ACADEMIC ALERT #2004-1

DATE: **March, 2004**
DECISION: **National College of Education (NCE)**

Addition of New Doctorate of Education (Ed.D.) Degree
Disability and Equity in Education (DEE)

Rationale
The Disability and Equity in Education (DEE) Doctoral Program is a unique program designed for people interested in gaining the knowledge, skills, and dispositions related to disability and who want to effect social change in teaching practice, policy, administrative leadership, and related roles. This doctoral program is geared to individuals with a background and experience in special education, educational leadership positions, and those in related fields such as counseling, and community organization. This program fills a unique niche by attracting doctoral students with diverse interests, backgrounds, and future goals. The need to find solutions to the problems of social justice and equity for people labeled disabled is the thread that runs through this doctoral program.

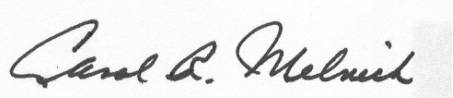
NCE Curriculum Council Approval: March 5, 2003
Graduate Council Approval: September 18, 2002, November 20, 2002
Senate Curriculum Approval: January 6, 2003; February 9, 2004
Senate Academic Planning Committee Approval: June 12, 2003
Faculty Senate Approval: June 18, 2003

Program Authorizations: The Disability and Equity in Education Doctoral Program is authorized to be offered in the Chicago Region and North Suburban Region.

IMPLEMENTATION DATE: Effective Immediately; March 1, 2004

CONTACT: Dr. Susan Gabel, Director of NCE Doctoral Programs and Director of Disability and Equity in Education Doctoral Program, ext. 2842

SIGNATURE



Carol R. Melnick, Ph.D.
Vice Provost

Admission Requirements

Graduate Record Examination; GRE scores are accepted without concern for how old they are
Grade Point Average (GPA) of 3.25 or better in master's level courses
3 Letters of Recommendation
Interview

Coursework Requirements for the Disability and Equity in Education (DEE) Doctoral Program
6 sh doctoral core
21 sh research core
21 sh program core (7 program courses)
15 sh electives or minor concentration
63 sh total

Doctoral Core

CCD610a	Doctoral Core Seminar I (2 sh)
CCD610b	Doctoral Core Seminar II (2 sh)
CCD610c	Doctoral Core Seminar III (2 sh)

Research Core (Prerequisites ESR 502, ESR 507 or equivalent)

ESR 610	Paradigms of Research: Alternative Ways of Knowing (2 sh)
ESR 612	Empirical/Analytic Research I (3 sh)
ESR 614	Interpretive and Critical Research (3 sh)
ESR 616	Empirical/Analytic Research II (3 sh)
or	
ESR 618	Interpretive and Critical Research II (3 sh)
ESR 604	Dissertation Proposal Seminar (2 sh) (Prerequisites ESR 610, ESR 612, ESR 614)
CCD699	Dissertation (8 sh)

DEE Program Core

DEE 601	Traditions, Assumptions, and Paradigms (3 sh)
DEE 602	Disability Policy Analysis (3 sh)
DEE 603	Activism, Education, and Disability (3 sh)
DEE 604	Politics of Assessment (3 sh)
DEE 605	History of Disability in Education (3 sh)
DEE 690	Seminar: Special Topics in Disability and Equity (3 sh)
DEE 693	Disability Studies Seminar (3 sh)

Minor Concentration (15 sh)
Each student chooses at least one minor area in which to concentrate. This collection of courses should be approved by the student's doctoral faculty advisor and can be chosen from any post-masters level course in the university or may transferred from another university if the courses are post-masters level pending approval by the advisor and NCE doctoral director, Office of the Registrar and NCE Admission and Retention Council (for hours beyond 12 transferred hours.

Students seeking the LBSII in addition to the doctorate can use some or all of their 15 hour minor concentration credits toward LBSII courses.

Comprehensive Exam
All students must successfully complete the comprehensive examination (through an inquiry paper or inquiry project) in the DEE program prior to being advanced to candidacy for the Ed.D. degree and prior to beginning formal work on their dissertation. Students may schedule their comprehensive examination after completing all core coursework (doctoral, program, and research) with the exception of the second research class in the focus sequences (Empirical/Analytical II or Interpretive/Critical II).

Implementation:

The program description and DEE course descriptions need to be in the 2004-2006 catalogue.

Needed as well are marketing materials, doctoral brochure and inclusion of description and requirements in the doctoral handbook.

IBHE (by Lois Bishop) and NCA (by Carol Melnick) need to be informed as a point of information about this new doctoral program.

Enrollments need to be monitored. Numbers of students need to be tracked as part of NCE's strategic plan and for determining viability of this new program.