and Instruction program area, the Department, or the College of Education. But the majority of your committee must be senior graduate faculty in your program area. Once the committee is chosen, the candidacy exam meeting is held and lasts approximately one hour. The committee members collectively write three questions (or two depending on the scope and depth) that focus on your dissertation topic (e.g., conceptual/theoretical framework, methodology). Please come prepared to take notes during the meeting about the questions posed. After that meeting, you will be given 6-8 weeks to respond to the questions. Most candidacy exam responses average 15 pages in length for each question.

Your committee will ask you to return your candidacy exam responses electronically and/or in hard copy. Once your responses are submitted for review, the committee will generally take no longer than two weeks to read and render a decision: *pass*, *re-write before rendering a decision*, or *fail*. In the case of a *re-write before rendering a decision*, the student is given one week in which to re-submit his/her exam for final review. The chairperson will contact you to share the outcome of the committee's decision, and a letter will be sent by the department confirming that outcome.

Candidacy Exam Tips

Below are helpful “candidacy exam” tips:

1. Please write the candidacy question at the beginning of each response, followed by the name of the faculty member who will review.
2. Most candidacy exam questions have multiple components, thus, re-read the questions often and answer all elements.
3. Remember to use APA citations correctly.
4. Use headings and subheadings as you write and include transitions.
5. Consider adding a “summary” at the end of long sections.
6. Ask another advanced doctoral student to read your candidacy exam responses before you submit them.
7. Pace yourself! Be sure to spend adequate time on each question.
8. You may ask your committee members for clarification about the exam questions; however, they cannot read or edit your writing prior to the exam deadline.

Candidacy Exam Adjudication

Candidacy exam responses are graded holistically. Each committee member is asked to read a specific exam response(s), provide written feedback (either on the exam question itself or on separate paper), and render a decision as to the quality of the response. All written feedback is collected and shared with you by the committee chair. Below are common criteria used in rendering a committee’s decision:

- Is the content of the student's answer correct?
- Did the student answer the entire question?
- Is the student's writing clear or illogical, confusing, and/or contradictory?
- Did the student demonstrate an acceptable grasp of the literature or topic of his/her study?
- Did the student make gross errors in the use of APA?
- Did the student provide too short of an answer (e.g., less than 10 pages)?
- Is there an inadequate number of references appropriate for answering the question?
- Was the response in some way plagiarized?

The candidacy exam committee may allow a student who fails a candidacy examination to repeat in a subsequent semester. A student who fails a candidacy exam a second time, or is not granted permission for a second attempt, will not be permitted to continue his/her work toward the doctorate, and admission to the doctoral program will be terminated.

799 Hours/Milestones/Progress Toward Degree Completion

After successful completion of the candidacy exam and course work, you may register for TLEE 799 hours. You should register for TLEE 799 hours with the faculty member you select to be your Dissertation Director. Usually the person you select as your candidacy exam chair will be the person you wish to ask to be your Dissertation Director, but that is your decision. Please work closely with your Dissertation Director as to how and when to

register. Once you begin TLEE 799 hours, you must continue to register each subsequent semester until the dissertation is submitted and formally approved by the Graduate School.

A minimum of 15 hours of TLEE 799 credits must be earned while working on your dissertation. You are expected to take 3 credits each fall and spring and at least 1 credit every summer. You may take more than 3 credits, but you should discuss any unusual circumstances with your Dissertation Director for approval.

Continual progress and communication with your Dissertation Director is critical and expected. TLEE 799 hours are to be used in completing the following:

- Proposal Meeting (Chapters 1, 2, 3, references, and appendices)
- Institutional Review Board Approval (completed after proposal meeting)
- Data Collection/Analysis (generally Chapters 4 and 5)
- Pre-Defense Meeting (Initial review by committee of Chapters 1, 2, 3, 4, 5, references and appendices)
- Defense Meeting (Final review by committee and external reviewer assigned by the Graduate School)
- Final Editing of Dissertation

NOTE: As a doctoral student you are responsible for adhering to all expectations and deadlines established by the Department and Graduate School. Please be aware that the six milestones listed above take time and dedication. Thus, it is important to set short- and long-term deadlines for yourself. Please stay in close communication with your Dissertation Director.

Graduation Requirements & Procedures

Students planning to graduate should familiarize themselves with the dates relating to application for graduation and other Graduate School deadlines.

http://www.grad.niu.edu/grad/audience/pdf/Graduation_Deadlines11-12.pdf

Whether or not you plan to attend the commencement ceremonies, it is important that you apply for graduation by the specified deadline in order to graduate in a particular term. Deadlines should be discussed with your Dissertation Director. To apply for graduation, log-in to your MY NIU account and look under *Degree Progress/Graduation* and complete the required fields.

Step-by-Step Checklist to Program Completion

- _____ Apply to The Graduate School using the appropriate code for specialization in Science, Social Studies, and Environmental Education Integration
- _____ Make initial appointment to meet with assigned faculty advisor to plan coursework and begin organizing a program of study
- _____ Continue to meet regularly with your faculty program advisor to seek input about coursework
- _____ Take classes that prepare you for your dissertation topic and develop your research skills beyond ETR 521 and 525
- _____ Take either TLCI 762 or TLEE 797 the semester before TLCI 702 to narrow your dissertation topic
- _____ Get advisor's approval to take TLCI 702 – you should have a focused dissertation topic as well as read extensively and gathered articles/resources for a literature review
- _____ Take TLCI 702 as your second to last class in the program (only offered in spring)
- _____ After successful completion of TLCI 702, register for TLCI 704 (only offered in fall)
- _____ Ask a senior faculty member in the Department of Literacy Education to be your advisor for your candidacy exam, and in consultation with that person select at least two other faculty members to be on your candidacy exam committee
- _____ Schedule your candidacy exam planning meeting (NOTE: The exam can be completed before, during, or after TLCI 704)
- _____ Write your candidacy exam responses
- _____ After successful completion of your candidacy exam, ask a senior faculty member in the Department of Literacy Education to be your dissertation director as well as confirm the remaining members of your dissertation committee
- _____ After completing all course work and passing your candidacy exam, register for TLEE 799 hours every semester until dissertation is completed (i.e., fall semester – 3 credit hours; spring semester – 3 credit hours; summer – 1 credit hour)
- _____ Work closely with your Dissertation Director to complete your dissertation proposal (Chapters 1, 2, 3, references, and appendices)
- _____ Schedule your dissertation proposal meeting after your Dissertation Director agrees your proposal is ready to defend
- _____ After passing your dissertation proposal meeting, complete the IRB application, if you are doing human subject research
- _____ Work closely with your Dissertation Director to complete your dissertation in a timely manner, including pre-defense and defense meetings
- _____ Apply for graduation