

# College of Education Graduate Handbook

## Academic Year 2013-2014

The College of Education Graduate Programs Handbook is for informational purposes and does not constitute a contract. Programs listed are subject to change, and individual departments, units, and the [Graduate College](#) should be consulted for further information.

The commitment of the University to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from invidious discrimination in all its forms, whether or not specifically prohibited by law.

The policy of the University of Illinois is to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. The University of Illinois will not discriminate against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, handicap, unfavorable discharge from the military, or status as a disabled veteran or veteran of the Vietnam era. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs, and activities.

Among the forms of invidious discrimination prohibited by University policy but not law is discrimination according to sexual orientation. Complaints of invidious discrimination based solely upon policy are to be resolved within existing procedures.

For additional information on the equal opportunity and affirmative action policies of the University, please contact on the Urbana campus:

Heidi Johnson  
Director of [Office of Diversity, Equity, and Access](#)  
100 Swanlund Administration Building, MC-304  
601 East John Street  
Champaign, IL, 61820

(217) 333-0885      (217) 333-0885

The 2013-2014 Graduate Student Handbook details policy and procedures used by the College of Education for administering graduate programs in education. Degree requirements for each degree and other information related to each degree program offered by the College of Education are included in this handbook. The degree requirements outlined herein apply to all students entering the College of Education in fall 2013 and thereafter. Information in previous handbooks applies to students entering

prior to fall 2013. For questions related to degree requirements, which are not addressed specifically in this handbook, students should contact their department or talk with their adviser.

Further, students are strongly advised to familiarize themselves with deadlines for adding/dropping a class; appointments of committees; thesis review; submission of theses/dissertations to the Graduate College; and application for graduation.

Students should also apprise themselves of policies related to the number of hours needed for full-time status and policies related to enrollment during the academic term in which a dissertation preliminary or final examination is completed. Failure to adhere to deadlines or enrollment policies can result in a higher assessment of tuition and fees or delay milestones such as examinations and graduation.

Additional information on campus policies and procedures can be found in the [Graduate College Handbook of Policy and Requirements for Students, Faculty and Staff](#) (known hereafter as the Graduate College Handbook) and the [Student Code](#). The faculty and staff of the College of Education are committed to making graduate study in education a culturally rich and intellectually rewarding opportunity. Please feel free to contact your departmental representative in the Academic and Instructional Service Office to assist you in making your graduate school experience a success.

## Resources

[Academic Calendar](#)

[College of Education Academic Departments, Units & Centers](#)

[Office of the Registrar](#)

[Courses, Schedules and Requirements](#)

[Graduate College](#)

[Graduate College Handbook](#)

[Office of Student Financial Aid](#)

[University Student Financial Services and Cashier Operations](#)

[Student Code](#)

[Student's Quick Reference Guide for Academic Integrity](#)

[Student Insurance Office](#)

[University Senate Calendars](#)

## Important Dates

The [academic calendar](#) provides important dates to help graduate students plan and carry out their graduate programs. The academic calendar includes important deadlines, which should be noted early in the term or academic year. Graduate student work should be planned so as to meet the posted deadlines. Failure to do so may result in a delay of graduation, incorrect course enrollment, or other errors, which may affect a student's academic plans.

The dates on the academic calendar are subject to change, and students are advised to contact their academic adviser, departmental contact in the [Academic and Instructional Services Office](#) or the [Graduate College](#) to verify deadlines.

## The College of Education

The College of Education offers graduate work leading to the Master of Education (Ed.M.), the Master of Arts (M.A.), the Master of Science (M.S.), the Certificate of Advanced Study (C.A.S.), the Doctor of Education (Ed.D.), and the Doctor of Philosophy (Ph.D.) degrees. Once a student is admitted to a degree program, information relating to degree progress is available through the [Academic and Instructional Services Office](#).

Degree requirements in each academic department and in specialized fields or areas in education may extend beyond those of the Graduate College as stated in the [Programs of Study](#). Requirements specifically pertaining to graduate degrees in education are found in this handbook and in materials available from individual academic departments within the College of Education.

All graduate degrees in education are recommended to and conferred by the Graduate College of the University of Illinois at Urbana-Champaign. Information on the areas of interest in which graduate degrees may be pursued within the four Education departments can be found on each department's website.

- [Curriculum and Instruction](#)
- [Education Policy, Organization and Leadership](#)
- [Educational Psychology](#)
- [Special Education](#)

## Program Responsibility

Responsibility for fulfilling all requirements for an advanced degree and for complying with the regulations of the Graduate College, the College of Education, and the student's department rests with the student and the adviser. The specific requirements for each degree are outlined in this handbook. Additional information concerning requirements, such as deadlines, which change from year to year, can be obtained from the [Academic and Instructional Services Office](#) or the academic calendar. Students should refer to the [Graduate College Handbook](#) published by the Graduate College regarding Graduate College policies and to the [Student Code](#) regarding campus policies.

## Graduate Credit

### Minimum and Maximum Credit Loads

Graduate students and advisers should be guided by the Graduate College policy on [minimum and maximum credit loads](#).

## **Guidelines for Registration in Independent Study Courses**

Students who are qualified to do independent study are eligible to enroll in Independent Study (595) courses. Registration in an Independent Study course provides the opportunity for the student to carry out a planned learning activity under the direction of a faculty member. A description of the activity must be developed by the student and approved by the supervising faculty member and the appropriate academic department authorized signatory. The student must complete a *Learning Contract for Independent Study*. The form must be provided to the Academic and Instructional Services Office prior to registration.

Repeated enrollment for credit in an Independent Study course is permissible. However, no more than 8 hours of Independent Study can be applied towards a master's or Certificate of Advanced Study degree, and no more than 12 hours toward a doctorate except with the approval of the College of Education Associate Dean for Academic Programs.

## **Guidelines for Registration in Thesis/Dissertation Hours**

Registration in thesis/dissertation research hours for on-campus or in absentia students, after the completion of the required coursework (32 hours for M.A./M.S. students; 64 hours beyond the master's degree for doctoral students), is required. The student must obtain approval by the adviser/director of research and submit it to the Academic and Instructional Services Office prior to registration. This registration typically occurs after the course work is completed and before the time limits are reached.

## **Grading System**

Graduate students and advisers should be guided by the Graduate College policy on the [grading system](#).

## **Student Status**

### **Minimum GPA Requirements**

Graduate students are required to maintain a minimum graduate GPA of 3.00. Failure to maintain a 3.00 GPA may result in the student being placed on probation. Students on probation are not eligible to receive graduate degrees. Graduate students and advisers should consult the [Graduate College Probation Policy](#) for more information.

## Limited Status

If the student's record indicates some deficiency at the time of admission, the student enters the degree program on limited status as recommended by the department to the Graduate College. The most common deficiencies are an unacceptable grade-point average, incomplete admission data, or the lack of a teaching certificate where it is an admission requirement. Limited status admissions clearly state the nature of the limitation(s), the conditions and the time limits for removal, as well as the consequences of removal or the failure to do so. When conditions originally limiting a student's status are satisfied, the student is automatically changed to full standing by the Graduate College. No graduate degree may be conferred until removal of limitations has occurred. Graduate students and advisers should consult the [Graduate College Probation Policy](#) for more information.

## Non-degree to Degree Status

A non-degree student wishing to change status to a degree candidate is required to apply for readmission as a degree candidate, and to compete with others applying for degree status that term.

## Academic Leave of Absence

Students are entitled to a total of two terms (fall and/or spring semesters) of academic leave. However, students must document their request for a leave and meet the eligibility requirements in accordance with the [Graduate College policy](#).

## Financial Aid and Award Opportunities

Students are not guaranteed financial assistance during their period of study. Students who wish to be considered for financial assistance should contact their departmental representative in the [Academic and Instructional Services Office](#) for more information.

In addition to fellowships, assistantships and tuition waivers offered by departments, other forms of financial aid and non-monetary recognition awards are available to graduate students in Education. Information on College of Education scholarships and awards for graduate students is available on the [Financial Aid section of the website](#). Additional funding is available through the [Graduate College](#).

## Fellowships

Fellowships are awards that provide a stipend with no expectation of service in return. Most fellowships provide a waiver of the tuition, service fee, health service fee, Academic Facilities Maintenance Fund Assessment (AFMFA) fee, Library/Technology fee, and partial payment of the health insurance fee. Students may not hold more than one full fellowship during any given academic term.

## Graduate Assistantships

Enrolled graduate students may be eligible for assistantships, which are available in departments and operating units both within and outside the College of Education. Graduate students and advisers should be guided by the Graduate College policy on [graduate assistants](#).

Students should contact the department or unit in which they are applying for assistantship application requirements. Assistantships are work assignments for specified percentages of time, with duties determined by the hiring unit. Assistantship stipends are taxable.

Assistantships within the College of Education are commonly 25%-50% FTE. For a student to receive an appointment above 50%, the adviser and employing faculty or staff member must make a request justifying the additional time above 50% and stipulate that the additional work will not impede the student's progress toward his/her degree. Requests for exception should be sent to the Associate Dean for Academic Programs.

Assistantships between 25%-67% for at least three-quarters of the academic term provide a stipend, a waiver of the tuition, service fee, health service fee, Academic Facilities Maintenance Fund Assessment (AFMFA) fee, Library/Technology fee, and partial payment of the health insurance fee. Graduate assistants are responsible for paying all other assessed fees. Students holding an assistantship between 25% - 67% during the spring semester are entitled to an automatic tuition waiver for the following summer session. Information on tuition waiver benefits for graduate assistants can be found in the [Tuition Waiver Policy section](#) of the Graduate College Handbook.

Information on health plans can be found at the [Student Insurance Office](#).

## Stand-alone Tuition Waivers

A limited number of stand-alone tuition waivers are available on a competitive basis. The stand-alone waiver provides a full waiver of tuition, along with service fee, AFMFA fee, and Library/Technology fee. All other assessed fees are the students' responsibility. Students should consult their departments for specific application procedures and deadlines. Among the factors and evidence considered in the review of applications for tuition waivers are grade point average, academic progress, professional and academic experience, evidence of academic or professional distinction, and publications and scholarship.

## Education Alumni Association Outstanding Student Medallion

The Education Alumni Association Outstanding Student Medallion (non-monetary award) is presented annually to a Bachelor's graduate, a Master's graduate, and a Doctoral graduate at the College of

Education Convocation. The recipients are recognized publicly at the bi-annual Distinguished Alumni Awards banquet in the spring, and also deliver the convocation address on behalf of their class. Their name is placed on a permanent plaque in the College of Education building. Criteria for selection include outstanding scholarship, service to the College of Education and campus, and potential leadership in the field of education. Nominations, due in mid-March, are solicited from faculty and staff. The Awards Committee of the Educational Alumni Association makes the final selection.

## Ed. M. Degree Requirements

The Master of Education degree program is designed to meet the academic and professional interests of a person working in the educational field (e.g., a teacher, counselor, administrator, or curriculum specialist).

### Program Plan

Upon admission to a Master of Education program, each student is assigned an academic adviser in the student's area of specialization. The student and adviser plan a program of study to meet the student's individual goals and general degree requirements. Departments may require that a copy of the program plan be kept on file.

### Time Limits

Graduate students and advisers should be guided by the Graduate College policy on [master's degree time limits](#). If a time extension is desired, it may be requested by completing a [Graduate Student Petition](#). These petitions are considered and acted upon by the student's adviser, the department, and the Graduate College. Each individual who has authority to act on the petition may either approve or deny the petition.

### Course Requirements for Ed. M. Candidates

All students admitted to a Master of Education degree program must fulfill [Graduate College requirements for the master's degree](#), departmental requirements, and the following College of Education minimum requirements on the Urbana campus or through Urbana off-campus or online courses:

- Completion of 32 hours including 8 hours of foundations coursework:
  - **Two hours.** One course from the psychological foundations of learning area: EPSY 400, 401, or 402. Students in master's licensure programs may also take EPSY 485 to meet this requirement.
  - **One track** of the following three options:

1. **Two hours.** One course from the psychological foundations of personality and development area: EPSY 405 or 406. Students in master's licensure programs may also take EPSY 430 to meet this requirement.
2. Students planning to work with adults may take EPSY 407 for **four hours** to meet both of the above EPSY foundations requirements.
3. **Four hours** of EPSY 400, 401, 402, 404, 405, 406, or 408 meets both foundational requirements for EPSY.
  - **Two hours.** One course from the social foundations requirements: EPS 400, 402, 403, 404, 420, 421, 423, 424, and 426.
  - **Two hours.** A second course from the philosophical foundations area: EPS 401, 410, 411, 412, 413, and 414.

Approval must be given to allow a four-hour course to fulfill two requirements. Contact the [Academic and Instructional Services Office](#) for details. Off-campus and online programs may have different foundations requirements. See the appropriate [Program of Study](#) for more information.

- **Twelve hours** of 500-level courses in education (599 thesis research credit not included).
- **Twelve hours** of additional 400- or 500-level courses selected by the student in consultation with an academic adviser (599 thesis research credit not included; 595 independent study can be applied up to a maximum amount of eight hours).

In addition to the specific requirements stated above, *individual departments in the College of Education may require additional courses to complete the student's degree program.*

A student who passes a proficiency examination in any of the required courses listed above is excused from that course requirement. However, credit toward the degree is not given for courses passed by such an examination.

## Evaluation of Academic Progress

Annual evaluations are required for all degree-seeking graduate students and will occur every spring semester.

The student will complete an electronic self-evaluation detailing academic progress. The adviser (or department designee) will assess the progress report and provide online feedback to the student. An additional authorized faculty member may also be asked to review the progress report. The student and adviser will have the opportunity to discuss the evaluation in person. The evaluation is kept in the student's permanent file. Failure to complete the academic self-evaluation by the deadline may result in a hold being placed on the student's account.

When a decision is made that a student is not making satisfactory progress, the student, the adviser, and the Director of Graduate Studies will be informed in writing by the department.



# Degree Certification Request

Prior to the date of degree conferral, a student may need verification that he or she has completed all requirements for the degree (e.g., for employment or visa renewal). At any time after degree requirements have been satisfied, the student may request a [Degree Certification Letter](#) or use the on-line [Degree Verification system](#).

# M.A. and M.S. Degree Requirements

The Master of Arts and Master of Science degree programs are for the student who has research interests in education. The candidate often enters these programs with the intent of eventually pursuing a doctoral program leading to the Ed.D. or Ph.D. degree. The major difference between these degrees and the Ed.M. is the requirement that a master's thesis be completed and defended as part of the degree.

## Program Plan

Upon admission to a Master of Arts or a Master of Science program, each student is assigned an academic adviser in the student's area of specialization. The student and adviser plan a program of study to meet the student's individual goals and general degree requirements. Departments may require that a copy of the program plan be kept on file.

## Time Limits

Graduate students and advisers should be guided by the Graduate College policy on [master's degree time limits](#). If a time extension is desired, it may be requested by completing a [Graduate Student Petition](#). These petitions are considered and acted upon by the student's adviser, the department, and the Graduate College. Each individual who has authority to act on the petition may either approve or deny the petition.

## Course Requirements for M.A. and M.S. Candidates

All students admitted to a Master of Arts or a Master of Science degree program must fulfill [Graduate College requirements for the master's degree](#), departmental requirements, and the following College of Education minimum requirements on the Urbana campus or through Urbana off-campus or online courses:

- Completion of 32 hours including 8 hours of foundations coursework:
  - **Two hours.** One course from the psychological foundations of learning area: EPSY 400, 401, or 402. Students in master's licensure programs may also take EPSY 485 to meet this requirement.
  - **One track** of the following three options:

1. **Two hours.** One course from the psychological foundations of personality and development area: EPSY 405 or 406. Students in master's licensure programs may also take EPSY 430 to meet this requirement.
2. Students planning to work with adults may take EPSY 407 for **four hours** to meet both of the above EPSY foundations requirements.
3. **Four hours** of EPSY 400, 401, 402, 404, 405, 406, or 408 meets both foundational requirements for EPSY.
  - **Two hours.** One course from the social foundations requirements: EPS 400, 402, 403, 404, 420, 421, 423, 424, and 426.
  - **Two hours.** A second course from the philosophical foundations area: EPS 401, 410, 411, 412, 413, and 414.

Approval must be given to allow a four-hour course to fulfill two requirements. Contact the [Academic and Instructional Services Office](#) for details. Off-campus and online programs may have different foundations requirements. See the appropriate [Program of Study](#) for more information.

- **Twelve hours** of 500-level courses in education (599 thesis research credit not included).
- **Twelve hours** of additional 400- or 500-level courses selected by the student in consultation with an academic adviser. (Note: 595 independent study and 599 thesis research credits can be applied up to a maximum amount of eight hours each. A minimum of two hours of thesis credit is required.)

In addition to the specific requirements stated above, *individual departments in the College of Education may require additional courses to complete the student's degree program.*

A student who passes a proficiency examination in any of the required courses listed above is excused from that course requirement. However, credit toward the degree is not given for courses passed by such an examination.

## Human Subjects Approval

For all theses, approval for use of human subjects or confirmation that human subjects review is not required must be obtained from the [Office of School-University Research Relations and Human Subjects](#) prior to doing research on the thesis topic. A letter showing approval from the Campus Institutional Review Board (IRB), including the exact title to be used on the thesis must be provided to the departmental contact in the Academic and Instructional Services Office prior to the master's oral examination. Students should begin the approval process eight weeks prior to the examination.

## Evaluation of Academic Progress

Annual evaluations are required for all degree-seeking graduate students and will occur every spring semester.

The student will complete an electronic self-evaluation detailing academic progress. The adviser (or department designee) will assess the progress report and provide online feedback to the student. An additional authorized faculty member may also be asked to review the progress report. The student and adviser will have the opportunity to discuss the evaluation in person. The evaluation is kept in the student's permanent file. Failure to complete the academic self-evaluation by the deadline may result in a hold being placed on the student's account.

When a decision is made that a student is not making satisfactory progress, the student, the adviser, and the Director of Graduate Studies will be informed in writing by the department.

## Thesis

The M.A. and M.S. degree candidates must write a master's thesis and defend it in an oral examination before a committee. The thesis is intended to demonstrate the student's capacity to conduct independent research. The student's research should make an original contribution to knowledge. The thesis usually requires a year or more of study. After the completion of 32 hours of required coursework, registration in thesis research hours for on-campus or in-absentia students is required. This registration typically comes after the course work is completed and before the time limits are reached.

### THESIS EDITORIAL STYLE AND FORMAT APPROVAL

For M.A. and M.S. candidates, the thesis must be prepared using one of the following commonly accepted editorial styles:

- American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.
- Harvard Law Review Association. (2010). The bluebook: A uniform system of citation (19th ed.). Cambridge, MA: Author.
- Modern Language Association. (2009). MLA handbook for writers of research papers (7th ed.). New York, NY: Author.
- Turabian, K. L. (2007). A manual for writers of term papers, theses, and dissertations (7th ed.). Chicago, IL: The University of Chicago Press.
- University of Chicago. (2010). The Chicago manual of style (16th ed.). Chicago, IL: The University of Chicago.

**NOTE: LaTeX is not an acceptable editorial style. However, this typesetting system can be used in conjunction with one of the above editorial styles.**

The student will consult with the chair/adviser and thesis committee members to choose the style to be used. In exceptional circumstances, style manuals not listed above may be used with prior approval of the Associate Dean for Academic Programs. In addition, the [Thesis & Dissertation policies and procedures](#) issued by the Graduate College must be followed. **In the case of explicit differences between the Graduate College instructions and the style manual selected, the Graduate College instructions take precedence. For example, students choosing the APA style manual should follow the Graduate College instructions rather than those included in the APA manual for insertion of**

**tables and figures.** Every thesis in final manuscript form must be reviewed and approved by the student's thesis director of research and/or chairperson/adviser of the thesis committee to ensure that the student's thesis meets the Graduate College and departmental requirements for deposit.

## THESIS ABSTRACT

Abstracts for theses in the College of Education must include a synopsis of the following information to fully describe the completed study:

1. The problem and its theoretical and educational significance.
2. The research design and/or approach employed (include where appropriate descriptions of subjects and methods).
3. An overview of the results.
4. Conclusions, recommendations, and/or implications.

## THESIS EXAMINATION

Thesis examinations are oral. The thesis examination committee chair/adviser is responsible for convening the committee, conducting the examination, and submitting the *Master's Examination Result* form to the Academic and Instructional Services Office.

### *Thesis Examination Committee*

In appointing the committee, the student submits committee member information to the [Academic and Instructional Services Office](#) by completing the [Request for Appointment of Committee Form](#). This form must be submitted at least four weeks before the examination. The Academic and Instructional Services Office will retrieve the appropriate approvals.

The committee must meet the thesis examination committee requirements of the College of Education including:

- The committee must include at least three faculty members.
- The Chair must be tenured or tenure-track and a member of the Graduate Faculty.
- The student's adviser must be a member of the Graduate Faculty.

A request for an exception to these rules must be made in writing by the chairperson and approved by the College of Education Associate Dean for Academic Programs. For committee members outside of the University of Illinois at Urbana-Champaign, a letter of justification and curriculum vitae must be submitted by the chair to the departmental contact in the Academic and Instructional Services Office who will then submit it to the College of Education Associate Dean for Academic Programs and the Graduate College for approval.

After the committee is appointed, the oral examination takes place. The student does not have to be registered to take the oral examination. The chair obtains the *Thesis/Dissertation Approval* form from the departmental contact in the Academic and Instructional Services Office prior to the examination and returns it immediately after the examination. All appointed committee members' signatures are

required on the *Thesis/Dissertation Approval* form; signatories must sign for themselves. Committee members have the right to review the final copy of the thesis before signing.

## Thesis Deposit

After passing the examination, provide the thesis in final form to the chair and visit the College of Education [Deposit Information](#) and the Graduate College [Thesis Process](#) web pages for further deposit instructions. All students who have successfully defended their theses must obtain departmental thesis/dissertation format approval prior to final deposit with the Graduate College. Departmental format approval consists of three parts:

1. Chair and thesis committee,
2. Head/Chair of department/program or authorized signatory, and
3. Departmental thesis/dissertation format reviewer.

Because revisions requested by the chair and thesis committee may cause a change in pagination or format, students should submit a PDF of the thesis to the departmental contact in the Academic and Instructional Services Office at [aiso@education.illinois.edu](mailto:aiso@education.illinois.edu) only after all revisions have been approved by the chair, thesis committee, and the head/chair of department/program or authorized signatory. *The departmental thesis review process will not begin until prior approvals have been received. The departmental thesis review process can take up to two weeks to allow an opportunity for revisions and submission by the Graduate College deadline.*

After the departmental format approval, the thesis is deposited in the Graduate College using the [ETD process](#). Students should note the [deadline dates](#) for each degree-granting period.

## Degree Certification Request

Prior to the date of degree conferral, a student may need verification that he or she has completed all requirements for the degree (e.g., for employment or visa renewal). At any time after degree requirements have been satisfied, the student may request a [Degree Certification Letter](#) or use the on-line [Degree Verification system](#).

## C.A.S. Degree Requirements

The Certificate of Advanced Study is a terminal degree for education professionals beyond the master's degree. It should not be taken by students who plan to pursue a doctorate at a later date. Credit earned for an awarded C.A.S. degree cannot be applied toward a doctorate degree.

## Program Plan

Upon admission to a Certificate of Advanced Study program, each student is assigned an academic adviser in the student's area of specialization. Using a [C.A.S. Degree Program Plan form](#), the student and adviser plan a program of study to meet the student's individual goals and general degree requirements. A copy of the student's program, signed by the adviser, must be filed in the department during the first semester of registration.

## Time Limits

Graduate students and advisers should be guided by the Graduate College policy on [C.A.S. degree time limits](#). If a time extension is desired, it may be requested by completing a [Graduate Student Petition](#). These petitions are considered and acted upon by the student's adviser, the department, and the Graduate College. Each individual who has authority to act on the petition may either approve or deny the petition.

## Course Requirements for C.A.S. Candidates

All students admitted to a Certificate of Advanced Study degree program must fulfill [Graduate College requirements for the Certificate of Advanced Study degree](#), departmental requirements, and the following College of Education minimum requirements on the Urbana campus or through Urbana off-campus or online courses:

Students who have completed a Master's degree at the University of Illinois at Urbana-Champaign must fulfill the following minimum requirements:

1. The entire program must be planned in advance and must be preceded by at least two years of acceptable professional work experience. The [C.A.S. Degree Program Plan form](#) must be completed and maintained in the department.
2. Thirty-two or more hours in approved coursework must be taken beyond the master's degree.
  1. Sixteen of these 32 hours must be taken at the 500-level.
  2. 595 Independent Study can be applied up to a maximum amount of eight hours.

Students who have completed a Master's degree at another institution other than the University of Illinois at Urbana-Champaign must also fulfill the following minimum requirements:

- Completion of eight hours of foundations coursework:
  - **Two hours.** One course from the psychological foundations of learning area: EPSY 400, 401, or 402.
  - **One track** of the following three options:
    - **Two hours.** One course from the psychological foundations of personality and development area: EPSY 405 or 406.
    - Students planning to work with adults may take EPSY 407 for **four hours** to meet both of the above EPSY foundations requirements.

- **Four hours** of EPSY 400, 401, 402, 404, 405, 406, or 408 meets both foundational requirements for EPSY.
- **Two hours.** One course from the social foundations requirements: EPS 400, 402, 403, 404, 420, 421, 423, 424, and 426.
- **Two hours.** A second course from the philosophical foundations area: EPS 401, 410, 411, 412, 413, and 414.

Approval must be given to allow a four-hour course to fulfill two requirements. Contact the [Academic and Instructional Services Office](#) for details. Off-campus and online programs may have different foundations requirements. See the appropriate [Program of Study](#) for more information.

In addition to the specific requirements stated above, *individual departments in the College of Education may require additional courses to complete the student's degree program.*

A student who passes a proficiency examination in any of the required courses listed above is excused from that course requirement. However, credit toward the degree is not given for courses passed by such an examination.

## Evaluation of Academic Progress

Annual evaluations are required for all degree-seeking graduate students and will occur every spring semester.

The student will complete an electronic self-evaluation detailing academic progress. The adviser (or department designee) will assess the progress report and provide online feedback to the student. An additional authorized faculty member may also be asked to review the progress report. The student and adviser will have the opportunity to discuss the evaluation in person. The evaluation is kept in the student's permanent file. Failure to complete the academic self-evaluation by the deadline may result in a hold being placed on the student's account.

When a decision is made that a student is not making satisfactory progress, the student, the adviser, and the Director of Graduate Studies will be informed in writing by the department.

## Degree Certification Request

Prior to the date of degree conferral, a student may need verification that he or she has completed all requirements for the degree (e.g., for employment or visa renewal). At any time after degree requirements have been satisfied, the student may request a [Degree Certification Letter](#) or use the online [Degree Verification system](#).

# Ed.D. Degree Requirements

The Doctor of Education degree program is designed to provide students with advanced professional training and to further develop their abilities in the scholarly study of professional problems.

## Program Plan

Upon admission to a Doctor of Education program, each student is assigned an academic adviser in the student's area of specialization. The student and adviser plan a program of study to meet the student's individual goals and general degree requirements. Departments may require that a copy of the program plan be kept on file.

## Time Limits

Graduate students and advisers should be guided by the Graduate College policy on [doctoral degree time limits](#). If a time extension is desired, it may be requested by completing a [Graduate Student Petition](#). These petitions are considered and acted upon by the student's adviser, the department, and the Graduate College. Each individual who has authority to act on the petition may either approve or deny the petition.

## Course Requirements for Ed.D. Candidates

All students admitted to a Doctor of Education degree program must fulfill [Graduate College requirements for the doctoral degree](#), departmental requirements, and the following College of Education minimum requirements on the Urbana campus or Urbana off-campus or online courses:

Completion of at least 64 credit hours beyond the master's degree including:

- At least 24 hours in the area of specialization and related areas.
- A cognate requirement of at least 16 hours.
- Two courses on research methods. The first will be a research course (e.g. CI 550/EPsy 573/SPED 550, Methods of Educational Inquiry or HRE 580, Disciplined Inquiry in Education) introducing the student to a variety of educational research methodologies. The second course should be selected to improve the student's area of professional expertise and should help prepare the student to carry out research on his or her expected dissertation topic. This second course will be EPsy 480, Elements of Educational Statistics, or a course from one of the approved Research Methodology Areas.
- A minimum of four hours and a maximum of 16 hours of dissertation research (599) credit will be counted toward the degree.
- No more than 12 hours of independent study (595) credit.

A student who has completed course work as part of the requirements for the Certificate of Advanced Study in Education at the University of Illinois may petition for the application of not more than 24 hours of such work toward the program leading to the Doctor of Education provided the course work



has been taken within five years of the date of the petition and the Certificate of Advanced Study has not been granted.

## Residence

Ed.D. candidates in the College of Education must include a period of continuous engagement on campus, during which time students are expected to interact with faculty and other students, read widely within and beyond their major field of study, and contemplate scholarly issues as they relate to professional practice. For Ed.D. candidates, this must include concurrent and reciprocal participation in an approved full-time combination of academic courses and professional experiences over four consecutive semesters. At the discretion of the student and the adviser, this may or may not include summer sessions.

During the four consecutive semesters, a minimum of 16 academic hours of coursework must be taken on the Urbana campus. The 16 hours may be scheduled in a manner that best fits the residency plan, as specified below. However, students must maintain continuous enrollment during the residence period. Dissertation or independent study credit may not be counted toward satisfying the 16 hours requirement, but it may be used to meet the continuous enrollment requirement.

To satisfy the residence requirement, Ed.D. candidates must have approval both prior to beginning the residency and after its completion. Prior to beginning the residency, an [Ed.D. Residency Requirement Plan form](#) must be completed. Students must have the *Ed.D. Residency Requirement Plan* approved by their advisers and the Associate Dean for Academic Programs. In the case of cohort programs, students should have their plans approved by their department and the Associate Dean. The plan should include:

1. Statement of purpose showing how coursework and professional experience are related and a rationale for this plan.
2. Statement of expected outcomes.
3. Clear statement of the courses to be taken, the semester in which they will be taken (understanding that revisions may be necessary), and the specific professional experience to which they relate.
4. A plan for how a student is expected to interact with faculty and other students, to read widely within and beyond the major field, and to contemplate scholarly issues as they relate to professional practice.

After an Ed.D. candidate completes the proposed *Ed.D. Residency Requirement Plan*, he/she must have the adviser sign *Ed.D. Residency Requirement Plan* again signifying the *Ed.D. Residency Requirement Plan* was completed. It is then submitted to the Associate Dean for Academic Programs for final approval.

## Evaluation of Academic Progress

Annual evaluations are required for all degree-seeking graduate students and will occur every spring semester.

The student will complete an electronic self-evaluation detailing academic progress. The adviser (or department designee) will assess the progress report and provide online feedback to the student. An additional authorized faculty member may also be asked to review the progress report. The student and adviser will have the opportunity to discuss the evaluation in person. The evaluation is kept in the student's permanent file. Failure to complete the academic self-evaluation by the deadline may result in a hold being placed on the student's account.

When a decision is made that a student is not making satisfactory progress, the student, the adviser, and the Director of Graduate Studies will be informed in writing by the department.

## Qualifying Examinations

The Qualifying Examinations are written comprehensive examinations administered to doctoral students near the completion of their course work. The examinations are scheduled by faculty advisers through the departmental contact in the [Academic and Instructional Services Office](#). Purposes of the qualifying examinations in the College of Education include: assessment of the candidate's breadth in the discipline and depth in areas of interest, and providing an opportunity to explore, make connections, and integrate content in the discipline. The exam is comprised of the following parts:

### The General Field Exam

All Ed.D. candidates will take a General Field Examination covering the field of study embraced by the home department or division. Each department faculty will establish procedures for developing the questions and selecting at least three readers for the General Field Exam. Readers must be faculty members of the University of Illinois at Urbana-Champaign with expertise in the field being examined. The department faculty will also determine whether an on-site or take-home format will be used for the General Field Exam.

### The Special Field Exam

All Ed.D. candidates will take a Special Field Examination covering an area of specialization proposed by the student with the concurrence of the adviser. The Special Field should be a scholarly specialization more broadly conceived than the anticipated dissertation topic.

The adviser will be responsible for developing questions for the Special Field Exam, drawing upon the expertise of other faculty when needed. The adviser, in consultation with the candidate, will also determine the format of the examination and select at least two additional faculty readers with expertise in the field being examined.

### The Research Methodology Exam

Each department faculty will establish procedures for developing the questions, selecting readers, and determining the format for the Research Methodology Examination required of Ed.D. students. At the discretion of the department, responsibility for developing and administering these examinations may be delegated to the graduate adviser.

## **Responsibilities of the Adviser in the Qualifying Examination Process**

1. Review the student's file to determine readiness to take the exams, and ascertain the requirements, procedures, and deadlines pertaining to the examinations from the department office.
2. Confer with the student concerning the exam format, content, and evaluation criteria and arrange for student to take General Field examination in accordance with the department guidelines.
3. Identify, with the student, at least two other faculty members as readers for the special exam, prepare the Special Field exam questions, and consult with other faculty readers as needed.
4. Submit examination questions and readers' names to the departmental contact in the Academic and Instructional Services Office and inform that person if the student will be allowed special materials or will need special equipment or provisions for the exam.
5. Confer with the student after the exam concerning the student's performance.

## **Responsibilities of the Student in the Qualifying Examination Process**

1. Consult with the adviser when she or he is eligible and ready to take the exams and discuss the selection of questions, format, and readers with the adviser.
2. Discuss the specific purposes and evaluation criteria for the exams with the adviser and readers and asks the adviser to share sample questions from previous qualifying exams.
3. Ensure that the [Qualifying Examination Information form](#) is filed in the Academic and Instructional Services Office.
4. Confer with the adviser for comments and suggestions concerning examination performance.

## **Responsibilities of the Academic and Instructional Services Office in the Qualifying Examination Process**

1. Inform faculty and students about the requirements, procedures, and deadlines pertaining to qualifying examinations.
2. Distribute questions to student, oversee administration, and distribute completed exam to readers for evaluation.
3. Collect and compile evaluations.
4. Communicate results of the exam to the student, adviser, and place a copy of the results in the student's academic file.

## Examination Formats

Formats should be decided well in advance of exam dates. In particular, students should discuss the format of the Special Field Exam with their advisers to arrive at a recommendation that best meets student needs and the expectation of the adviser. The three formats are:

1. **On-Site Format.** A room and proctor are scheduled by the department. Normally, the General Field and the Special Field are each scheduled for a four-hour block of time. The time limit will be set by each department (or division).
2. **Take-home Format.** A take-home format may be used for the General Field exam (at the option of the department) and for the Special Field exam (at the option of the department). In the take-home format the candidate, with the approval of the adviser, writes the exam at a place of his or her choosing with no restriction on books or other written materials to be used. Because the purpose of the qualifying examination is to assess individual competence, students should not discuss the exam with anyone other than their adviser after they have picked up the questions. The time limit for this take-home exam will be set by each department (or division).
3. **Portfolio Format (Special Field only).** This format consists of assembling a focused collection of 3 or 4 high quality papers and/or projects which are then defended before three faculty readers. The number, subject and lengths of the required papers or projects are decided by the adviser in consultation with the student. Portfolio submissions can include collaborative work, but independent work must also be reflected in the portfolio. The portfolio may include work completed to satisfy other requirements for the doctoral degree such as course papers, early research papers, master's theses, and Research Specialization papers. The portfolio must be submitted with an original, independently written synthesis paper that defines the special field and articulates how each piece of the portfolio connects or contributes to the special field and its literature. If the portfolio option is selected, the student will discuss this work at an oral defense before the three faculty readers, after which the readers will determine whether the student has demonstrated competence in the special field.

## Questions and Problems Arising Prior to Taking the Qualifying Exams

The first person a student should consult concerning the qualifying exams is his or her adviser. If irreconcilable differences arise between the student and adviser concerning scheduling, format, content, or rating procedures, the student should consult the department head/chair or designee. If the problem cannot be resolved, consult the Associate Dean for Academic Programs. Normal grievance procedures can be used (see Graduate Student Appeals section of this handbook). If a student wishes to postpone a scheduled examination, the request should be made through the adviser to the departmental contact in the Academic and Instructional Services Office.

## Evaluation of the Qualifying Exams

To pass the examination, the student must receive satisfactory or excellent ratings from all readers in the General Field, Special Field and the Research Methodology. There are four possible ratings for all sections of the qualifying exams.

1. Excellent doctoral work. This rating is given for excellent doctoral work. If more than fifty percent of a candidate's ratings are excellent, the student is given a letter of special commendation by the department head/chair.
2. Satisfactory doctoral work. This rating is given for work that demonstrates competence expected of advanced students in the field. Candidates who receive ratings of "excellent" or "satisfactory" doctoral work will pass the examination.
3. Satisfactory pending specified revisions. This rating is given for work that demonstrates competence, but requires revisions in content and/or more development of ideas. This does not require a completely different exam, just editing and further development.
4. Unsatisfactory doctoral work. This rating is given for work that can range from completely unsatisfactory to work with significant gaps in knowledge.

If a second examination is required, the readers shall communicate the major deficiencies to the candidate and make a collective decision as to the format and scope of the second examination. All faculty readers who read the first exam will evaluate the second exam unless a change in readers has been approved by the department head/chair or designee. Once again, a satisfactory or excellent rating must be awarded by all readers for the candidate to pass the second examination, and should one or more readers judge the performance unsatisfactory, the readers shall meet to review the candidate's performance. If extenuating circumstances exist that warrant a third attempt, the adviser may request approval from the department head/chair or designee. Candidates shall normally be permitted two attempts to pass the Qualifying Examinations.

#### PROMPTNESS OF EVALUATIONS

Students shall receive results within three weeks from the date of the exam. The department will ensure timeliness of review and communicate results to students and to the adviser.

#### REPORT OF EXAMINATION RESULTS

After all readers for the exams have returned their excellent or satisfactory evaluations, a letter is sent to the student from their department indicating these readers' decisions. A copy of the letter and evaluations are placed in the student's academic file.

## **Cognate Requirement**

The cognate requirement requires a student to complete 16 hours of coursework in an academic field or fields outside of his/her department. In this case, the term "field" refers to either a university recognized department and academic discipline with a department, or an interdisciplinary major or program recognized by the university. These hours will be chosen by the student in consultation with his/her adviser. The purpose of the cognate requirement is to provide the student with a scholarly

perspective of an academic field or fields outside of their major field of study, but one that relates to and supports their major field of study and intended field of professional practice. The cognate requirement must be completed prior to the preliminary oral examination.

All courses used to meet the cognate requirement must be outside the student's field of study and may be outside of the college. Sixteen hours may be taken in one field or eight hours may be taken in each of two related fields. At least eight of the 16 hours must be taken at the 500 level. If two fields are selected, at least four hours in each field must be at the 500 level. The 16 hours for the cognate requirement may be included in the 64 hours beyond the master's degree requirement for graduation.

Prior to beginning the cognate requirement, students must complete the [Ed.D. Cognate Requirement Plan form](#). This form must be approved by the student's adviser and then submitted to the department. The *Ed.D. Cognate Requirement Plan* requires a listing of the courses a student plans to take to satisfy the cognate requirement and a rationale for how those courses interrelate to create a coherent area of concentration. Once the proposed plan has been completed, the adviser must sign the form certifying that the plan has been completed. Once the adviser has certified completion of the plan, the form is submitted to the [Academic and Instructional Services Office](#).

## Human Subjects Approval

For all dissertations, approval for use of human subjects or confirmation that human subjects review is not required must be obtained from the [Office of School-University Research Relations and Human Subjects](#) prior to doing research on the dissertation topic. A letter showing approval from the Campus Institutional Review Board (IRB), including the exact title to be used on the dissertation must be provided to the department contact in the Academic and Instructional Services Office prior to the scheduling of the preliminary examination. Students should begin the approval process eight weeks prior to the examination.

## Preliminary Examination

The preliminary oral examination follows successful completion of the qualifying examinations, the cognate requirement, the research methods courses and human subjects approval. In addition, all incomplete grades must be changed to letter grades prior to the oral examination.

The purpose of a preliminary oral examination is for a student to present the rationale and format for the dissertation. During the examination, an agreement is reached between the student and the committee concerning the proposed dissertation. Thus, the examination is held prior to the collection of data or other major work on the dissertation. ***The student must be registered in order to take the preliminary oral examination.*** The student should consult the department for additional requirements.

## PRELIMINARY EXAMINATION COMMITTEE

Students should begin appointing the committee and scheduling the examination at least four weeks prior to the expected date. The committee must meet the [preliminary examination committee requirements](#) of the Graduate College including:

- The chair must be a member of the [Graduate Faculty](#).
- The committee must include at least four voting members, at least three of which must be members of the [Graduate Faculty](#), and two of which must also be tenured.
- If there are more than four voting members on the committee, at least half of the voting members must be members of the Graduate Faculty.

In addition to these requirements, College of Education requirements must be met:

- The chair must be tenured or tenure-track.
- At least one member must be from outside the student's field of specialization and the budgetary department of the student and adviser. If the student is a member of the Education Policy, Organization and Leadership department, at least one member must be from outside the major of the student and adviser in place of the budgetary department.

A request for an exception to these rules must be made in writing by the chairperson and approved by the College of Education Associate Dean for Academic Programs and the Dean of the Graduate College. For committee members outside of the University of Illinois at Urbana-Champaign, a letter of justification and curriculum vitae must be submitted by the chair to the departmental contact in the Academic and Instructional Services Office who will then submit it to the College of Education Associate Dean for Academic Programs and the Graduate College for approval. In appointing the committee, the student submits committee member information to the Academic and Instructional Services Office by completing the [Request for Appointment of Committee Form](#). This form must be submitted at least four weeks before the examination. The Academic and Instructional Services Office will retrieve the appropriate approvals.

The student must present the dissertation to the final examination committee for reading two weeks before the examination; in some cases it may be more reasonable to allow three weeks.

The chair, student, and at least one additional voting member of the committee must be physically present for the entire duration of all oral components of the examination. If the committee has more than one chair, all chairs must be physically present; in these cases, no additional voting member is required to be physical present. All voting members of the committee must be present in person or participate via teleconference or other electronic communication media during the examination, deliberation and results determination.

The chair obtains the *Preliminary Exam Result* form from the departmental contact in the Academic and Instructional Services Office before the examination and returns the form immediately after the examination. All appointed members must sign the *Preliminary Exam Result form*.

Decisions of the preliminary examination committee must be unanimous. The committee may make one of the following decisions:

1. pass,
2. fail, or
3. decision deferred. This option should be used only if the committee intends to hold another examination within 180 calendar days.

The result of the examination is communicated to the student and the Academic and Instructional Services Office as soon as possible at the conclusion of the examination.

The preliminary examination must be retaken if the final examination is not passed within five years of the original examination.

## **Dissertation**

The Ed.D. dissertation is intended to demonstrate the student's ability to relate academic knowledge to the problems of professional practice. The dissertation should be characterized by the kind of synthesis of experiences that is the hallmark of a highly qualified professional. The demonstration of these qualities may take a variety of forms such as: (a) a field study; (b) a scholarly, original paper dealing with the interpretation and evaluation of the work of a particular writer whose findings have a significant bearing on any aspect of the educational enterprise where the significance has not been clearly indicated by earlier studies; or, (c) an analytic report demonstrating the student's ability to carry a project through from conceptualization to evaluation. (Graduate Faculty Action, February 15, 1973)

The dissertation usually requires a year or more of study. Registration in dissertation research hours for on-campus or in absentia students, after the completion of the required 64 hours beyond the master's degree, is required. This registration typically comes after the course work is completed and before the time limits are reached.

### **DISSERTATION EDITORIAL STYLE AND FORMAT APPROVAL**

The dissertation must be prepared using one of the following commonly accepted editorial styles:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Harvard Law Review Association. (2010). *The bluebook: A uniform system of citation* (19th ed.). Cambridge, MA: Author.
- Modern Language Association. (2009). *MLA handbook for writers of research papers* (7th ed.). New York, NY: Author.
- Turabian, K. L. (2007). *A manual for writers of term papers, theses, and dissertations* (7th ed.). Chicago, IL: The University of Chicago Press.



- University of Chicago. (2010). *The Chicago manual of style* (16th ed.). Chicago, IL: The University of Chicago.

**NOTE: LaTeX is not an acceptable editorial style. However, this typesetting system can be used in conjunction with one of the above editorial styles.**

The student will consult with the adviser and dissertation committee members to choose the style to be used. In exceptional circumstances, style manuals not listed above may be used with prior approval of the Associate Dean for Academic Programs. In addition, the [Thesis & Dissertation policies and procedures](#) issued by the Graduate College must be followed. **In the case of explicit differences between the Graduate College instructions and the style manual selected, the Graduate College instructions take precedence. For example, students choosing the APA style manual should follow the Graduate College instructions rather than those included in the APA manual for insertion of tables and figures.** Every dissertation in final manuscript form must be reviewed and approved by your dissertation director of research and/or chairperson of your dissertation committee to ensure that your dissertation meets the Graduate College and departmental requirements for deposit.

#### DISSERTATION ABSTRACT

Abstracts for dissertations in the College of Education must include a synopsis of the following information to describe fully the completed study:

1. The problem and its theoretical and educational significance.
2. The research design and/or approach employed (include here appropriate descriptions of subjects and methods).
3. An overview of the results.
4. Conclusions, recommendations, and/or implications.

## Final Examination

Final examinations are oral and open to the public. The final examination committee chair is responsible for convening the committee, conducting the examination, and submitting the *Final Exam Result* form to the departmental contact in the Academic and Instructional Service Office.

#### FINAL EXAMINATION COMMITTEE

Students should begin appointing the committee and scheduling the examination at least four weeks prior to the expected date. The committee must meet the [final examination committee requirements](#) of the Graduate College including:

- The chair must be a member of the [Graduate Faculty](#).
- The committee must include at least four voting members, at least three of which must be members of the [Graduate Faculty](#), and two of which must also be tenured.
- If there are more than four voting members on the committee, at least half of the voting members should be members of the Graduate Faculty.

In addition to these requirements, College of Education requirements must be met:

- The chair must be tenured or tenure-track.
- At least one member must be from outside the student's field of specialization and the budgetary department of the student and chair. If the student is a member of the Education Policy, Organization and Leadership department, at least one member must be from outside the **major** of the student and chair in place of the budgetary department.

A request for an exception to these rules must be made in writing by the chairperson and approved by the College of Education Associate Dean for Academic Programs and the Dean of the Graduate College. For committee members outside of the University of Illinois at Urbana-Champaign, a letter of justification and curriculum vitae must be submitted by the chair to the departmental contact in the Academic and Instructional Services Office who will then submit it to the College of Education Associate Dean for Graduate Programs and the Graduate College for approval. In appointing the committee, the student submits committee member information to the Academic and Instructional Services Office by completing the [Request for Appointment of Committee Form](#). This form must be submitted at least four weeks before the examination. The Academic and Instructional Services Office will retrieve the appropriate approvals.

The final oral examination will be conducted in a room that will accommodate at least six people, although a larger room will be reserved if the committee is aware that more people will attend the oral.

The student must present the dissertation to the final examination committee for reading two weeks before the examination; in some cases it may be more reasonable to allow three weeks.

The chair, student, and at least one additional voting member of the committee must be physically present for the entire duration of the examination. If the committee has more than one chair, all chairs must be physically present; in these cases, no additional voting member is required to be physical present. All voting members of the committee must be present in person or participate via teleconference or other electronic communication media during the examination, deliberation and results determination.

The chair obtains the *Final Exam Result* form and the *Thesis/Dissertation Approval* form from the departmental contact in the Academic and Instructional Services Office prior to the examination and returns the forms immediately after the examination. All appointed committee members' signatures are required on the forms; signatories must sign for themselves. Committee members have the right to review the final copy of the dissertation before signing. The committee should meet in private before beginning the examination. The public cannot ask questions or give input during the examination. At the conclusion of the examination, the committee will meet in private to discuss the results and then inform the candidate of the decision.

Decisions of the final examination committee must be unanimous. The committee may make one of the following [decisions](#):

- pass with no revisions required,
- pass pending revision of the dissertation, or
- fail.

The result of the examination is communicated to the student and the departmental contact in the Academic and Instructional Services Office as soon as possible at the conclusion of the examination.

All committee members' signatures are required on one original copy of the *Thesis/Dissertation Approval* form and one *Final Exam Result* form (for the Graduate College). Committee members have the right to review the final copy of the dissertation before signing the forms. Only approved committee members may sign these forms. The student may request their signatures on additional *Thesis/Dissertation Approval* forms.

#### REGISTRATION FOR FINAL EXAMINATION FOR DOCTORAL DEGREE

The Graduate College requires that all doctoral candidates be registered for the entire academic term during which they take the final examination. Additional information on registration requirements can be found on the Graduate College web site under [Requirements and Policies for Doctoral Degree](#).

## Dissertation Deposit

After passing the final examination, provide the dissertation in final form to the chair and visit the College of Education [Deposit Information](#) and the Graduate College [Thesis Process](#) web pages for further deposit instructions. All students who have successfully defended their dissertation must obtain departmental thesis/dissertation format approval prior to final deposit with the Graduate College. Departmental format approval consists of three parts:

1. Chair and dissertation committee,
2. Head/Chair of department/program or authorized signatory, and
3. Departmental thesis/dissertation format reviewer.

Because revisions requested by the chair and dissertation committee may cause a change in pagination or format, students should submit a PDF of the dissertation to the departmental contact in the [Academic and Instructional Services Office](#) only after all revisions have been approved by the chair, dissertation committee, and the head/chair of department/program or authorized signatory. The departmental dissertation review process will not begin until prior approvals have been received. *Also, the departmental dissertation review process can take up to two weeks to allow an opportunity for revisions and submission by the Graduate College deadline.*

After the departmental format approval, the dissertation is deposited in the Graduate College using the [ETD process](#). Students should note that the College of Education follows the Graduate College [deadline dates](#) for each degree-granting period.

# Degree Certification Request

Prior to the date of degree conferral, a student may need verification that he or she has completed all requirements for the degree (e.g., for employment or visa renewal). At any time after degree requirements have been satisfied, the student may request a [Degree Certification Letter](#) or use the on-line [Degree Verification system](#).

# Doctor of Philosophy Degree (Ph.D.) Requirements

The Doctor of Philosophy Degree program is planned by the student with the adviser to develop the student's ability to conduct research in a specialized field of education.

## Program Plan

Upon admission to a Doctor of Philosophy program, each student is assigned an academic adviser in the student's area of specialization. The student and adviser plan a program of study to meet the student's individual goals and general degree requirements. Departments may require that a copy of the program plan be kept on file.

## Time Limits

Graduate students and advisers should be guided by the Graduate College policy on [doctoral degree time limits](#). If a time extension is desired, it may be requested by completing a [Graduate Student Petition](#). These petitions are considered and acted upon by the student's adviser, the department, and the Graduate College. Each individual who has authority to act on the petition may either approve or deny the petition.

## Course Requirements for Ph.D. Candidates

All students admitted to a Doctor of Philosophy degree program must fulfill [Graduate College requirements for the doctoral degree](#), departmental requirements, and the following College of Education minimum requirements on the Urbana campus or through Urbana off-campus or online courses:

1. Completion of at least 64 hours beyond the master's degree including:
  - a. A minimum of 32 hours of coursework in the major subjects.
  - b. At least 4 hours, but no more than 32 hours of dissertation research (599) credit.
  - c. No more than 12 hours of independent study (595) credit.
2. In addition to the 64 hours, students must fulfill the [Ph.D. Research Specialization Requirements](#). The student should submit a plan of study for completion of the Ph.D. Research Specialization Requirements that is approved by the adviser.

## Residence

A total of 64 hours of credit beyond the master's degree must be earned in courses on the Urbana campus or through Urbana off-campus or online courses. These 64 hours may include up to 32 hours of dissertation research credit. **Courses taken to satisfy the Ph.D. Research Specialization requirement are not counted as part of this 64-hour residency requirement.**

In the College of Education, Ph.D. study must include a period of full-time engagement on campus, during which time students are expected to interact with faculty and other students, read widely within and beyond the major field, and contemplate scholarly issues as they relate to professional practice. What the department seeks to ensure by this requirement is a period of complete immersion, with the least possible distractions, in the intellectual, collegial, and cultural life of the discipline, not just that of the campus at large.

Ph.D. continuous residence requirements can be satisfied by two consecutive semesters of full-time (12 hours or more) enrollment. Thesis research credit may not be counted in meeting the continuous residence requirements.

During this continuous residence period, a student is expected to participate in non-course work activities available as part of the intellectual activity of the discipline: seminars, colloquies, and informal and often ad hoc discussion groups. Although the quality of the residency cannot be legislated, conditions believed to provide the greatest possible opportunity to achieve the desired quality can be specified. It is the responsibility of the student and adviser to ensure that the spirit, as well as the letter, of this requirement is honored. The student and adviser should plan this period as thoughtfully as any other portion of the doctoral program.

Students not engaged in full-time graduate study may meet the residence requirement by presenting evidence that the spirit of the requirement has been satisfied. This evidence should include full documentation of residence-type activities on campus, approved by the candidate's adviser.

For those students who hope to satisfy the residence requirement for a period when they were employed full-time, it would be helpful for this documentation to show that at least 25% of their time on the job was devoted to activities in keeping with the spirit of the residence requirement, and to provide a letter from the employer stating that such time was available for the period in question.

Students wishing to fulfill the requirement without full-time enrollment will need to request approval, documenting by letter the activities the student and adviser wish to have considered as meeting the residence requirement. The request should be made to the Associate Dean for Academic Programs, College of Education. (Graduate Faculty Action, September 14, 1988)

## Early Research Requirement

All Ph.D. students shall conduct and present an educational research study early in their graduate programs. This research should be undertaken with the expectation that it will make a contribution to knowledge in the area of the student's Ph.D. program. In addition, an important objective of the early research requirement is to familiarize faculty members with new Ph.D. students and their research interests and to examine ways in which these interests might be pursued in the doctoral program.

In the first calendar year of doctoral study, or soon thereafter, every Ph.D. student, in consultation with his or her adviser, shall form an early research committee consisting of the adviser and two other faculty members. The student should consult with committee members early in the first year to obtain agreement on the nature of the project. Committee members are expected to provide counsel as the early research project develops. Whenever extended work with a faculty member is anticipated, the student should arrange for independent study credit.

The student shall formally present to his or her committee a written and oral report on the early research project. All three members of the committee must approve the work as satisfying the early research requirement for the Ph.D., and they should sign the Early Research Requirement form. The completed [Early Research Requirement form](#) must be filed with the departmental contact in the [Academic and Instructional Services Office](#).

A student who has completed a master's dissertation as part of earlier graduate work may, upon the advice of his or her adviser, present that research as the early research project. After hearing the presentation, the Early Research Committee may accept the dissertation as satisfying the early research requirement or, should they judge the dissertation wanting in either quality or relevance to the student's doctoral program, may recommend that it be revised or that another line of inquiry be pursued for the early research requirement.

A student who enters a master's degree program with the intent of subsequently pursuing the Ph.D. is encouraged to discuss with his or her adviser the possibility of forming the Early Research Committee prior to conducting the master's thesis research. (Graduate Faculty Action, December 9, 1988) For all early research involving the use of human subjects, approval for use of human subjects or confirmation that human subjects review is not required must be obtained from the [Office of School-University Research Relations and Human Subjects](#). The compliance form (Approval for Research Involving Human Subjects for Early Research, Master's, and Doctoral Theses) must be provided to the Academic and Instructional Office prior to the preliminary (oral) exam.

## **Evaluation of Academic Progress**

Annual evaluations are required for all degree-seeking graduate students and will occur every spring semester.

The student will complete an electronic self-evaluation detailing academic progress. The adviser (or department designee) will assess the progress report and provide online feedback to the student. An

additional authorized faculty member may also be asked to review the progress report. The student and adviser will have the opportunity to discuss the evaluation in person. The evaluation is kept in the student's permanent file. Failure to complete the academic self-evaluation by the deadline may result in a hold being placed on the student's account.

When a decision is made that a student is not making satisfactory progress, the student, the adviser, and the Director of Graduate Studies will be informed in writing by the department.

## Qualifying Examinations

The Qualifying Examinations are written comprehensive examinations administered to doctoral students near the completion of their course work and Early Research Experience. Written verification of the completion of the Early Research Experience requirement must be filed in the [Academic and Instructional Services Office](#).

The examinations are scheduled by faculty advisers through the Academic and Instructional Services Office. Purposes of the qualifying examinations in the College of Education include: assessment of the candidate's breadth in the discipline and depth in areas of interest; providing opportunity to explore, make connections, and integrate content in the discipline. The exam is comprised of the following parts:

### The General Field Exam

All Ph.D. candidates will take a General Field Examination covering the field of study embraced by the home department or division. Each department faculty will establish procedures for developing the questions and selecting at least three readers for the General Field Exam. Readers must be faculty members of the University of Illinois at Urbana-Champaign with expertise in the field being examined. The department faculty will also determine whether an on-site or take-home format will be used for the General Field Exam.

### The Special Field Exam

All Ph.D. candidates will take a Special Field Examination covering an area of specialization proposed by the student with the concurrence of the adviser. The Special Field should be a scholarly specialization more broadly conceived than the anticipated dissertation topic.

The adviser will be responsible for developing questions for the Special Field Exam, drawing upon the expertise of other faculty when needed. The adviser, in consultation with the candidate, will also determine the format of the examination and select at least two additional faculty readers with expertise in the field being examined.

## **Responsibilities of the Adviser in the Qualifying Examination Process**

1. Review the student's file to determine readiness to take the exams, and ascertain the requirements, procedures, and deadlines pertaining to the examinations from the department office.
2. Confer with the student concerning the exam format, content, and evaluation criteria and arrange for student to take General Field examination in accordance with the department guidelines.
3. Identify, with the student, at least two other faculty members as readers for the special exam, prepare the Special Field exam questions, and consult with other faculty readers as needed.
4. Submit examination questions and readers' names to the departmental contact in the Academic and Instructional Services Office and inform that person if the student will be allowed special materials or will need special equipment or provisions for the exam.
5. Confer with the student after the exam concerning the student's performance.

## **Responsibilities of the Student in the Qualifying Examination Process**

1. Consult with the adviser when she or he is eligible and ready to take the exams and discuss the selection of questions, format, and readers with the adviser.
2. Discuss the specific purposes and evaluation criteria for the exams with the adviser and readers and asks the adviser to share sample questions from previous qualifying exams.
3. Ensure that the [Qualifying Examination Information form](#) is filed in the Academic and Instructional Services Office.
4. Confer with the adviser for comments and suggestions concerning examination performance.

## **Responsibilities of the Academic and Instructional Services Office in the Qualifying Examination Process**

1. Inform faculty and students about the requirements, procedures, and deadlines pertaining to qualifying examinations.
2. Distribute questions to student, oversee administration, and distribute completed exams to readers for evaluation.
3. Collect and compile evaluations.
4. Communicate results of the exam to the student, adviser, and place a copy of the results in the student's academic file.

## **Examination Formats**

Formats should be decided well in advance of exam dates. In particular, students should discuss the format of the Special Field Exam with their advisers to arrive at a recommendation that best meets student needs and the expectation of the adviser. The three formats are:



1. On-Site Format. A room and proctor are scheduled by the department. Normally, the General Field and the Special Field are each scheduled for a four-hour block of time. The time limit will be set by each department (or division).
2. Take-home Format. A take-home format may be used for the General Field exam (at the option of the department) and for the Special Field exam (at the option of the adviser). In the take-home format the candidate, with the approval of the adviser, writes the exam at a place of his or her choosing with no restriction on books or other written materials to be used. Because the purpose of the qualifying examination is to assess individual competence, students should not discuss the exam with anyone other than their adviser after they have picked up the questions. The time limit for this take-home exam will be set by each department (or division).
3. Portfolio Format (Special Field only). This format consists of assembling a focused collection of 3 or 4 high quality papers and/or projects which are then defended before three faculty readers. The number, subject, and length of the required papers or projects are decided by the adviser in consultation with the student. Portfolio submissions can include collaborative work, but independent work must also be reflected in the portfolio. The portfolio may include work completed to satisfy other requirements for the doctoral degree such as course papers, early research papers, master's theses, and Research Specialization papers. The portfolio must be submitted with an original, independently written synthesis paper that defines the special field and articulates how each piece of the portfolio connects or contributes to the special field and its literature. If the portfolio option is selected, the student will discuss this work at an oral defense before the three faculty readers, after which the readers will determine whether the student has demonstrated competence in the special field.

## Questions and Problems Arising Prior to Taking the Qualifying Exams

The first person a student should consult concerning the qualifying exams is his or her adviser. If irreconcilable differences arise between the student and adviser concerning scheduling, format, content, or rating procedures, the student should consult the department head/chair or designee. If the problem cannot be resolved, consult the Associate Dean for Academic Programs. Normal grievance procedures can be used ([see Graduate Student Appeals section of this handbook](#)). If a student wishes to postpone a scheduled examination, the request should be made through the adviser to the department office.

## Evaluation of the Qualifying Exams

To pass the examination, the student must receive satisfactory or excellent ratings from all readers in both the General Field and the Special Field. There are four possible ratings for both sections of the qualifying exams.

1. Excellent doctoral work. This rating is given for excellent doctoral work. If more than fifty percent of a candidate's ratings are excellent, the student is given a letter of special commendation by the department head/chair.
2. Satisfactory doctoral work. This rating is given for work that demonstrates competence expected of advanced students in the field. Candidates who receive ratings of "excellent" or "satisfactory" doctoral work will pass the examination.
3. Satisfactory pending specified revisions. This rating is given for work that demonstrates competence, but requires revisions in content and/or more development of ideas. This does not require a completely different exam, just editing and further development.
4. Unsatisfactory doctoral work. This rating is given for work that can range from completely unsatisfactory to work with significant gaps in knowledge.

If a second examination is required, the readers shall communicate the major deficiencies to the candidate and make a collective decision as to the format and scope of the second examination. All faculty readers who read the first exam will evaluate the second exam unless a change in readers has been approved by the department head/chair or designee. Once again, a satisfactory or excellent rating must be awarded by all readers for the candidate to pass the second examination, and should one or more readers judge the performance unsatisfactory, the readers shall meet to review the candidate's performance. If extenuating circumstances exist that warrant a third attempt, the adviser may request approval from the department head/chair or designee. Candidates shall normally be permitted two attempts to pass the Qualifying Examinations.

#### PROMPTNESS OF EVALUATIONS

Students shall receive results within 3 weeks from the date of the exam. The department will ensure timeliness of review and communicate results to students and to the adviser.

#### REPORT OF EXAMINATION RESULTS

After all readers for the exams have returned their excellent or satisfactory evaluations, a letter is sent to the student from their department indicating the readers' decisions. A copy of the letter and evaluations are placed in the student' academic file.

## **Ph.D. Research Specialization Requirements**

The purpose of the [Ph.D. Research Specialization Requirements](#) is to ensure that all Ph.D. candidates in the College of Education have had sufficient coursework and experience to attain proficiency in at least one research methodology and are able to conduct independent dissertation research.

The four Research Specializations, Evaluation, Interpretive, Qualitative and Quantitative, were chosen to represent the domain of methodologies prevalent in educational research and pursued by our graduate students and faculty. It is intended that the choice of a Research Specialization will be consistent with a student's dissertation research. While requirements differ for each specialization, all require some combination of introductory and advanced methods coursework, practical experience,

and a capstone project. All Research Specializations require a two-stage approval process. Approvals should be obtained in a timely fashion.

# Ph.D. Research Specialization

The purpose of the Ph.D. Research Specialization Requirements is to insure that all Ph.D. candidates in the College of Education have had sufficient coursework and experience to attain proficiency in at least one research methodology and are able to conduct independent dissertation research.

## The Research Specializations

The four Research Specializations, Evaluation, Interpretive, Qualitative and Quantitative, were chosen to represent the domain of methodologies prevalent in educational research and pursued by our graduate students and faculty. It is intended that the choice of a Research Specialization will be consistent with a student's dissertation research. While requirements differ for each specialization, all require some combination of introductory and advanced methods coursework; i.e. CI/EPsy/SPED 450, EPS 411, HRE 453, or PHIL 375, practical experience, and a capstone project. All Research Specializations require a two-stage approval process described below. Candidates must maintain a B average for all courses in their research specialization. Full descriptions of the focus and requirements of each specialization are available through the links below.

- [Evaluation](#)
- [Interpretive](#)
- [Qualitative](#)
- [Quantitative](#)

## The Two Stage Approval Process

Successful completion of the Research Specialization requires that the student follow a two-stage approval process.

### STAGE I-PRELIMINARY PLAN

Before completion of the third semester of doctoral coursework, the student must submit a preliminary Research Specialization Plan:

[Evaluation Research Specialization Approval Form](#)

[Interpretive, Qualitative, Quantitative Research Specialization Approval Form](#)

The plan must include a brief written statement that includes the following:

1. The student's objective in developing this specialization;

2. the coursework/experience that will support the fulfillment of the requirement and a tentative timeline for completion; and,
3. a proposal for how the student plans to fulfill the capstone project requirement.

The student must develop this plan in collaboration with his/her adviser. The plan states why the student has chosen the particular research specialization and the ways in which it is expected to contribute to the student's doctoral research and/or future career plans. The adviser must sign indicating approval of the plan. All accompanying documentation (e.g., petitions, course transfers, transcripts, and syllabi) should be submitted with the research specialization plan.

If the student's focus is the Evaluation specialization, the student submits the adviser-approved plan and accompanying documentation to the Evaluation Research Specialization chair. Once the chair has approved the plan, the student submits it to the Academic and Instructional Services Office.

If the student's focus is the Interpretive, Qualitative or Quantitative specialization, the student submits the adviser-approved plan to only the Academic and Instructional Services Office.

## STAGE II-FINAL APPROVAL

When the preliminary plan has been approved, the student proceeds to complete coursework, experiences, and the capstone project. Upon completion of the activities specified in the plan and prior to taking the preliminary oral examination, the student must submit to the adviser a completed plan in which the student provides a written argument and supporting evidence demonstrating research competence. The completed plan should include the original form with all course grades now indicated, a brief expository description of how the objectives stated in the preliminary plan have been fulfilled, and a list of the courses taken and the instructors of these courses, as well as a brief description of each.

The student should also submit a paper or project that demonstrates competence in the use of methods associated with that research specialization. The demonstration could take the form of a research project completed for independent study or a course; research published in a journal or in conference proceedings; an annotated bibliography of books relevant to methodological study that the student has reviewed; or other relevant demonstrations of methodological competence. The rationale for the submission of the paper or project and an account of its genesis should be described in the expository piece.

The adviser should read through the student's completed plan and accompanying evidence. The adviser should sign indicating approval of the student's completion of the research specialization requirements.

If the student's focus is the Evaluation specialization, the student submits the adviser-approved completed plan and accompanying documentation to the Evaluation Research Specialization

chair. Once the chair has approved the completion of the requirement, the student submits it to the Academic and Instructional Services Office.

If the student's focus is the Interpretive, Qualitative or Quantitative specialization, the student submits the adviser-approved completed plan to only the Academic and Instructional Services Office.

If the adviser or Research Specialization chair indicates disapproval, a course of action will be provided. Courses of action may include revision and resubmission of the completed plan or components, additional coursework, or additional supporting evidence. Students can expect that it will take no more than 30 days to evaluate a completed plan.

## **Oversight of the Research Specialization Requirement**

A "meta-committee" composed of the Associate Dean for Academic Programs, Associate Dean for Research, and the chairs of the four Research Specialization subcommittees is charged with the oversight of the Research Specialization Requirement. Their responsibilities include implementation of the new system, recommendations for Research Specialization Committee members, ongoing review and approval of specialization requirements, enforcement of the two stage approval process, and evaluation of the system as a whole.

A three-person committee is appointed by the Associate Dean for Academic Programs to oversee each of the Research Specialization Committees. These committees are appointed from among the group of faculty who teach methodology courses or who are clearly expert in a particular method. They will serve staggered three-year terms. The most senior member of the committee (in terms of years appointed to the committee) serves as chair. The Research Specialization Committee reviews and approves courses for the specialization, defines criteria for the capstone project, periodically updates and revises Research Specialization Requirements, and provides advice to faculty and students.

## **THE COURSE APPROVAL PROCESS**

Each Research Specialization has a listing of approved courses and additional requirements. These listings will be updated annually. All approved courses will be reviewed every three years (on a staggered cycle) to make sure that they are still offered and are relevant to the Research Specialization.

New courses must receive prior approval before they can count to fulfill the requirements of a particular Research Specialization. To become an approved course, faculty must submit syllabi and a statement of how the course fulfills the intent of the research specialization to the chair of the Research Specialization for review by the entire committee. Only courses with permanent course numbers will be considered for the listing of approved courses. Students must petition to have independent studies and omnibus courses included in their preliminary plan. To be considered, independent studies and omnibus courses must clearly meet research specialization requirements and must not duplicate pre-approved courses.

## THE APPEALS PROCESS

Students who are dissatisfied with the actions of the adviser or Research Specialization Committee should first discuss their concerns with the chair of that Research Specialization Committee. If resolution is not achieved, they may appeal to the meta-committee, the Chair of the Graduate Programs Committee or the Associate Dean for Academic Programs.

### PH.D. Research Specialization Committee for 2013-2014

#### Evaluative

[Stacy Dymond](#), [Special Education](#), Chair

[Jennifer Greene](#), [Educational Psychology](#)

[Thomas Schwandt](#), [Educational Psychology](#) (Fall 2013)

[Stafford Hood](#), [Curriculum and Instruction](#) (Spring 2014)

#### Interpretive

[Yoon Pak](#), [Education Policy, Organization and Leadership](#), Chair

[Christopher Higgins](#), [Education Policy, Organization and Leadership](#)

[Pradeep Dhillon](#), [Education Policy, Organization and Leadership](#)

#### Qualitative

[Anne Haas Dyson](#), [Education Policy, Organizational Leadership](#), Co-Chair

[Liora Bresler](#), [Curriculum and Instruction](#), Co-Chair

[Denice Hood](#), [Education Policy, Organization and Leadership](#)

#### Quantitative

[Wen-Hao Huang](#), [Education Policy, Organization and Leadership](#), Chair

[Carolyn Anderson](#), [Educational Psychology](#)

[William Trent](#), [Education Policy, Organization and Leadership](#)

## EVALUATION RESEARCH SPECIALIZATION

### FOCUS AND PURPOSE

Evaluation is a diverse field of scholarship and practice that is informed by multiple disciplines and multiple methodological traditions and that is enacted in multiple domains of public policy and private pursuit. Evaluation engages the substance or subject matter of the program or policy being evaluated, as well as the institutional and political contexts within which the program or policy is embedded. Evaluators endeavor to understand the workings of the program/policy they are evaluating and to make judgments about its quality and effectiveness.

In education, evaluators contribute to understanding and assessing the quality and effectiveness of educational policies, curriculum innovations, teaching practices, training programs, teachers and administrators, and technology initiatives. Evaluators are thus located throughout our educational system - public and private, preK-12 and adult, formal and informal. Evaluation is similarly situated in other domains of human endeavor, including health, mental health, social welfare, and justice.

The evaluation research specialization is envisioned as an excellent complement to many other fields of study in education and other domains of social policy and human endeavor. Students who pursue the evaluation research specialization will develop sufficient knowledge and skills so that, upon research specialization completion, they will be able to defensibly and credibly conduct a small-scale evaluation or contribute meaningfully to a more ambitious evaluation. Toward this end, the evaluation research specialization advances the development of student competence in three primary areas:

1. Applied social science research and evaluation methodology;
2. evaluation theory; and,
3. evaluation practice.

More specifically, competence in evaluation importantly rests on methodological competence that is both broad and deep. Because good evaluation practice routinely includes a mix of qualitative and quantitative methods, evaluators need basic competence in multiple social science methodologies. This includes understanding of large-scale experimental approaches to social inquiry, basic skills in survey methods, and firm grounding in interpretive, qualitative approaches to social inquiry. Thoughtful evaluation practice also rests on conceptual knowledge of the field, as represented in the evolution and diversification of evaluation theory, and experiential familiarity with the field practice of evaluation, as best captured in an actual evaluation project.

### REQUIREMENTS AND PROCEDURES

Prior to beginning the evaluation specialization, students should seek out opportunities to develop a general understanding of issues and methodologies in educational research. This can be accomplished in many ways - notably, through prior applied research experience or enrollment in an introductory methods course (CI / SPED 550, EPSY 573, HRE 580, EPS 515, or PHIL 475).

An additional 16-24 hours of coursework (16 minimum) is then required for the evaluation specialization, as detailed below.

#### ***Evaluation project***

The evaluation specialization also requires completion of an evaluation project in the field. This project may be completed in conjunction with course requirements, as an independent study, or as part of other research/field experiences in which students engage.

#### ***Plan***

Recall that your Evaluation Research Specialization plan should include a completed RS form, signed by the adviser, and a brief written statement that addresses the following:

1. your objective or rationale for selecting and developing this specialization, how evaluation contributes to your academic and career aspirations;
2. the coursework and experience that will support the fulfillment of the evaluation RS requirements and a tentative timeline for completion; and,
3. a proposal for how you plan to fulfill the capstone project requirement.

Recall also that you are encouraged to submit this plan before completion of your third semester of doctoral coursework.

### ***Final submission***

When all requirements have been fulfilled, students should re-submit the RS form, again signed by their adviser, and a copy of their evaluation project.

### **Coursework**

Because evaluation is a field that relies on methodologies from other social sciences, but also has its own body of theory and practice, development of evaluation competence minimally requires an investment of 16-24 hours of study (depending on students' prior academic and field experiences) and optimally involves more.

The sixteen required hours include 2 courses in methods, representing two different methodological traditions, 1 course in evaluation theory, and 1 course in evaluation practice. Currently approved courses for the evaluation specialization are listed below.

### ***Methods (8 hours minimum)***

Students should take at least two courses representing two of the following three sets of methodological traditions in order to develop basic competence in more than one approach to applied social science. Students who already have completed equivalent coursework may petition the evaluation research specialization committee for a waiver of some or all of these methods requirements.

#### *Quantitative, statistical analysis*

##### Basic level courses:

EPSY 580                      Statistical Inference in Educ  
EPSY 581                      Applied Regression Analysis

OR PSYC 406 and 407      Statistical Methods I and II

##### Intermediate-Advanced level courses:

EPSY 588                      Covar Struct and Factor Models  
EPSY 584                      Multivar Anlys in Psych and Ed  
EPSY 585                      Theories of Measurement I  
EPSY 582                      Advanced Statistical Methods  
[And see other courses in the Quantitative research specialization.]

#### *Qualitative methods*

##### Basic level courses:

EPSY 577                      Foundations of Qual Methods  
EPSY 578                      Qualitative Inquiry Methods  
CI 509, Section AR        Qualitative Methods in Research

##### Intermediate-Advanced level courses:

EPSY 490, Section E      Case Sty Res Methods  
CI 507, Section QR        Conducting Qualitative Research  
CI 509, Section AR        Action Research  
CI 519                        Methods of Child Study  
[And see other courses in the Qualitative research specialization.]

#### *Survey and quasi-experimental design*

EPSY 574                      Quasi-Experimental Design  
[Other courses to be identified.]

##### Evaluation Theory (4 hours minimum)

EPSY 470                      Intro to Evaluation Theory  
EPSY 570                      Adv Theories of Ed Evaluation [more advanced level]

##### Evaluation Practice (4 hours minimum)

CI 518/EPSY 572          Evaluation of Edu Programs  
EPSY 471                      Intro to Evaluation Methods  
HRE 585                      Program Evaluation



### ***Recommended Course Sequences for the Evaluation Research Specialization***

Students are encouraged to complete their research specialization requirements within the first two years of doctoral study. The field project should be the culminating or final activity within the research specialization, so it should be conducted after students have developed some competence in methods and grounding in evaluation theory.

So, during the first year of graduate study, students pursuing the evaluation research specialization could concentrate on developing basic competence in at least two different methodologies. During the second year, students could take the evaluation theory and practice courses, completing the evaluation project as part of the practice course or during the subsequent summer or fall. Alternatively, students could take both methods and evaluation theory courses during their first year of study, again deferring the practical project until these requirements are completed.

Once again, it is strongly recommended that students go beyond the 4 course minimum requirement and continue to develop both their methodological competence, probably concentrating in one methodological tradition, and their knowledge of and experience with evaluation.

### **Project Requirement for the Evaluation Research Specialization**

In addition to coursework, students are required to complete a supervised evaluation project in the field and to submit the final evaluation report from this project as evidence of competence in evaluation practice. This project could be conducted in conjunction with EPSY 471, HRE 585, or CI 518 in conjunction with other courses or as an independent internship or independent study.

The evaluation project should be conducted under the supervision of a qualified evaluation practitioner, either an instructor in one of the designated evaluation practice courses or a supervisor identified with the assistance and approval of the student's adviser. The project can be conducted in conjunction with an evaluation practice course or separately for academic credit or remuneration. If conducted separately, the project should be of the scope equivalent to at least 2 hours of credit.

The project should conform to accepted standards for professional evaluation practice, in particular, the Joint Committee's Standards for Evaluations of Educational Programs, Projects, and Materials.

A final report on this evaluation project should be submitted to the evaluation research specialization committee along with the appropriate paperwork. If the final report has joint authorship, a note from the student or the student's adviser or supervisor is needed indicating that each student had a primary role in project design, implementation and reporting.

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## INTERPRETIVE RESEARCH SPECIALIZATION

### FOCUS AND PURPOSE

Interpretive methods of research and analysis play a role in educational research in two different senses. In one sense, they are used in many disciplines and fields as primary means to creating a narrative, to making meaning, or to making cultural or policy critiques. For example, in humanistic studies of education, such as philosophy of education and history of education, the interpretation of texts, events, human actions, narratives, and concepts forms the basis of inquiry. In these or other cases, the analysis of language can play a central role. In legal analysis in education, for example, the use of interpretive methods involves the analysis of case law, legislation, and administrative policy. In cultural studies or discourse analysis in education, the interpretation of culture, practices and artifacts, or language itself plays a central role in studying social patterns of inclusion, exclusion, and the dynamics of power. In some varieties of curriculum theory, the interpretation of textbooks and other materials plays a key role in explaining how society reflects judgments about knowledge and value in their curricular choices. In the history of education, the interpretive research specialization yields valuable insights regarding mastery of historical research methods (e.g., oral history, review of original source documents), but also in terms of knowledge about the major interpretive debates in the field that have shaped the scholarship and focus of historical research in education.

In the second sense, interpretive methods play a part in the application of any modes of research, whether quantitative, qualitative, or evaluative. Researchers often speak of “interpreting” the data, or “interpreting the results of statistical analyses.” In this more generic sense interpretive methods are not the primary research specialization: they are the one analytical skill along with many in a wider mode of inquiry. This specialization pertains to the first sense of interpretive methods, not to the second, more generic, sense.

The Interpretive Research Specialization:

1. Provide a foundation for student to be able to understand general methodological issues and problems in educational research;
2. includes basic course work in conceptual analysis, documentary and other kinds of discursive analysis, and epistemological analysis;
3. emphasizes coursework that connects method to disciplinary study;
4. help students develop critical and interpretive tools to be used to analyze both the limitations of educational research itself and substantive problems in the field of educational policy and practice;
5. prepare students to interpret and analyze a variety texts and other cultural artifacts, including but not limited to documents, curricula, discursive products, film, theory, policy, and law; and,
6. provides students develop skills that they will use as independent researchers using interpretive methods alone or in conjunction with other research skills.

Students should become familiar with the methods used in the research in their area. They should discuss with their advisers, faculty, and other students current issues and topics for research. This requirement is meant as an introduction to research methodology, not the full methodological skill set required to be a successful scholar. Hence the following course requirements are a minimum, to be supplemented by further study. While, as noted, all research has an interpretive element, this research specialization is most useful for students in humanistic disciplines e.g., philosophy of education, history of education, curriculum theory, cultural or literary studies, or policy and legal analysis. Prior to beginning work on this Research Specialization, students should take advantage of all opportunities inside and outside of the classroom to familiarize themselves with a variety of research methods in education.

### REQUIREMENTS AND PROCEDURES

Successful completion of the Interpretive Research Specialization requires that students follow a two-stage process:

#### ***Stage I - Preliminary Plan***

Before completion of their third semester of doctoral level coursework, students must submit a preliminary written plan (2-3 typed pages) that explains the following:

1. The student's reasons for choosing this particular specialization; and,

2. the coursework that will support the fulfillment of the requirement.

### **Stage II- Completed Plan**

Prior to taking the preliminary oral examination, students must submit to the research specialization committee a completed plan in which the student provides: 1) a written argument; and 2) supporting evidence demonstrating research competence.

The student statement (5-6 pages) should illustrate how the skills developed through the completion of the Interpretive Research Specialization prepare them for the kind of research study they are proposing for their dissertation.

The student should also submit a paper or project that demonstrates competence in the use of interpretive methods and success in linking the method to substantive questions. The demonstration could take the form of a research project completed for independent study or a course; research published in a journal or presented at a conference, or other relevant demonstrations of methodological competence.

Advisers are strongly urged to read through students' work before submission to the Research Specialization Committee. Students should expect that the specialization committee will require at least 30 days to evaluate a completed plan.

### **COURSEWORK**

Please keep in mind that all the required course options emphasize method. These are meant as a minimal framework for the development and mastery of research skills and competencies. They do not constitute the sum total of courses necessary to achieve mastery in a discipline or field.

Students must satisfactorily pass four course areas:

One course that provides a foundational perspective on the general aims purposes of educational research. Courses that fulfill this requirement are

EPS 515	Philosophy of Ed Research
PHIL 475	Philosophy of Social Science
CI 550	Methods of Educational Inquiry

One course in methods:

EPS/COMM 575	Cult Studies and Crit Interp
ENGL 500	Introduction to Criticism & Research
ANTHRO 472	Border, Latina-Latino Cultures
CI 569/ENGL 584	Topics Discourse and Writing
CI 509 QRM	Qualitative/Interpretive Methods & Research
GWS 550	Fem Theories Humanities
GWS 570/SOC 520	Fem Research Soc Sci

Two courses on interpretive methods within either: a) a disciplinary or specialized field of inquiry; or

COMM 582	Res Meth in Adv and Comm
ARTH 593	Theory and Methodology
CINE 461	Film Theory and Criticism
CWL 590	Contemp Crit Methods & Theory
EOL 547	Educational Law
EPS 503	Seminar in the History of Ed
EPS 510	Traditions in Philosophy of Education
EPS 512	Western Educational Classics
EPS 517	Ethics and Education
EPS 513	Philosophical Aesthetics and Ed
SOC 477	Sociology of Law
SOC 501	Contemp. Soc. Theory
CI 590	Historical & Critical Issues in Curriculum Theory
CI 590	Critical Issues in Technology
AFRO AM 479	Black Freedom Movement 1955-Present
GWS 480	Gender Roles & Inter. Devl.
GWS 432	Gender & Language
GWS 435	Comodifying Difference

An interdisciplinary or multidisciplinary area of study (\*The following courses are suitable as well. The committee anticipates that these courses will be given permanent course numbers.)

*EPS 590 AD1	Social Justice and the Politics of Difference
*EPS 590 AD2	Critical Theories of Education
EPS 423	Econ of Ed. & the Political Economy

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## QUALITATIVE INQUIRY (QI) RESEARCH SPECIALIZATION STATEMENT OF FOCUS & REQUIREMENTS

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### FOCUS AND PURPOSE

The field of qualitative inquiry in education (also spoken of as ethnography, qualitative field study, case study, naturalistic inquiry, and interpretive inquiry) is extremely rich and diverse and encompasses several different versions of its aim and methods as influenced by the Chicago School of Sociology, the Verstehen tradition in sociology (including symbolic interactionism, ethnomethodology, ethnomusicology, the ethnography of communication, and other types of micro-ethnography), the ethnographic tradition in cultural anthropology and fieldwork sociology, and notions of educational connoisseurship and criticism. In addition, ideas drawn from philosophical hermeneutics, social constructionism, postmodern theory, feminist theory, and critical theory of society shape conceptions of qualitative inquiry as a way of studying the social world.

Some forms of qualitative inquiry involve empirical investigation of the social world by means of field study or fieldwork employing the approach of participant observation. Qualitative inquiry as field study emphasizes observation *in situ* -that is, learning by means of a (relatively) sustained presence in a situation or setting and observing the goings-on there. Moreover, participant observation is not merely a methodology but an epistemology: the inquirer-as-fieldworker assumes that immersion in, intimate familiarity with, or empathetic participation in the human action that he or she studies is necessary for grasping, understanding, and eventually portraying the meaning of social action. Not all qualitative studies, however, are fieldwork in this traditional sense (in fact some contemporary forms of qualitative inquiry are actually quite critical of the traditional approach to fieldwork as participant observation). Some qualitative studies employ life history methodologies, examine the constitution and meaning of cultural artifacts, or focus on the constitution and operation of various discourse practices.

Frameworks for qualitative research acquire a particular purchase when used to explore educational matters-for example, in examining the intersection of language, culture, and schooling; the relationship between schools and their communities; the formation and enactment of school and curricular reform and other policy initiatives, and so on. Therefore, students aiming to develop a special focus in qualitative inquiry must seek out opportunities beyond the specialization in methodology in which they explore the use of qualitative inquiry in investigating substantive issues in their particular field of interest (e.g., curriculum design, educational policy, language education, higher education, adolescent development).

The Qualitative Inquiry specialization (QI) is intended to help students prepare themselves in the broad arena of the epistemologies, methodologies, and methods comprising qualitative inquiry.

The QI specialization is intended to help students develop:

1. Competence in understanding and addressing methodological, epistemological, ethical, and political issues that cut across the field of qualitative inquiry (and across all of social science inquiry, more generally).
  2. Competence in multiple means of generating, interpreting, and reporting qualitative data.
  3. Competence in locating/situating/linking the understandings and skills comprising (1) and (2) within an interpretive frame of reference (cultural anthropology; traditional naturalistic, Verstehen sociology; feminist epistemology; post-structural theory; critical theory of society, etc.).
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## REQUIREMENTS AND PROCEDURES

Prior to beginning the QI specialization, students must seek out opportunities to develop a general understanding of issues and methodologies in educational research. This can be accomplished in many ways. For example, a student might enroll in CI 550, EPSY 573, SPED 550, EPS 515, or HRE 580.

In addition to this initial understanding of educational research, a student must take 12 hours in the QI specialization. Please note that the specialization is viewed as an orienting framework. The number of hours required to meet the research specialization are considered the minimum for any graduate student who seeks to develop this specialization. A graduate student in consultation with her/his adviser should plan the specialization and advice may be solicited from members of the QI research specialization committee.

Students should plan a sequence of courses that includes the following:

1. Introductory coursework that provides an overview of shared epistemological, methodological, ethical, and political issues that are engaged in various ways by different approaches to qualitative inquiry.
2. Coursework in the use of methods of generating and interpreting qualitative data via interviewing, observation, text analysis, and so on depending on the student's special methods interests.
3. More specialized/advanced coursework that focuses on particular varieties and applications of qualitative inquiry.

A list of courses in these three categories is provided below.

Successful completion of the QI research specialization requires that students follow a two-stage process:

### Stage 1 - Preliminary Plan

Before the completion of their third semester of graduate-level coursework, students must submit a preliminary written plan (1-2 typed pages) that explains the following:

1. The manner in which the student met the requirement for acquiring a broad understanding of issues in educational research methodologies;
2. The student's objectives in developing the QI specialization; and,
3. The coursework that the student plans to take to meet the 12-hour requirement and coursework that the student plans to take beyond the minimum requirement.

This plan should be developed by the student in consultation with her/his advisers (and with the assistance, where needed, of members of the QI research specialization committee). Three hard copies of the plan should be submitted to the QI research specialization committee for approval.

### Stage 2 - Completed Plan

Prior to taking the preliminary oral examination, a student must submit to the QI research specialization committee a completed plan in which the student *provides an argument and supporting evidence* demonstrating how the QI research specialization that he/she developed meets the following criteria:

1. Broad competence in understanding and addressing epistemological, methodological, ethical, and political issues that cut across the field of qualitative inquiry (and across all of social science inquiry, more generally).
2. Competence in multiple means of generating and interpreting qualitative data.
3. Competence in locating/situating/linking the understandings and skills comprising (1) and (2) within an interpretive frame of reference (e.g., feminist epistemology; traditional naturalistic, Verstehen sociology; post-structuralist theory, critical theory of society).

The completed plan should consist of two parts:

**Part One** is the written argument (5-6 pages typed) explaining how the three criteria listed above have been met.

**Part Two** is an appendix, which contains various kinds of evidence that the student provides to support the argument in Part One. Appropriate evidence that might be used includes a description (not simply a list) of courses taken and grades received, description of course projects involving empirical studies and/or analyses and critiques of methodologies, an annotated bibliography of

relevant books that were studied, pilot studies undertaken in preparation for the dissertation, description of empirical work undertaken as part of an assistantship, and so on. Part Two is limited to a maximum of 25 pages and the various kinds of evidence presented in Part Two should be referenced in the written argument. Students should expect that the QI specialization committee would require at least 30 days evaluating a completed plan.

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## Coursework

Courses appropriate for use in the QI specialization are listed below. Please note that this is not a list of the only courses a student might choose to meet the minimum course requirement. Other courses may be used subject to the approval of the QI specialization committee. If a student is considering using a course not on this list, the student's plan for completion of the specialization should include an argument for why the course should be used and include a copy of the syllabus. The courses listed below do not always neatly fit within a single category of the three-fold typology shown here, but this list reflects the primary emphasis of each course.

### 1. Introductory Coursework

CI 509 Curriculum Research: EPSY 577	QMR Qualitative Research Methodology Foundations of Qual Methods
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### 2. Coursework in Methods

CI 509 Curriculum Research: CI 519 EPSY 490E EPSY 578 ANTH 411 /EPSY 465 SOC 586 HCD 591 SOC 583 EPS 590	AR Action Research Methods of Child Study Case Study Research Methods Qualitative Inquiry Methods Methods of Cultural Anthropology Field and Qualitative Methods Qualitative Methods Qualitative Methods Qualitative Research in Education
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### 3. Specialized/Advanced Courses

CI 552 CI 562 CI 580 QRL CI 590 EPS 531 EPS 515 ANTH 464/SOC 482 ANTH 504 ANTH 508 ANTH 523 SOC 580/COMM 580	Qualitative Writing Linguistics in the School Curriculum Qualitative Research in Language and Literacy Education Narrative Inquiry Critical Race Theory Philosophy and Educational Research Ethnography of Local Cultures Colonialism and Postcolonialism Feminism, Gender, and Sexuality Dynamic Embodiment Advanced Interpretive Methods
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## QUANTITATIVE RESEARCH SPECIALIZATION

### FOCUS AND PURPOSE

Expertise in the design, analysis and interpretation of research employing quantitative techniques underlies a substantial portion of educational research. The purpose of this research specialization is to provide a programmatic approach to developing scholarly expertise in quantitative methodologies.

The purpose of this research specialization:

1. To provide a foundation for students to be able to interpret and judge the appropriateness of quantitative aspects of educational research.
2. To be able to conduct quantitative analyses, to articulate the methodology employed, and to interpret and discuss the meaning of the results in lucid discourse.
3. To understand the strengths and limitations of quantitative methodology.
4. To develop a quantitative research base by becoming familiar with journals and seminal sources of research methodology.
5. To build a base upon which students can independently extend their knowledge and expertise in quantitative methods as demanded by their own research.

### Who should choose this research specialization?

Students should become familiar with the methodologies used in the research in their area. They should discuss with their advisers, faculty, and other students current research topics. This research specialization should be chosen by students in research areas dominated by quantitative approaches, students who will likely employ quantitative methods in their dissertation research, and/or students who will use quantitative methods in their careers.

### Quantitative Research Specialization Overview:

This research specialization enables the student to further focus and specialize in one of three sub areas of quantitative methodology:

1. Statistical and/or Quantitative analysis and appropriate interpretation of data collected through experimental or quasi-experimental research.
2. The development and psychometric analysis of Measurement instruments.
3. The Design of Experiments.

### REQUIREMENTS AND PROCEDURES

There are FOUR requirements that must be completed for the Quantitative Research Specialization:

#### *Requirement I:*

Students must satisfactorily pass one course that provides a perspective on the goals and role of quantitative research. Courses that fulfill this requirement are:

CI 550/EPSY 573	Methods of Educational Inquiry (Strongly recommended)
EPS 515	Philosophy of Ed Research
PHIL 475	The Philosophy of Social Science
HRE 580	Disciplined Inquiry in Educ
EPSY 513	Research Methods in Counseling Psychology II

#### *Requirement II:*

The student must demonstrate a basic level of statistical knowledge by satisfactorily completing either



EPSY 580	Statistical Inference in Educ AND
EPSY 581	Applied Regression Analysis
OR	
PSYC 406	Statistical Methods I AND
PSYC 407	Statistical Methods II
OR	
STAT 400	Statistics and Probability AND
STAT 425	Applied Regression and Design

These core courses provide the foundation required for courses under requirement III.

*Requirement III:*

The student must demonstrate expertise in a sub area by satisfactorily completing a minimum of 8 hours from one of the following sub specializations:

A. Statistical/Quantitative Analysis Methodology

EPSY 574	Quasi-experimental design
EPSY/PSYC 588	Covar Struct and Factor Models
EPSY 584/SOC 584/PSYC 594	Multivar Anlys in Psych and Ed
PSY 582	Advanced Statistical Methods
PSYC 435	Math Form in Psych Theory
PSYC 506	Psych Scaling: Unidimen Meth
PSYC 509	Psych Scaling: Multidimen Meth
PSYCH 436	Mathematical Models in Psychology
STAT 426	Categorical Data Analysis
or EPSY 589	Categorical Data in Ed/Psyc
EPSY/PSYC/STAT 587	Hierarchical Linear Models

B. Measurement Methodology

PSYC 490	Mea and Test Dev Lab
EPSY 585/PSYC 595, Section A	Theories of Measurement, 1
EPSY/PSYC 585	Item Response Theory
PSYC 506	Psych Scaling: Unidimen Meth
PSYC 509	Psych Scaling: Multidimen Meth

C. Experimental Methodology

EPSY 574	Quasi-experimental design
EPSY 582	Advanced Statistical Methods
PSYCH 408	Design of Experiments in Psychology
SPED 583	Single Subject Research Design

*Requirement IV:*

Students are required to submit a paper that demonstrates their competency in the applications and interpretation of quantitative analysis of data. Ideally, methods from the student's sub area (requirement III) should be used in the paper. The paper may be co-authored and/or based on work done to satisfy any other requirement in the student's doctoral studies including:

- a. Research projects as part of course requirements;
- b. Master's thesis or equivalency paper;
- c. Research project completed for independent study;
- d. Research published in a journal article in which the student is first author; and,
- e. Research reported in an AERA, NCME, ARA or APA paper.

The paper must follow certain guidelines before it will be accepted. The paper must be written in the format suggested by the American Psychological Association Guidelines for journal submission.

The purpose of the fourth requirement is to provide an opportunity for the student to demonstrate an acceptable level of proficiency in conducting and reporting quantitative research. The quality of research design, appropriate statistical analysis, and correctness of conclusions and generalizations will be considered.

Advisers are strongly encouraged to read through student's work before they submit it to insure that the requirements have been satisfied.

revised November 2012



Student Academic Affairs Office | (217) 333-2800  
[sao@education.illinois.edu](mailto:sao@education.illinois.edu) | [education.illinois.edu](http://education.illinois.edu)

## Human Subjects Approval

For all dissertations, approval for use of human subjects or confirmation that human subjects review is not required must be obtained from the [Office of School-University Research Relations and Human Subjects](#) prior to doing research on the dissertation topic. A letter showing approval from the campus Institutional Review Board (IRB), including the exact title to be used on the dissertation must be provided to the departmental contact in the Academic and Instructional Services Office prior to the preliminary (oral) examination. Students should begin the approval process eight weeks prior to the examination.

## Preliminary Examination

The preliminary oral examination follows successful completion of the early research requirement, the qualifying examinations, the research specialization requirements, completion of course work, and human subjects approval. In addition, all incomplete grades must be changed to letter grades prior to the oral examination.

The purpose of a preliminary oral examination is for a student to present the rationale and format for the dissertation. During the examination, an agreement is reached between the student and the committee concerning the proposed dissertation. Thus, the examination is held prior to the collection of data or other major work on the dissertation. ***The student must be registered in order to take the preliminary oral examination. The student should consult the department for additional requirements.***

### PRELIMINARY EXAMINATION COMMITTEE

Students should begin appointing the committee and scheduling the examination at least four weeks prior to the expected date.

The committee must meet the [preliminary examination committee requirements](#) of the Graduate College including:

- The chair must be a member of the [Graduate Faculty](#).
- The committee must include at least four voting members, at least three of which must be members of the [Graduate Faculty](#), and two of which must also be tenured.
- If there are more than four voting members on the committee, at least half of the voting members must be members of the Graduate Faculty.

In addition to these requirements, College of Education requirements must be met:

- The chair must be tenured or tenure track.

- At least one member must be from outside the student's field of specialization and the budgetary department of the student and chair. If the student is a member of the Education Policy, Organization and Leadership department, at least one member must be from outside the major of the student and chair in place of the budgetary department.

A request for an exception to these rules must be made in writing by the chairperson and approved by the College of Education Associate Dean for Academic Programs and the Dean of the Graduate College. For committee members outside of the University of Illinois at Urbana-Champaign, a letter of justification and curriculum vitae must be submitted by the chair to the departmental contact in the Academic and Instructional Services Office who will then submit it to the College of Education Associate Dean for Academic Programs and Graduate College for approvals. In appointing the committee, the student submits committee member information to the departmental contact in the Academic and Instructional Services Office by completing the [Request for Appointment of Committee Form](#). This form must be submitted at least four weeks before the examination. The Academic and Instructional Services Office will retrieve the appropriate approvals.

The student must present the dissertation to the final examination committee for reading two weeks before the examination; in some cases it may be more reasonable to allow three weeks.

The chair, student, and at least one additional voting member of the committee must be physically present for the entire duration of all oral components of the examination. If the committee has more than one chair, all chairs must be physically present; in these cases, no additional voting member is required to be physical present. All voting members of the committee must be present in person or participate via teleconference or other electronic communication media during the examination, deliberation and results determination.

The chair obtains the *Preliminary Exam Result form* from the departmental contact in the Academic and Instructional Services Office before the examination and returns the form immediately after the examination. All appointed members must sign the *Preliminary Exam Result form*.

Decisions of the preliminary examination committee must be unanimous. The committee may make one of the following **decisions**:

1. pass,
2. fail, or
3. defer the decision. This option should be used only if the committee intends to hold another examination within 180 calendar days.

The result of the examination is communicated to the student and the Academic and Instructional Services Office as soon as possible at the conclusion of the examination.

The preliminary examination must be retaken if the final examination is not passed within five years of the original examination.

# Dissertation

The Ph.D. dissertation is intended to demonstrate the student's capacity to conduct independent research. The student's research should make an original contribution to knowledge. (Graduate Faculty Action, February 15, 1973). The dissertation usually requires a year or more of study. Registration in dissertation research hours for on-campus or in-absentia students, after the completion of the required 64 hours beyond the master's degree, is required. This registration typically comes after the course work is completed and before the time limits are reached.

## DISSERTATION EDITORIAL STYLE AND FORMAT APPROVAL

The dissertation must be prepared using one of the following commonly accepted editorial styles:

- American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.
- Harvard Law Review Association. (2010). The bluebook: A uniform system of citation (19th ed.). Cambridge, MA: Author.
- Modern Language Association. (2009). MLA handbook for writers of research papers (7th ed.). New York, NY: Author.
- Turabian, K. L. (2007). A manual for writers of term papers, theses, and dissertations (7th ed.). Chicago, IL: The University of Chicago Press.
- University of Chicago. (2010). The Chicago manual of style (16th ed.). Chicago, IL: The University of Chicago.

**NOTE: LaTeX is not an acceptable editorial style. However, this typesetting system can be used in conjunction with one of the above editorial styles.**

The student will consult with the chair and dissertation committee members to choose the style to be used. In exceptional circumstances, style manuals not listed above may be used with prior approval of the Associate Dean for Academic Programs. In addition, the [Thesis & Dissertation policies and procedures](#) issued by the Graduate College must be followed. **In the case of explicit differences between the Graduate College instructions and the style manual selected, the Graduate College instructions take precedence. For example, students choosing the APA style manual should follow the Graduate College instructions rather than those included in the APA manual for insertion of tables and figures.** Every dissertation in final manuscript form must be reviewed and approved by your dissertation director of research and/or chairperson of your dissertation committee to ensure that your dissertation meets the Graduate College and departmental requirements for deposit.

## DISSERTATION ABSTRACT

Abstracts for dissertations in the College of Education must include a synopsis of the following information to fully describe the completed study:

1. The problem and its theoretical and educational significance.
2. The research design and/or approach employed (include where appropriate descriptions of subjects and methods).

3. An overview of the results.
4. Conclusions, recommendations, and/or implications.

## Final Examination

Final examinations are oral and open to the public. The final examination committee chair is responsible for convening the committee, conducting the examination, and submitting the *Final Exam Result* form to the departmental contact in the Academic and Instructional Services Office.

### FINAL EXAMINATION COMMITTEE

Students should begin appointing the committee and scheduling the examination at least four weeks prior to the expected date.

The committee must meet the [final examination committee requirements](#) of the Graduate College including:

- The chair must be a member of the [Graduate Faculty](#).
- The examination committee must include at least four voting members, of which at least three must be members of the Graduate Faculty and at least two must be tenured.
- If there are more than four voting members on the committee, at least half of the voting members should be members of the Graduate Faculty.

In addition to these requirements, College of Education requirements must be met:

- The chair must be tenured or tenure-track.
- At least one member must be from outside the student's field of specialization and the budgetary department of the student and chair. If the student is a member of the Education Policy, Organization and Leadership department, at least one member must be from outside the **major** and the student and chair in place of the budgetary department.

A request for an exception to these rules must be made in writing by the chairperson and approved by the College of Education Associate Dean for Academic Programs and the Dean of the Graduate College. For committee members outside of the University of Illinois at Urbana-Champaign, a letter of justification and curriculum vitae must be submitted by the chair to the departmental contact in the Academic and Instructional Services Office who will then submit it to the College of Education Associate Dean for Academic Programs and the Graduate College for approvals. In appointing the committee, the student submits committee member information to the Academic and Instructional Services Office by completing the [Request for Appointment of Committee Form](#). This form must be submitted at least four weeks before the examination. The Academic and Instructional Services Office will retrieve the appropriate approvals.

The final oral examination will be conducted in a room that will accommodate at least six people, although a larger room will be reserved if the committee is aware that more people will attend the oral.

The student must present the dissertation to the final examination committee for reading two weeks before the examination; in some cases it may be more reasonable to allow three weeks.

The chair, student, and at least one additional voting member of the committee must be physically present for the entire duration of the examination. If the committee has more than one chair, all chairs must be physically present; in these cases, no additional voting member is required to be physical present. All voting members of the committee must be present in person or participate via teleconference or other electronic communication media during the examination, deliberation and results determination.

The chair obtains the *Final Exam Result form* and the *Thesis/Dissertation Approval form* from the departmental contact in the Academic and Instructional Services Office prior to the examination and returns the forms immediately after the examination. All appointed committee members' signatures are required on the forms; signatories must sign for themselves. Committee members have the right to review the final copy of the dissertation before signing. The committee should meet in private before beginning the examination. The public cannot ask questions or give input during the examination. At the conclusion of the examination, the committee will meet in private to discuss the results and then inform the candidate of the decision.

Decisions of the final examination committee must be unanimous. The committee may make one of the following [decisions](#):

- pass with no revisions required,
- pass pending revision of the dissertation, or
- fail.

The result of the examination is communicated to the student and the departmental contact in the Academic and Instructional Services Office soon as possible at the conclusion of the examination.

All committee members' signatures are required on one original copy of the *Thesis/Dissertation Approval form* and the *Final Exam Result form* (for the Graduate College). Committee members have the right to review the final copy of the dissertation before signing the forms. Only approved committee members may sign these forms. The student may request their signatures on additional *Thesis/Dissertation Approval forms*.

#### REGISTRATION FOR FINAL EXAMINATION FOR DOCTORAL DEGREE

The Graduate College requires that all doctoral candidates be registered for the entire academic term during which they take the final examination. Additional Information on registration requirements can be found on the Graduate College web site under [Requirements and Policies for Doctoral Degree](#).

## Dissertation Deposit

After the passing the final examination, provide the dissertation in final form to the committee chair and visit the College of Education [Deposit Information](#) and the Graduate College [Thesis & Dissertation](#) web page for further deposit instructions.

All students who have successfully defended their dissertation must obtain departmental format approval prior to final deposit with the Graduate College. Departmental format approval consists of three parts:

1. Chair and dissertation committee,
2. Head/Chair of department/program or authorized signatory, and
3. Departmental thesis/dissertation format reviewer.

Because revisions requested by the chair and dissertation committee may cause a change in pagination or format, students should submit a PDF of the dissertation to the departmental contact in the Academic and Instructional Services Office at [aiso@education.illinois.edu](mailto:aiso@education.illinois.edu) only after all revisions have been approved by the chair, dissertation committee, and the head/chair of department/program or authorized signatory. *The departmental thesis/dissertation review process will not begin until prior approvals have been received. The departmental dissertation review process can take up to two weeks to allow an opportunity for revisions and submission by the Graduate College deadline.*

After the departmental format review, dissertations are deposited in the Graduate College using the [ETD process](#). Students should note the [deadline dates](#) for each degree-granting period.

## Degree Certification Request

Prior to the date of degree conferral, a student may need verification that he or she has completed all requirements for the degree (e.g., for employment or visa renewal). At any time after degree requirements have been satisfied, the student may request a [Degree Certification Letter](#) or use the on-line [Degree Verification system](#).

## Convocation Participation

All students are invited to participate in the [College of Education Convocation](#) upon completion of their graduate degrees. The College of Education follows the [campus policy on participation](#).

- Candidates eligible to participate in the College of Education Convocation and campus wide Commencement ceremonies include August 2013 graduates, December 2013 graduates, and May 2014 degree candidates.
- Doctoral candidates are not eligible to participate if they do not deposit by April 25, 2014.



- Graduate degree candidates who have not completed ALL degree requirements including depositing a thesis or dissertation, if required, are not eligible to participate in the College Convocation and campus wide Commencement ceremonies. *Graduate Student Petitions requesting participation in the College Convocation are no longer accepted.*
- Master of Education and Certificate of Advance Study degree candidates with 8 or fewer hours remaining who expect to complete their degree requirements in August 2014 may participate in both ceremonies; however, their names will not appear in the printed *College Convocation* and campus wide *Commencement Programs* until May 2015.

August degree candidates must email their departmental contact in the Academic and Instructional Services Office of their intent to participate in the College Convocation. Failure to do so will prevent candidates from receiving important information.

## **Graduation Student Appeals Grievance and Policy Procedural Appeals**

The student has the right to appeal any requirement or rule established by the College of Education. Procedures for appealing such policies, as well as graduate student grievances, are generally the same. The [Student Code](#) contains a complete list of policies and regulations pertaining to students.

### **Alleged Capricious Grading Procedures**

More information on the appeal process can be found in [Article 3 of the Student Code](#).

A written appeal, together with supporting documentation, shall be presented to the Associate Dean for Academic Programs. The Associate Dean may consult with the Academic Programs Committee to determine if the grievance has merit. If the Associate Dean, or a majority of the committee, determines that the appeal has merit, a hearing body shall be constituted.

The hearing body shall consist of: (a) three members of the graduate faculty; (b) appointed by the Associate Dean; and, (c) who, if the aggrieved student desires, shall be joined in all deliberations by a nonvoting graduate student representative. The student representative shall be selected by the Associate Dean.

The hearing will be treated confidentially by the involved parties. This does not exclude their seeking advice prior to the hearing or seeking advice on a confidential basis after the hearing has begun. Counsel for parties can be present at the hearing.

The hearing body will review all appropriate evidence, develop a record of relevant exhibits and notes taken on oral testimony and write a recommendation based on the evidence presented. This record and recommendation will accompany future appeals.

The finding(s) and recommendation(s) of the hearing body will be reported to the Associate Dean. The Associate Dean has the discretion to use the recommendation(s) as he/she sees fit in the capacity of the office. If the student is dissatisfied with the disposition of the matter made by the Associate Dean, an appeal may be made to the Graduate College. The Student Academic Affairs Office shall acquaint the student with details as to the most expeditious manner of making an appeal when it informs the student in writing of the decision reached (Graduate Faculty Action, October 11, 1977).

## **Graduate Student Grievance Procedures at the College of Education**

### I. INTRODUCTION

## **Introduction**

All members of the University community are expected to observe high standards of professional conduct and ethical behavior in graduate education and in the supervision of graduate research and teaching (Guiding Standards for Faculty Supervision of Graduate Students, March 31, 1997). In a large and heterogeneous scholarly community however, problems arise. Thus the University articulates its policies and provides effective informal and formal procedures for resolving these problems involving graduate students. (The policies and procedures described in this document do not override or supersede any other policies as established in the University statutes and campus policies. For more information, see the [Graduate College Handbook](#).)

The purpose of this policy is to protect the interests of graduate students in the College of Education by providing informal and formal means of seeking resolution in case of an inappropriate action of a member of the faculty or administrative staff or an inappropriate application of a department or college policy. Any graduate student in the College of Education may informally pursue or formally file a grievance when he/she believes that a decision or behavior adversely affects his/her status as a graduate student.

This Policy and Procedures on Grievances by Graduate Students in the College of Education specifies the policy and describes the procedures to be employed to resolve grievances by graduate students in this College. It was approved by the Graduate College on May 19, 2000. This policy does not apply in cases of academic misconduct. Breaches of academic integrity in research and publication are handled [under the campus's Policy and Procedures on Research Integrity](#). Similarly, this policy does not apply to cases that arise under the [Student Code](#) ("CODE"), such as capricious grading in a course (Section 26) or academic integrity (Section 33).

## II. SCOPE AND COVERAGE

# Scope & Coverage

## Definition of a Grievance

A grievance may arise when a graduate student believes that his/her status as a graduate student, or university appointment based on student status, has been adversely affected by an incorrect or inappropriate decision or behavior. Examples include, but are not limited to the following:

1. Inappropriate application of a department, College, or University policy;
2. Being unfairly assessed on a preliminary committee;
3. Being required to engage in excessive effort on assistantships;
4. Being improperly terminated from student-based University appointment (teaching or research assistantships, etc.);
5. Being improperly terminated from a program;
6. Being required to perform personal services unrelated to academic or assistantship duties;
7. Being required to meet unreasonable requirements for a graduate degree that extend the normal requirements established by the campus or by the department/College and are inconsistent with the scholarly standards in the discipline;
8. Being the subject of retaliation for exercising his/her rights under this policy; or
9. Being the subject of professional misconduct by a student's graduate supervisor or other faculty or staff member.

Practices or actions by a student's supervisor, other faculty member, or other member of the University community that seriously deviate from ethical or responsible professional standards in the supervision of graduate student work may constitute professional misconduct in violation of University policy.

## III. INFORMAL PROCEDURES

# Informal Procedures

University policy strongly encourages all students who believe they have a grievance to use all appropriate avenues for informal resolution before initiating a formal grievance. Students in Education are encouraged to discuss the issue with the faculty or staff member with whom the problem has arisen. If a satisfactory solution is not forthcoming, the student should discuss the issue with his or her adviser, the departmental director of graduate studies, the head/chair of the department and/or the Associate Dean for Academic Programs, who shall attempt to find a resolution acceptable to both parties. Students are strongly encouraged to pursue informal procedures that have been established at the departmental levels to resolve any conflicts before pursuing formal procedures at the college level.

The student may also consult with the [Graduate College](#), the [Office of the Dean of Students](#), the Ombuds Office, the [Office of International Student and Scholars Services](#), or other sources.

#### [IV. FORMAL PROCEDURES](#)

## Formal Procedures

### Identification of the Grievance Committee

The faculty shall elect annually three members of the College of Education faculty, and graduate students shall annually elect two graduate students to serve on a College Grievance Committee. The faculty member and graduate student receiving the next highest number of votes shall be designated as alternates to serve in case an elected member cannot serve or is determined to have a conflict of interest. In the event of further vacancies, the Associate Dean for Academic Programs shall appoint appropriate replacements. Any other conflicts shall be referred to the Associate Dean.

The committee shall elect a chair from among its members. The chair is responsible for assuring that a record of the committee's investigations, deliberations, and recommendations is forwarded to the Associate Dean.

### Procedures

1. A student in the College of Education may file a formal grievance with either the College of Education Associate Dean for Academic Programs or directly with the Graduate College. A formal grievance should be filed promptly and must be filed in writing within 180 days of the decision or behavior resulting in the grievance, regardless of whether the college procedure or Graduate College procedure is used. The written grievance should indicate: the parties involved; the action or decision being contested; any applicable university, campus or unit policy; an explanation of why the action or decision is inappropriate; and, the remedy sought.
2. The Associate Dean for Academic Programs shall define the subject matter and scope of the issues related to the grievance in a written charge to the grievance committee. The primary involved parties shall receive a copy of the charge.
3. Any participant to the grievance may challenge any member of the grievance committee if there is a perceived conflict of interest. The challenge should be made in writing to the College of Education Associate Dean for Academic Programs. If the objection is prompt and reasonable, the Associate Dean shall replace the person with one who meets the stated criteria. The decision of the Associate Dean as to whether the challenge is prompt and reasonable, and to the acceptability of the replacement selected, may be a basis for appeal of the grievance committee's recommendation.
4. The grievance committee's investigation shall include a review of written materials presented. In addition, the committee will seek information from the primary involved parties in writing or in

person. During a hearing, each of the primary involved parties may make a brief opening statement, and then respond to questions from the committee. The primary involved parties may not question each other directly, but may pose questions through the committee chair. At the end of the hearing, each primary involved party may make a closing statement.

5. Within 30 calendar days of the filing of the grievance, the chair of the grievance committee shall report its recommendations in writing to the Associate Dean for Academic Programs. The Associate Dean may grant an extension of the time limit for good cause. The grievance committee's report shall contain:
  - a. A summary of the grievant's contentions and relief sought;
  - b. The response of the individual or college/department against whom/which the grievance was filed;
  - c. A general description of the investigative process;
  - d. A citation of relevant policies;
  - e. An explicit finding of fact based on the preponderance of the evidence with respect to each grievance included in the grievance committee's charge;
  - f. A listing of the evidence relevant to each finding;
  - g. An indication of whether there was a reasonable basis in fact and honest belief for the allegations in the investigated grievance;
  - h. A recommendation of appropriate redress for the grievant(s); and,
  - i. Any recommended changes in policies and procedures to minimize the probability of recurrence.
6. Within 7 calendar days of receipt of the committee's report, the Associate Dean for Academic Programs shall determine the disposition of the case and communicate the decision to the primary involved individuals.

If the Associate Dean determines that the grievance has not been proved or has no merit, the Associate Dean will notify all involved parties and all persons who have been interviewed or otherwise informed that grievance has been dismissed.

If the Associate Dean concurs with the committee's conclusion that the grievance has been sustained and has merit, the Associate Dean will proceed in accordance with the university statutes and relevant university rules and regulations. The Associate Dean may, after consultation with appropriate campus officers, prescribe redress for the grievant. In addition, the Associate Dean may initiate modifications of department or college policies or procedures. The Associate Dean shall notify the relevant primary involved individuals (grievant, respondent, grievance committee members) of actions taken.

7. Within 10 calendar days of receipt of written notification of the Associate Dean for Academic Programs' determination, appeals may be made to the Graduate College as specified in the Graduate College grievance policy. This appeal can be based only upon demonstrated specific deficiencies in the application of this college's grievance procedure to the student's grievance.
8. After completion of a grievance review and all ensuing related actions, the Associate Dean for Academic Programs shall return all original documents and materials to the persons who furnished them. The Associate Dean shall destroy the grievance file on a date 5 years beyond the grievant's

time limit for completion of the degree. A report of the nature of the grievance and the primary involved parties shall be forwarded to the Graduate College.

#### [V. GENERAL PROVISIONS](#)

## **General Provisions**

### **Coverage**

This policy and these procedures apply to all graduate students and members of the academic and administrative staffs in the College of Education. This policy also applies to former graduate students, provided they meet the timeliness requirements specified in the procedures above.

### **Oversight Authority and Responsibility**

1. The Associate Dean for Academic Programs has responsibility, under the policies and procedures of the Graduate College, for the management of College of Education graduate programs and related policies and procedures.
2. The Associate Dean for Academic Programs shall have the primary responsibility for administering the campus procedures detailed herein. All information and items furnished will be made available to the grievance committee. During the course of an investigation, the Associate Dean will provide information about the status of proceedings to the primary involved individuals. Subsequent to the grievance committee's reporting, the Associate Dean will maintain a file of all documents and evidence, and is responsible for the confidentiality and the security of the file. The Associate Dean shall make the complete file available to the Dean of the Graduate College and on the appeal of a grievance outcome to the Graduate College.

### **Confidentiality**

All persons involved in administering these procedures will make diligent efforts to protect the reputations, privacy, and positions of all involved persons. These persons include those who file grievances, persons who are alleged in a grievance to have taken inappropriate actions or activities, and college/department administrators. All of the procedures and the identity of those involved should be kept confidential to the extent permitted by law. However, confidentiality regarding information other than the identity of the grievant need not be maintained if the grievance is found to be false and in particular if dissemination is necessary to protect the reputation of individuals or units falsely accused. Making public the fact that a grievance has been deemed false or unproved is not considered retaliation against the grievant. Protection of confidentiality does not preclude disclosures necessary to redress actions leading to a grievance.

## Standards of Evidence

The grievance committee's decision shall be made on the "preponderance of evidence" standard. Any finding against an individual or department on the subject of the grievance must be supported by a preponderance of the evidence.

## Academic Freedoms and Rights of the Parties

1. It shall be a prime concern of all persons who implement this policy and these procedures to protect the academic freedoms fundamental to the academic enterprise. Among other things, this includes the professional judgments of student performance that are an essential part of the graduate education process. Academic freedom, however, affords no license for the mistreatment of graduate students.
2. The rights of the primary involved individuals shall be specified in the form of a written notice or letter from the Associate Dean for Academic Programs. The primary involved individuals have the following rights:
  - a. To receive notice of the identity of the members of the grievance committee;
  - b. To receive a written statement of the charge including the subject matter being considered by the grievance committee. If additional information emerges during the committee's evaluation that substantially changes the subject matter, the parties shall be informed promptly in writing
  - c. To submit statements in writing and to meet with the committee to present information;
  - d. To consult private legal counsel, or another person who may provide advice at the meeting with the committee. Prior notice of the absence of an adviser must be given and any other primary involved party may request a delay of up to 5 calendar days to arrange for the presence of an adviser; and,
  - e. To review and respond to the grievance committee's final report.
3. Any of the parties responsible for the implementation of this policy may consult University Legal Counsel at any time during the informal processing of a grievance.

## Conflict of Interest

A conflict of interest is a significant professional or personal involvement with the facts or the parties to a dispute. Any participant, who has a conflict of interest in a dispute under this procedure, or a concern about a conflict on the part of another, shall report it to the Associate Dean for Academic Programs who shall take appropriate action. If the Associate Dean has such a conflict, the Associate Dean will inform the Dean of the Graduate College who will, in consultation with the Dean of the College of Education, decide how to address the situation.

## Timeliness and Procedural Changes

All procedures prescribed in this document should be conducted expeditiously. The Associate Dean for Academic Programs with good cause may extend any of the time periods and may make other reasonable alterations of these procedures, provided that the alteration does not impair the ability of a grievant to pursue a grievance or the respondent(s) named in the grievance to defend him/herself. Any alterations of these procedures must be communicated to all pertinent parties.

## **Withdrawal of a Grievance**

The grievant may submit a written request to withdraw the grievance at any time. The Associate Dean for Academic Programs shall decide whether to approve the request. A request to withdraw shall be approved only if both parties to the action agree to terminate the proceedings. If the withdrawal request is approved, the Associate Dean shall notify the primary involved parties and the files shall be destroyed. If the withdrawal request is denied, the grievance shall continue to be processed to a conclusion according to the above procedures.

## **Termination of University Employment**

After the initiation of grievance procedures under this policy, the grievance proceedings will not automatically terminate due to the termination of university employment, by resignation or otherwise, of any of the primary involved individuals in the grievance.

## **Malicious Charges**

Bringing unfounded charges in bad faith is a violation of this and the Graduate College grievance policy. If the grievance committee determines that the allegation(s) in the grievance or the testimony of any person was unfounded and motivated by bad faith, that finding shall be communicated by the Associate Dean for Academic Programs to the Dean of the Graduate College and the Dean of the academic college. After consultation with the Provost, the deans may inform the Associate Dean of such a finding. Such a finding may be the basis for disciplinary action or other personnel decisions in accordance with University rules and regulations.

## **Exceptions to Policies**

Students can request exceptions to College of Education or Graduate College policies and deadlines by consulting their adviser and completing the appropriate documentation. College of Education policies are the policies set forth in this handbook. [Graduate College policies](#) can be found in the Graduate College Handbook. Both exceptions go through multiple levels of approval. An exception approved at one level may be denied at another level.

Exceptions to College of Education policies may be requested by completing the [College of Education Exception Request](#) form. The request will be forwarded to the student's adviser for a decision, along



with any other relevant parties. A final decision will be made by the Associate Dean for Academic Programs in the College of Education.

Actions such as fulfilling the foundations requirements using a four-hour course instead of two two-hour courses or using a similar graduate level course that has been completed elsewhere can be requested through this process. Copies of official transcripts from the institution where the graduate credit was earned must be submitted with the form.

To request exceptions to the Graduate College policies or deadlines, the student should complete the [Graduate Student Request Form](#). Petitions require a minimum of two signatures (adviser and department chair/head or authorized signatory) but may require additional signatures. Upon receipt of the department chair/head's signature (or authorized signatory), the departmental contact in the Academic and Instructional Services Office will forward it to the Graduate College for final decision.

Other actions including transferring credit, changing curriculum, and registration changes require other [Graduate College forms](#).

## **Applying Certificate of Advanced Study Credits in Doctoral Programs**

A student who has completed course work taken as a part of the requirements for the Certificate of Advanced Study in Education at the University of Illinois may petition for not more than 24 hours of such work and dissertation hours combined toward the program leading to the Ed.D., provided that the course work was taken within five years of the date of the petition.

If an individual is pursuing a Certificate of Advanced Study and decides to seek a Ph.D. instead, the usual change of curriculum petition procedures should be followed without receiving the Certificate of Advanced Study degree. If this change is effected and the Certificate of Advanced Study degree is not awarded, previous course work intended to apply to the Certificate of Advanced Study can be counted toward the Ph.D. degree, subject to other policies governing the Ph.D. program.

When considering a Certificate of Advanced Study program or a change of status from Certificate of Advanced Study to a doctoral degree program one issue to consider is that doctoral degree time limit begins with the first course used to meet doctoral requirements, even if this course was originally taken as part of a Certificate of Advanced Study program.

## **Other Actions**

### **Disability Services**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the Disability Resources and Educational Services (DRES). To contact DRES you may visit [www.disability.illinois.edu](http://www.disability.illinois.edu) or 1207 S. Oak St., Champaign, call 333-4603, or e-mail a message to [disability@illinois.edu](mailto:disability@illinois.edu).

## Changing Advisers within a Department

A change of advisers is handled within the student's department.

## Licensure

Some Ed.M. programs require teacher licensure for admission and/or graduation. Information concerning these licensure requirements may be obtained through the student's department or the [Council on Teacher Education](#).

Teacher, administrative, and other licensures for public schools are awarded by the Illinois State Board of Education. In most cases, licensure may be awarded after completing an approved program at a university. The College of Education has approved programs for most licensure, including various teaching fields, Learning Behavior Specialist, and Administrative (General Administrative and Superintendent). Most of the approved administrative programs require completion of a graduate degree at the University of Illinois. Since requirements change, it is important that anyone desiring to obtain licensure discuss the matter with his or her adviser and the Council of Teacher Education at the start of the program.

All persons seeking admission to a licensure program in educational administration must respond to a separate application procedure. For details, contact the [Department of Education Policy, Organization and Leadership](#).

The Ph.D. program in Counseling Psychology offered by the [Department of Educational Psychology](#) is designed to meet American Psychological Association (APA) requirements for eligibility for licensure.

## Auditing Courses

A student wanting to audit a course must first complete an [Auditor's Permit](#). More information on [auditing a course](#) can be found in the Graduate College Handbook.

# Ph.D. Research Specialization

The purpose of the Ph.D. Research Specialization Requirements is to insure that all Ph.D. candidates in the College of Education have had sufficient coursework and experience to attain proficiency in at least one research methodology and are able to conduct independent dissertation research.

## The Research Specializations

The four Research Specializations, Evaluation, Interpretive, Qualitative and Quantitative, were chosen to represent the domain of methodologies prevalent in educational research and pursued by our graduate students and faculty. It is intended that the choice of a Research Specialization will be consistent with a student's dissertation research. While requirements differ for each specialization, all require some combination of introductory and advanced methods coursework; i.e. CI/EPHY/SPED 450, EPS 411, HRE 453, or PHIL 375, practical experience, and a capstone project. All Research Specializations require a two-stage approval process described below. Candidates must maintain a B average for all courses in their research specialization. Full descriptions of the focus and requirements of each specialization are available through the links below.

- [Evaluation](#)
- [Interpretive](#)
- [Qualitative](#)
- [Quantitative](#)

## The Two Stage Approval Process

Successful completion of the Research Specialization requires that the student follow a two-stage approval process.

### Stage I-Preliminary Plan

Before completion of the third semester of doctoral coursework, the student must submit a preliminary Research Specialization Plan:

[Evaluation Research Specialization Approval Form](#)

[Interpretive, Qualitative, Quantitative Research Specialization Approval Form](#)

The plan must include a brief written statement that includes the following:

1. The student's objective in developing this specialization;
2. the coursework/experience that will support the fulfillment of the requirement and a tentative timeline for completion; and,
3. a proposal for how the student plans to fulfill the capstone project requirement.

The student must develop this plan in collaboration with his/her adviser. The plan states why the student has chosen the particular research specialization and the ways in which it is expected to contribute to the student's doctoral research and/or future career plans. The adviser must sign indicating approval of the plan. All accompanying documentation (e.g., petitions, course transfers, transcripts, and syllabi) should be submitted with the research specialization plan.

If the student's focus is the Evaluation specialization, the student submits the adviser-approved plan and accompanying documentation to the Evaluation Research Specialization chair. Once the chair has approved the plan, the student submits it to the Academic and Instructional Services Office.

If the student's focus is the Interpretive, Qualitative or Quantitative specialization, the student submits the adviser-approved plan to only the Academic and Instructional Services Office.

## **Stage II-Final Approval**

When the preliminary plan has been approved, the student proceeds to complete coursework, experiences, and the capstone project. Upon completion of the activities specified in the plan and prior to taking the preliminary oral examination, the student must submit to the adviser a completed plan in which the student provides a written argument and supporting evidence demonstrating research competence. The completed plan should include the original form with all course grades now indicated, a brief expository description of how the objectives stated in the preliminary plan have been fulfilled, and a list of the courses taken and the instructors of these courses, as well as a brief description of each.

The student should also submit a paper or project that demonstrates competence in the use of methods associated with that research specialization. The demonstration could take the form of a research project completed for independent study or a course; research published in a journal or in conference proceedings; an annotated bibliography of books relevant to methodological study that the student has reviewed; or other relevant demonstrations of methodological competence. The rationale for the submission of the paper or project and an account of its genesis should be described in the expository piece.

The adviser should read through the student's completed plan and accompanying evidence. The adviser should sign indicating approval of the student's completion of the research specialization requirements.

If the student's focus is the Evaluation specialization, the student submits the adviser-approved completed plan and accompanying documentation to the Evaluation Research Specialization chair. Once the chair has approved the completion of the requirement, the student submits it to the Academic and Instructional Services Office.

If the student's focus is the Interpretive, Qualitative or Quantitative specialization, the student submits the adviser-approved completed plan to only the Academic and Instructional Services Office.

If the adviser or Research Specialization chair indicates disapproval, a course of action will be provided. Courses of action may include revision and resubmission of the completed plan or components, additional coursework, or additional supporting evidence. Students can expect that it will take no more than 30 days to evaluate a completed plan.

## **Oversight of the Research Specialization Requirement**

A "meta-committee" composed of the Associate Dean for Academic Programs, Associate Dean for Research, and the chairs of the four Research Specialization subcommittees is charged with the oversight of the Research Specialization Requirement. Their responsibilities include implementation of the new system, recommendations for Research Specialization Committee members, ongoing review and approval of specialization requirements, enforcement of the two stage approval process, and evaluation of the system as a whole.

A three-person committee is appointed by the Associate Dean for Academic Programs to oversee each of the Research Specialization Committees. These committees are appointed from among the group of faculty who teach methodology courses or who are clearly expert in a particular method. They will serve staggered three-year terms. The most senior member of the committee (in terms of years appointed to the committee) serves as chair. The Research Specialization Committee reviews and approves courses for the specialization, defines criteria for the

capstone project, periodically updates and revises Research Specialization Requirements, and provides advice to faculty and students.

## **The Course Approval Process**

Each Research Specialization has a listing of approved courses and additional requirements. These listings will be updated annually. All approved courses will be reviewed every three years (on a staggered cycle) to make sure that they are still offered and are relevant to the Research Specialization.

New courses must receive prior approval before they can count to fulfill the requirements of a particular Research Specialization. To become an approved course, faculty must submit syllabi and a statement of how the course fulfills the intent of the research specialization to the chair of the Research Specialization for review by the entire committee. Only courses with permanent course numbers will be considered for the listing of approved courses. Students must petition to have independent studies and omnibus courses included in their preliminary plan. To be considered, independent studies and omnibus courses must clearly meet research specialization requirements and must not duplicate pre-approved courses.

## **The Appeals Process**

Students who are dissatisfied with the actions of the adviser or Research Specialization Committee should first discuss their concerns with the chair of that Research Specialization Committee. If resolution is not achieved, they may appeal to the meta-committee, the Chair of the Graduate Programs Committee or the Associate Dean for Academic Programs.

### ***PH.D. Research Specialization Committee for 2013-2014***

#### **Evaluative**

[Stacy Dymond, Special Education](#), Chair

[Jennifer Greene, Educational Psychology](#)

[Thomas Schwandt, Educational Psychology](#) (Fall 2013)

[Stafford Hood, Curriculum and Instruction](#) (Spring 2014)

#### **Interpretive**

[Yoon Pak, Education Policy, Organization and Leadership](#), Chair

[Christopher Higgins, Education Policy, Organization and Leadership](#)

[Pradeep Dhillon, Education Policy, Organization and Leadership](#)

#### **Qualitative**

[Anne Haas Dyson, Education Policy, Organizational Leadership](#), Co-Chair

[Liora Bresler, Curriculum and Instruction](#), Co-Chair

[Denice Hood, Education Policy, Organization and Leadership](#)

#### **Quantitative**

[Wen-Hao Huang, Education Policy, Organization and Leadership](#), Chair

[Carolyn Anderson, Educational Psychology](#)

[William Trent, Education Policy, Organization and Leadership](#)

## EVALUATION RESEARCH SPECIALIZATION

### FOCUS AND PURPOSE

Evaluation is a diverse field of scholarship and practice that is informed by multiple disciplines and multiple methodological traditions and that is enacted in multiple domains of public policy and private pursuit. Evaluation engages the substance or subject matter of the program or policy being evaluated, as well as the institutional and political contexts within which the program or policy is embedded. Evaluators endeavor to understand the workings of the program/policy they are evaluating and to make judgments about its quality and effectiveness.

In education, evaluators contribute to understanding and assessing the quality and effectiveness of educational policies, curriculum innovations, teaching practices, training programs, teachers and administrators, and technology initiatives. Evaluators are thus located throughout our educational system - public and private, preK-12 and adult, formal and informal. Evaluation is similarly situated in other domains of human endeavor, including health, mental health, social welfare, and justice.

The evaluation research specialization is envisioned as an excellent complement to many other fields of study in education and other domains of social policy and human endeavor. Students who pursue the evaluation research specialization will develop sufficient knowledge and skills so that, upon research specialization completion, they will be able to defensibly and credibly conduct a small-scale evaluation or contribute meaningfully to a more ambitious evaluation. Toward this end, the evaluation research specialization advances the development of student competence in three primary areas:

1. Applied social science research and evaluation methodology;
2. evaluation theory; and,
3. evaluation practice.

More specifically, competence in evaluation importantly rests on methodological competence that is both broad and deep. Because good evaluation practice routinely includes a mix of qualitative and quantitative methods, evaluators need basic competence in multiple social science methodologies. This includes understanding of large-scale experimental approaches to social inquiry, basic skills in survey methods, and firm grounding in interpretive, qualitative approaches to social inquiry. Thoughtful evaluation practice also rests on conceptual knowledge of the field, as represented in the evolution and diversification of evaluation theory, and experiential familiarity with the field practice of evaluation, as best captured in an actual evaluation project.

### REQUIREMENTS AND PROCEDURES

Prior to beginning the evaluation specialization, students should seek out opportunities to develop a general understanding of issues and methodologies in educational research. This can be accomplished in many ways - notably, through prior applied research experience or enrollment in an introductory methods course (CI / SPED 550, EPSY 573, HRE 580, EPS 515, or PHIL 475).

An additional 16-24 hours of coursework (16 minimum) is then required for the evaluation specialization, as detailed below.

## **Evaluation project**

The evaluation specialization also requires completion of an evaluation project in the field. This project may be completed in conjunction with course requirements, as an independent study, or as part of other research/field experiences in which students engage.

## **Plan**

Recall that your Evaluation Research Specialization plan should include a completed RS form, signed by the adviser, and a brief written statement that addresses the following:

1. your objective or rationale for selecting and developing this specialization, how evaluation contributes to your academic and career aspirations;
2. the coursework and experience that will support the fulfillment of the evaluation RS requirements and a tentative timeline for completion; and,
3. a proposal for how you plan to fulfill the capstone project requirement.

Recall also that you are encouraged to submit this plan before completion of your third semester of doctoral coursework.

## **Final submission**

When all requirements have been fulfilled, students should re-submit the RS form, again signed by their adviser, and a copy of their evaluation project.

## **COURSEWORK**

Because evaluation is a field that relies on methodologies from other social sciences, but also has its own body of theory and practice, development of evaluation competence minimally requires an investment of 16-24 hours of study (depending on students' prior academic and field experiences) and optimally involves more.

The sixteen required hours include 2 courses in methods, representing two different methodological traditions, 1 course in evaluation theory, and 1 course in evaluation practice. Currently approved courses for the evaluation specialization are listed below.

### **Methods (8 hours minimum)**

Students should take at least two courses representing two of the following three sets of methodological traditions in order to develop basic competence in more than one approach to applied social science. Students who already have completed equivalent coursework may petition the evaluation research specialization committee for a waiver of some or all of these methods requirements.

#### **1. Quantitative, statistical analysis**

Basic level courses:

EPSY 580

Statistical Inference in Educ

EPSY 581

Applied Regression Analysis

OR PSYC 406 and 407

Statistical Methods I and II

Intermediate-Advanced level courses:

EPSY 588	Covar Struct and Factor Models
EPSY 584	Multivar Anlys in Psych and Ed
EPSY 585	Theories of Measurement I
EPSY 582	Advanced Statistical Methods

[And see other courses in the Quantitative research specialization.]

## 2. Qualitative methods

Basic level courses:

EPSY 577	Foundations of Qual Methods
EPSY 578	Qualitative Inquiry Methods
CI 509, Section AR	Qualitative Methods in Research

Intermediate-Advanced level courses:

EPSY 490, Section E	Case Sty Res Methods
CI 507, Section QR	Conducting Qualitative Research
CI 509, Section AR	Action Research
CI 519	Methods of Child Study

[And see other courses in the Qualitative research specialization.]

## 3. Survey and quasi-experimental design

EPSY 574	Quasi-Experimental Design
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[Other courses to be identified.]

### Evaluation Theory (4 hours minimum)

EPSY 470	Intro to Evaluation Theory
EPSY 570	Adv Theories of Ed Evaluation [more advanced level]

### Evaluation Practice (4 hours minimum)

CI 518/EPSY 572	Evaluation of Edu Programs
EPSY 471	Intro to Evaluation Methods
HRE 585	Program Evaluation

## Recommended Course Sequences for the Evaluation Research Specialization

Students are encouraged to complete their research specialization requirements within the first two years of doctoral study. The field project should be the culminating or final activity within the research specialization, so it should be conducted after students have developed some competence in methods and grounding in evaluation theory.

So, during the first year of graduate study, students pursuing the evaluation research specialization could concentrate on developing basic competence in at least two different methodologies. During the second year, students could take the evaluation theory and practice courses, completing the evaluation project as part of the practice course or during the subsequent summer or fall. Alternatively, students could take both methods and evaluation theory courses during their first year of study, again deferring the practical project until these requirements are completed.



Once again, it is strongly recommended that students go beyond the 4 course minimum requirement and continue to develop both their methodological competence, probably concentrating in one methodological tradition, and their knowledge of and experience with evaluation.

### **Project Requirement for the Evaluation Research Specialization**

In addition to coursework, students are required to complete a supervised evaluation project in the field and to submit the final evaluation report from this project as evidence of competence in evaluation practice. This project could be conducted in conjunction with EPSY 471, HRE 585, or CI 518 in conjunction with other courses or as an independent internship or independent study.

The evaluation project should be conducted under the supervision of a qualified evaluation practitioner, either an instructor in one of the designated evaluation practice courses or a supervisor identified with the assistance and approval of the student's adviser. The project can be conducted in conjunction with an evaluation practice course or separately for academic credit or remuneration. If conducted separately, the project should be of the scope equivalent to at least 2 hours of credit.

The project should conform to accepted standards for professional evaluation practice, in particular, the Joint Committee's Standards for Evaluations of Educational Programs, Projects, and Materials.

A final report on this evaluation project should be submitted to the evaluation research specialization committee along with the appropriate paperwork. If the final report has joint authorship, a note from the student or the student's adviser or supervisor is needed indicating that each student had a primary role in project design, implementation and reporting.

## INTERPRETIVE RESEARCH SPECIALIZATION

### **FOCUS AND PURPOSE**

Interpretive methods of research and analysis play a role in educational research in two different senses. In one sense, they are used in many disciplines and fields as primary means to creating a narrative, to making meaning, or to making cultural or policy critiques. For example, in humanistic studies of education, such as philosophy of education and history of education, the interpretation of texts, events, human actions, narratives, and concepts forms the basis of inquiry. In these or other cases, the analysis of language can play a central role. In legal analysis in education, for example, the use of interpretive methods involves the analysis of case law, legislation, and administrative policy. In cultural studies or discourse analysis in education, the interpretation of culture, practices and artifacts, or language itself plays a central role in studying social patterns of inclusion, exclusion, and the dynamics of power. In some varieties of curriculum theory, the interpretation of textbooks and other materials plays a key role in explaining how society reflects judgments about knowledge and value in their curricular choices. In the history of education, the interpretive research specialization yields valuable insights regarding mastery of historical research methods (e.g., oral history, review of original source documents), but also in terms of knowledge about the major interpretive debates in the field that have shaped the scholarship and focus of historical research in education.

In the second sense, interpretive methods play a part in the application of any modes of research, whether quantitative, qualitative, or evaluative. Researchers often speak of “interpreting” the data, or “interpreting the results of statistical analyses.” In this more generic sense interpretive methods are not the primary research specialization: they are the one analytical skill along with many in a wider mode of inquiry. This specialization pertains to the first sense of interpretive methods, not to the second, more generic, sense.

The Interpretive Research Specialization:

1. Provide a foundation for student to be able to understand general methodological issues and problems in educational research;
2. includes basic course work in conceptual analysis, documentary and other kinds of discursive analysis, and epistemological analysis;
3. emphasizes coursework that connects method to disciplinary study;
4. help students develop critical and interpretive tools to be used to analyze both the limitations of educational research itself and substantive problems in the field of educational policy and practice;
5. prepare students to interpret and analyze a variety texts and other cultural artifacts, including but not limited to documents, curricula, discursive products, film, theory, policy, and law; and,
6. provides students develop skills that they will use as independent researchers using interpretive methods alone or in conjunction with other research skills.

Students should become familiar with the methods used in the research in their area. They should discuss with their advisers, faculty, and other students current issues and topics for research. This requirement is meant as an introduction to research methodology, not the full methodological skill set required to be a successful scholar. Hence the following course requirements are a minimum, to be supplemented by further study. While, as noted, all research has an interpretive element, this research specialization is most useful for students in humanistic disciplines e.g., philosophy of education, history of education, curriculum theory, cultural or literary studies, or policy and legal analysis. Prior to beginning

work on this Research Specialization, students should take advantage of all opportunities inside and outside of the classroom to familiarize themselves with a variety of research methods in education.

## **REQUIREMENTS AND PROCEDURES**

Successful completion of the Interpretive Research Specialization requires that students follow a two-stage process:

### **Stage I - Preliminary Plan**

Before completion of their third semester of doctoral level coursework, students must submit a preliminary written plan (2-3 typed pages) that explains the following:

1. The student's reasons for choosing this particular specialization; and,
2. the coursework that will support the fulfillment of the requirement.

### **Stage II- Completed Plan**

Prior to taking the preliminary oral examination, students must submit to the research specialization committee a completed plan in which the student provides: 1) a written argument; and 2) supporting evidence demonstrating research competence.

The student statement (5-6 pages) should illustrate how the skills developed through the completion of the Interpretive Research Specialization prepare them for the kind of research study they are proposing for their dissertation.

The student should also submit a paper or project that demonstrates competence in the use of interpretive methods and success in linking the method to substantive questions. The demonstration could take the form of a research project completed for independent study or a course; research published in a journal or presented at a conference, or other relevant demonstrations of methodological competence.

Advisers are strongly urged to read through students' work before submission to the Research Specialization Committee. Students should expect that the specialization committee will require at least 30 days to evaluate a completed plan.

## **COURSEWORK**

Please keep in mind that all the required course options emphasize method. These are meant as a minimal framework for the development and mastery of research skills and competencies. They do not constitute the sum total of courses necessary to achieve mastery in a discipline or field.

Students must satisfactorily pass four course areas:

One course that provides a foundational perspective on the general aims purposes of educational research. Courses that fulfill this requirement are

EPS 515	Philosophy of Ed Research
PHIL 475	Philosophy of Social Science
CI 550	Methods of Educational Inquiry

One course in methods:

EPS/COMM 575	Cult Studies and Crit Interp
ENGL 500	Introduction to Criticism & Research
ANTHRO 472	Border, Latina-Latino Cultures

CI 569/ENGL 584	Topics Discourse and Writing
CI 509 QRM	Qualitative/Interpretive Methods & Research
GWS 550	Fem Theories Humanities
GWS 570/SOC 520	Fem Research Soc Sci

Two courses on interpretive methods within either: a) a disciplinary or specialized field of inquiry; or

COMM 582	Res Meth in Adv and Comm
ARTH 593	Theory and Methodology
CINE 461	Film Theory and Criticism
CWL 590	Contemp Crit Methods & Theory
EOL 547	Educational Law
EPS 503	Seminar in the History of Ed
EPS 510	Traditions in Philosophy of Education
EPS 512	Western Educational Classics
EPS 517	Ethics and Education
EPS 513	Philosophical Aesthetics and Ed
SOC 477	Sociology of Law
SOC 501	Contemp. Soc. Theory
CI 590	Historical & Critical Issues in Curriculum Theory
CI 590	Critical Issues in Technology
AFRO AM 479	Black Freedom Movement 1955-Present
GWS 480	Gender Roles & Inter. Devl.
GWS 432	Gender & Language
GWS 435	Comodifying Difference

An interdisciplinary or multidisciplinary area of study (\*The following courses are suitable as well. The committee anticipates that these courses will be given permanent course numbers.)

*EPS 590 AD1	Social Justice and the Politics of Difference
*EPS 590 AD2	Critical Theories of Education
EPS 423	Econ of Ed. & the Political Economy



## QUALITATIVE INQUIRY (QI) RESEARCH SPECIALIZATION STATEMENT OF FOCUS & REQUIREMENTS

### FOCUS AND PURPOSE

The field of qualitative inquiry in education (also spoken of as ethnography, qualitative field study, case study, naturalistic inquiry, and interpretive inquiry) is extremely rich and diverse and encompasses several different versions of its aim and methods as influenced by the Chicago School of Sociology, the Verstehen tradition in sociology (including symbolic interactionism, ethnomethodology, ethnomusicology, the ethnography of communication, and other types of micro-ethnography), the ethnographic tradition in cultural anthropology and fieldwork sociology, and notions of educational connoisseurship and criticism. In addition, ideas drawn from philosophical hermeneutics, social constructionism, postmodern theory, feminist theory, and critical theory of society shape conceptions of qualitative inquiry as a way of studying the social world.

Some forms of qualitative inquiry involve empirical investigation of the social world by means of field study or fieldwork employing the approach of participant observation. Qualitative inquiry as field study emphasizes observation *in situ* -that is, learning by means of a (relatively) sustained presence in a situation or setting and observing the goings-on there. Moreover, participant observation is not merely a methodology but an epistemology: the inquirer-as-fieldworker assumes that immersion in, intimate familiarity with, or empathetic participation in the human action that he or she studies is necessary for grasping, understanding, and eventually portraying the meaning of social action. Not all qualitative studies, however, are fieldwork in this traditional sense (in fact some contemporary forms of qualitative inquiry are actually quite critical of the traditional approach to fieldwork as participant observation). Some qualitative studies employ life history methodologies, examine the constitution and meaning of cultural artifacts, or focus on the constitution and operation of various discourse practices.

Frameworks for qualitative research acquire a particular purchase when used to explore educational matters-for example, in examining the intersection of language, culture, and schooling; the relationship between schools and their communities; the formation and enactment of school and curricular reform and other policy initiatives, and so on. Therefore, students aiming to develop a special focus in qualitative inquiry must seek out opportunities beyond the specialization in methodology in which they explore the use of qualitative inquiry in investigating substantive issues in their particular field of interest (e.g., curriculum design, educational policy, language education, higher education, adolescent development).

The Qualitative Inquiry specialization (QI) is intended to help students prepare themselves in the broad arena of the epistemologies, methodologies, and methods comprising qualitative inquiry.

The QI specialization is intended to help students develop:

1. Competence in understanding and addressing methodological, epistemological, ethical, and political issues that cut across the field of qualitative inquiry (and across all of social science inquiry, more generally).
2. Competence in multiple means of generating, interpreting, and reporting qualitative data.
3. Competence in locating/situating/linking the understandings and skills comprising (1) and (2) within an interpretive frame of reference (cultural anthropology; traditional naturalistic, Verstehen sociology; feminist epistemology; post-structural theory; critical theory of society, etc.).

## REQUIREMENTS AND PROCEDURES

Prior to beginning the QI specialization, students must seek out opportunities to develop a general understanding of issues and methodologies in educational research. This can be accomplished in many ways. For example, a student might enroll in CI 550, EPSY 573, SPED 550, EPS 515, or HRE 580.

In addition to this initial understanding of educational research, a student must take 12 hours in the QI specialization. Please note that the specialization is viewed as an orienting framework. The number of hours required to meet the research specialization are considered the minimum for any graduate student who seeks to develop this specialization. A graduate student in consultation with her/his adviser should plan the specialization and advice may be solicited from members of the QI research specialization committee.

Students should plan a sequence of courses that includes the following:

1. Introductory coursework that provides an overview of shared epistemological, methodological, ethical, and political issues that are engaged in various ways by different approaches to qualitative inquiry.
2. Coursework in the use of methods of generating and interpreting qualitative data via interviewing, observation, text analysis, and so on depending on the student's special methods interests.
3. More specialized/advanced coursework that focuses on particular varieties and applications of qualitative inquiry.

A list of courses in these three categories is provided below.

Successful completion of the QI research specialization requires that students follow a two-stage process:

### **Stage 1 - Preliminary Plan**

Before the completion of their third semester of graduate-level coursework, students must submit a preliminary written plan (1-2 typed pages) that explains the following:

1. The manner in which the student met the requirement for acquiring a broad understanding of issues in educational research methodologies;
2. The student's objectives in developing the QI specialization; and,
3. The coursework that the student plans to take to meet the 12-hour requirement and coursework that the student plans to take beyond the minimum requirement.

This plan should be developed by the student in consultation with her/his advisers (and with the assistance, where needed, of members of the QI research specialization committee). Three hard copies of the plan should be submitted to the QI research specialization committee for approval.

### **Stage 2 - Completed Plan**

Prior to taking the preliminary oral examination, a student must submit to the QI research specialization committee a completed plan in which the student *provides an argument and supporting evidence* demonstrating how the QI research specialization that he/she developed meets the following criteria:

1. Broad competence in understanding and addressing epistemological, methodological, ethical, and political issues that cut across the field of qualitative inquiry (and across all of social science inquiry, more generally).
2. Competence in multiple means of generating and interpreting qualitative data.
3. Competence in locating/situating/linking the understandings and skills comprising (1) and (2) within an interpretive frame of reference (e.g., feminist epistemology; traditional naturalistic, Verstehen sociology; post-structuralist theory, critical theory of society).

The completed plan should consist of two parts:

**Part One** is the written argument (5-6 pages typed) explaining how the three criteria listed above have been met.

**Part Two** is an appendix, which contains various kinds of evidence that the student provides to support the argument in Part One. Appropriate evidence that might be used includes a description (not simply a list) of courses taken and grades received, description of course projects involving empirical studies and/or analyses and critiques of methodologies, an annotated bibliography of relevant books that were studied, pilot studies undertaken in preparation for the dissertation, description of empirical work undertaken as part of an assistantship, and so on. Part Two is limited to a maximum of 25 pages and the various kinds of evidence presented in Part Two should be referenced in the written argument. Students should expect that the QI specialization committee would require at least 30 days evaluating a completed plan.

### Coursework

Courses appropriate for use in the QI specialization are listed below. Please note that this is not a list of the only courses a student might choose to meet the minimum course requirement. Other courses may be used subject to the approval of the QI specialization committee. If a student is considering using a course not on this list, the student's plan for completion of the specialization should include an argument for why the course should be used and include a copy of the syllabus. The courses listed below do not always neatly fit within a single category of the three-fold typology shown here, but this list reflects the primary emphasis of each course.

#### **1. Introductory Coursework**

CI 509 Curriculum Research: EPSY 577	QMR Qualitative Research Methodology Foundations of Qual Methods
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#### **2. Coursework in Methods**

CI 509 Curriculum Research: CI 519 EPSY 490E EPSY 578 ANTH 411 /EPSY 465 SOC 586 HCD 591 SOC 583 EPS 590	AR Action Research Methods of Child Study Case Study Research Methods Qualitative Inquiry Methods Methods of Cultural Anthropology Field and Qualitative Methods Qualitative Methods Qualitative Methods Qualitative Research in Education
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#### **3. Specialized/Advanced Courses**

CI 552 CI 562 CI 580 QRL CI 590 EPS 531 EPS 515 ANTH 464/SOC 482 ANTH 504 ANTH 508 ANTH 523 SOC 580/COMM 580	Qualitative Writing Linguistics in the School Curriculum Qualitative Research in Language and Literacy Education Narrative Inquiry Critical Race Theory Philosophy and Educational Research Ethnography of Local Cultures Colonialism and Postcolonialism Feminism, Gender, and Sexuality Dynamic Embodiment Advanced Interpretive Methods
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## **Quantitative Research Specialization**

### FOCUS AND PURPOSE

Expertise in the design, analysis and interpretation of research employing quantitative techniques underlies a substantial portion of educational research. The purpose of this research specialization is to provide a programmatic approach to developing scholarly expertise in quantitative methodologies.

The purpose of this research specialization:

1. To provide a foundation for students to be able to interpret and judge the appropriateness of quantitative aspects of educational research.
2. To be able to conduct quantitative analyses, to articulate the methodology employed, and to interpret and discuss the meaning of the results in lucid discourse.
3. To understand the strengths and limitations of quantitative methodology.
4. To develop a quantitative research base by becoming familiar with journals and seminal sources of research methodology.
5. To build a base upon which students can independently extend their knowledge and expertise in quantitative methods as demanded by their own research.

### **Who should choose this research specialization?**

Students should become familiar with the methodologies used in the research in their area. They should discuss with their advisers, faculty, and other students current research topics. This research specialization should be chosen by students in research areas dominated by quantitative approaches, students who will likely employ quantitative methods in their dissertation research, and/or students who will use quantitative methods in their careers.

### **Quantitative Research Specialization Overview:**

This research specialization enables the student to further focus and specialize in one of three sub areas of quantitative methodology:

1. Statistical and/or Quantitative analysis and appropriate interpretation of data collected through experimental or quasi-experimental research.
2. The development and psychometric analysis of Measurement instruments.
3. The Design of Experiments.

### REQUIREMENTS AND PROCEDURES

There are FOUR requirements that must be completed for the Quantitative Research Specialization:

#### **Requirement I:**

Students must satisfactorily pass one course that provides a perspective on the goals and role of quantitative research. Courses that fulfill this requirement are:



CI 550/EPsy 573	Methods of Educational Inquiry (Strongly recommended)
EPS 515	Philosophy of Ed Research
PHIL 475	The Philosophy of Social Science
HRE 580	Disciplined Inquiry in Educ
EPsy 513	Research Methods in Counseling Psychology II

**Requirement II:**

The student must demonstrate a basic level of statistical knowledge by satisfactorily completing either

EPsy 580	Statistical Inference in Educ AND
EPsy 581	Applied Regression Analysis
OR	
PSYC 406	Statistical Methods I AND
PSYC 407	Statistical Methods II
OR	
STAT 400	Statistics and Probability AND
STAT 425	Applied Regression and Design

These core courses provide the foundation required for courses under requirement III.

**Requirement III:**

The student must demonstrate expertise in a sub area by satisfactorily completing a minimum of 8 hours from one of the following sub specializations:

*A. Statistical/Quantitative Analysis Methodology*

EPsy 574	Quasi-experimental design
EPsy/PSYC 588	Covar Struct and Factor Models
EPsy 584/SOC 584/PSYC 594	Multivar Anlys in Psych and Ed
EPsy 582	Advanced Statistical Methods
PSYC 435	Math Form in Psych Theory
PSYC 506	Psych Scaling: Unidimen Meth
PSYC 509	Psych Scaling: Multidimen Meth
PSYCH 436	Mathematical Models in Psychology
STAT 426	Categorical Data Analysis
or EPsy 589	Categorical Data in Ed/Psyc
EPsy/PSYC/STAT 587	Hierarchical Linear Models

*B. Measurement Methodology*

PSYC 490	Mea and Test Dev Lab
EPsy 585/PSYC 595, Section A	Theories of Measurement, 1
EPsy/PSYC 585	Item Response Theory
PSYC 506	Psych Scaling: Unidimen Meth
PSYC 509	Psych Scaling: Multidimen Meth

*C. Experimental Methodology*

EPsy 574	Quasi-experimental design
EPsy 582	Advanced Statistical Methods
PSYCH 408	Design of Experiments in Psychology
SPED 583	Single Subject Research Design

**Requirement IV:**

Students are required to submit a paper that demonstrates their competency in the applications and interpretation of quantitative analysis of data. Ideally, methods from the student's sub area (requirement III) should be used in the paper. The paper may be co-authored and/or based on work done to satisfy any other requirement in the student's doctoral studies including:

1. Research projects as part of course requirements;
2. Master's thesis or equivalency paper;
3. Research project completed for independent study;
4. Research published in a journal article in which the student is first author; and,
5. Research reported in an AERA, NCME, ARA or APA paper.

The paper must follow certain guidelines before it will be accepted. The paper must be written in the format suggested by the American Psychological Association Guidelines for journal submission.

The purpose of the fourth requirement is to provide an opportunity for the student to demonstrate an acceptable level of proficiency in conducting and reporting quantitative research. The quality of research design, appropriate statistical analysis, and correctness of conclusions and generalizations will be considered.

Advisers are strongly encouraged to read through student's work before they submit it to insure that the requirements have been satisfied.

# PH.d. Research Specialization approval form

## EVALUATION

Ph.D. candidates must have sufficient coursework and experience to attain proficiency in at least one research specialization. The choice of a Research Specialization will be consistent with a student's dissertation research. Full descriptions of the focus and requirements of each specialization are available at [http://education.illinois.edu/students/grad\\_handbook/phd\\_research\\_specialization](http://education.illinois.edu/students/grad_handbook/phd_research_specialization).

Student: \_\_\_\_\_ Email: \_\_\_\_\_

Adviser: \_\_\_\_\_ Department: \_\_\_\_\_

Subject/Number	Section	Semester	Hours	Grade <sup>1</sup>

Other than coursework (*please attach additional pages if necessary*):

### Plan Approval (*to be signed prior to beginning specialization requirement*)

Adviser: \_\_\_\_\_ Received Date: \_\_\_\_\_ Approval  
Date: \_\_\_\_\_

Research Specialization Chair: \_\_\_\_\_ Received Date: \_\_\_\_\_ Approval  
Date: \_\_\_\_\_

After approval of the plan, file with the Academic & Instructional Services Office. This form will be retained in the student's academic file until all requirements have been completed. The student should then pick up the form from the Academic & Instructional Services Office and obtain the signature of the adviser and Research Specialization Chair.

### Completion Approval (*to be signed when requirement is completed*)

Adviser: \_\_\_\_\_ Received Date: \_\_\_\_\_ Approval  
Date: \_\_\_\_\_

Research Specialization Chair: \_\_\_\_\_ Received Date: \_\_\_\_\_ Approval  
Date: \_\_\_\_\_

After completion of the plan, file with the Academic & Instructional Services Office.

<sup>1</sup> To be filled in on completion

Academic File

Student Copy

Adviser Copy

# PH.d. Research Specialization approval form

## INTERPRETIVE, QUALITATIVE, QUANTITATIVE

Ph.D. candidates must have sufficient coursework and experience to attain proficiency in at least one research specialization. The choice of a Research Specialization will be consistent with a student's dissertation research. Full descriptions of the focus and requirements of each specialization are available at [http://education.illinois.edu/students/grad\\_handbook/phd\\_research\\_specialization](http://education.illinois.edu/students/grad_handbook/phd_research_specialization).

Student: \_\_\_\_\_ Email: \_\_\_\_\_

Adviser: \_\_\_\_\_ Department: \_\_\_\_\_

Research Specialization Area:       Interpretive       Qualitative       Quantitative

Subject/Number	Section	Semester	Hours	Grade <sup>2</sup>

Other than coursework (*please attach additional pages if necessary*):

### Plan Approval (*to be signed prior to beginning specialization requirement*)

Adviser: \_\_\_\_\_ Received Date: \_\_\_\_\_ Approval

Date: \_\_\_\_\_

After approval of the plan, file with the Academic & Instructional Services Office. This form will be retained in the student's academic file until all requirements have been completed. The student should then pick up the form from the Academic & Instructional Services Office and obtain the signature of the adviser.

### Completion Approval (*to be signed when requirement is completed*)

Adviser: \_\_\_\_\_ Received Date: \_\_\_\_\_ Approval

Date: \_\_\_\_\_

After completion of the plan, file with the Academic & Instructional Services Office.

<sup>2</sup> To be filled in on completion

Academic File

Student Copy

Adviser Copy