

# 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 [Graduate Student 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 [Academic Catalog](#). 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](#) (CI)
- [Education Policy, Organization and Leadership](#) (EPOL)
- [Educational Psychology](#) (EPSY)
- [Special Education](#) (SPED)

## 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 advisor. 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 [Graduate Student Services Office](#) or the academic calendar. Students should refer to the [Graduate College Handbook](#) regarding Graduate College policies and to the [Student Code](#) regarding campus policies.

# Registration

## Registration

Students are expected to register via Self-service by the deadline each semester. For courses requiring advisor approval, such as thesis credit and independent study, please see below for guidelines.

## 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](#) and have approval 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 doctoral degree.

## 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, is required. The student must obtain approval by the advisor/or director of research and submit it to the Graduate Student Services Office [registration authorizer](#) prior to registration. This registration typically occurs after the course work is completed and before the time limits are reached.

## Late Registration or Course Changes

Once the deadline for online registration has passed, a student must complete a [Late Course Change form](#). The completed form can be turned in to the Graduate Student Services Office for department approval and processing.

## Withdrawal and Cancellation

To withdraw after a semester starts or cancel registration prior to the beginning of a semester, a student must file the [Withdraw/Cancellation form](#). The complete form can be returned to the [registration authorizer](#) for approval and processing.

## 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.

## **In Absentia Registration**

In Absentia registration is designed for students who wish or need to remain registered but will be studying or doing research at least 50 miles away from campus for the semester. In absentia registration is not permitted for students enrolled in courses meeting on campus. Students registered in absentia are only assessed tuition and the general fee. If students registered in absentia wish to have health insurance they must make other arrangements since they will not be assessed that fee. The [In Absentia Request form](#) must be submitted to the Graduate Student Services Office ahead of the 10th day deadline each semester.

## **Credit/No Credit Registration**

[Credit/No credit](#) is a permanent notation on the academic record that may be requested by a student with the advisor's approval. Students on limited status admission or probation are not allowed to register for credit/no credit coursework until the limited status or probation has been removed. Students interested in credit/no credit must file the [Credit/No Credit Form](#) with the Graduate Student Services Office before the deadline each semester.

## **Course Load**

The College of Education follows the Graduate College's rules on [course loads](#) and concerning full-time enrollment. Fellows, trainees, and students with waiver-generating appointments are expected to enroll full-time. International students are always expected to enroll full-time unless a request for reduced course load is approved.

## **Grading System**

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

## **Academic Leave of Absence**

Students are entitled to academic leave. Students must document their request for leave via the [Leave of Absence form](#) and meet the eligibility requirements in accordance with the [Graduate College Policy](#).

## **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 advisor, the [Graduate Student Services Office](#) or the [Graduate College](#) to verify deadlines.

## **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 each semester will result in the student being placed on probation. Students on probation are not eligible to receive graduate degrees. Students and advisors 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 advisors 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 seeking student is required to apply via the [online application system](#). Preference is not given for students currently enrolled as non-degree. Non-degree applicants are expected to adhere to deadlines and be considered with other applicants. Students are eligible to transfer up to 12 hours of non-degree coursework towards a master's degree program. This process occurs via a petition to the Graduate College and only after admittance to a master's degree program.

### **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](#).

## **Student Assistance**

### **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 217-333-4603, or email a message to [disability@illinois.edu](mailto:disability@illinois.edu).

### **Counseling Center**

The [Counseling Center](#) is committed to providing a broad range of high quality, innovative and ethical services that address the psychological, educational, social and developmental needs of University of Illinois at Urbana-Champaign students. The Counseling Center accepts appointments from 8am to 5pm Monday through Friday by calling 217-333-3704. After hours calls are accepted through the Crisis Line at 217-359-4141. The Counseling Center also accepts walk-ins at their office at 610 East John St., Champaign. Please visit their [website](#) for more information on emergency situations.

## **Advising**

### **Definition of Advisor**

As defined by the Graduate College “a member of the graduate faculty who is formally charged with assisting a student in planning the course of study; this person may or may not also be the student’s director of research”.

The College of Education also requires that a student’s academic advisor, or “advisor of record”, belong to the student’s home department. This includes 0% appointments.

### **Responsibilities of an Advisor**

An advisor is responsible for but not limited to, the following:

- Assisting the student with course selection and awareness regarding timelines for satisfactory progress towards degree completion

- Reminding the student of deadlines with regards to completing the student portion of the annual evaluation by the deadline
- Completing the faculty portion of the annual evaluation by the deadline and monitoring the student's progress in the program
- Conferring with the student regarding exam format, content, committee selection, deadlines and evaluation criteria for the qualifying examinations for doctoral students
- Conferring with the student regarding committee selection, deadlines and requirements for the preliminary and final examinations for doctoral students

## **Changing Advisors or Assigning Co-Advisors**

If a student would like to change advisors or add a new co-advisor they will need to file the [Change of Advisor form](#) with the Graduate Student Services Office. This form must be approved by the department before a change is official.

## **Grievance Policy and Procedures**

The College of Education Grievance Committee (CGC) is comprised annually of three elected tenure-track faculty; one elected member of the specialized faculty ranks; and two graduate students elected by enrolled graduate students. Additionally, one undergraduate student is appointed each year as specified in the Student Code of Conduct, because student members serve when the grievant is a student with the same status.

Faculty, specialized faculty, staff, and students are encouraged to openly discuss perceived unfairness or situations that may be perceived as unfair and to resolve disagreements insofar as possible at the level where they occur (e.g., at the department level). If these efforts at resolution are unsuccessful and one or more of the parties involved believes that an additional review is necessary, these grievance procedures offer a process for discovering the facts of the case and making recommendations toward resolution.

The CGC may receive complaints and queries by faculty, specialized faculty, staff, and students concerning actions and policies of the College, its officers, committees, or faculty. Determination of jurisdiction will be made by the CGC and handled as outlined below.

Student allegations of capricious grading or evaluation, or charges of academic dishonesty such as plagiarism or improper attribution or citation that cannot be resolved at the departmental level, will be heard by the CGC, with procedures following the Student Code Article 1 Part 4.

### General principles and procedures

1. The Associate Dean for Academic Programs will be the first point of contact for submission of any written complaint. As the primary intake officer, the Associate Dean for Academic Programs will ensure that all potential grievances are handled according to these procedures and in an

expeditious and timely manner. In the event that the Associate Dean for Academic Programs has a potential conflict of interest with a grievance, the Associate Dean for Research will oversee the grievance process as outlined below for the Associate Dean for Academic Programs.

2. All complaints must be in writing and (a) outline the details of the matter, (b) provide relevant supporting documentation, (c) outline the informal and departmental processes that have been exhausted, and (d) specify the requested remedy.

3. As outlined in the Bylaws, the Chair of the CGC will be the tenure-track faculty member who receives the highest number of votes. The Chair is responsible for assuring that a record of the CGC deliberations, investigation, hearings, and recommendation(s) is forwarded to the Associate Dean for Academic Programs. If the Chair has a conflict of interest with a particular grievance, the tenure track faculty member with the next highest number of votes will serve as Chair.

Conflicts of interest, or potential conflicts of interest, shall be disclosed to the Associate Dean for Academic Programs. Should a member of the CGC have a conflict of interest with a particular grievance under consideration, an elected alternate will serve in the adjudication of the particular grievance under consideration.

4. The CGC will determine whether it has jurisdiction over a complaint or whether the complaint is the subject of a different policy or process on campus and whether informal or departmental processes have been exhausted. If a matter should be redirected to an appropriate campus office, then the Associate Dean for Academic Programs should assist the grievant in consultation with the CGC Chair.

5. The CGC will suspend the investigation of a complaint upon request of the grievant.

6. The CGC will forward its findings and recommendation(s) for remedy (if any) to the Associate Dean for Academic Programs, who will forward it to the Dean. The Dean (permanent, acting, or interim) of the College makes a final determination.

7. All deliberations of the CGC are strictly confidential. Committee minutes and records are considered confidential and open to inspection only as required by law. Retention of the committee's records will be maintained in the Dean's Office or Student Academic Affairs Office in accordance with campus and College record retention policies, depending on the nature of the grievance.

8. The CGC will report to the Dean and College Executive Committee (CEC) annually and at such other times, as it may deem appropriate.

9. Modifications to these procedures will be recommended by the CGC and adopted after review and approval by the CEC.

10. Grievances that are outside the scope of these procedures are addressed by the provisions of the University Statutes.

## Grievance Procedures

These procedures apply to graduate students, as well as to former students who have graduated in the preceding five (5) years. Graduate students enrolled in classes in the College or working as a graduate assistant within the College may file a complaint regardless of the program in which they are enrolled.

All documentation related to the grievance will be entered into and archived in the relevant campus system.

1. A student may initiate the grievance process by submitting a written statement of their grievance to the Associate Dean for Academic Programs as outlined in the General principles and procedures section of this document and the Student Code §1-403(b).
2. Within 5 business days, the student's written statement will be transmitted to the Chair of the CGC.
3. Within 10 business days of receiving the written statement, the Chair will convene a meeting of the CGC to review the statement, and to determine if any conflict of interest exists with any committee members, whether informal or departmental processes have been exhausted, and whether the CGC has jurisdiction over the matter.

If it is determined that the CGC does not have jurisdiction, the CGC Chair will notify the Associate Dean for Academic Programs, who will inform the grievant and refer the student to the appropriate office or procedure to pursue resolution.

If CGC determines that they have jurisdiction, they will respond to the grievant outlining the process for investigation, determining what evidence is needed, and establishing a time to meet with the parties. The primary parties involved shall receive a copy of the written statement. To attempt to resolve the matter as quickly as possible, all hearings between the primary parties will take place between 5 and 10 business days when both are available. If this is not possible, the CGC will provide a rationale and request a reasonable extension from the Associate Dean for Academic Programs.

4. The CGC will follow the hearing procedures as outlined in the Student Code §1-403(c).
5. Within 4 business days of the hearing, the Chair of the CGC will report the committee's recommendation(s) in writing to the Associate Dean for Academic Programs. Within 5 business days of the hearing, the Associate Dean for Academic Programs will share the report with the Dean, who will make the final decision. The Associate Dean for Academic Programs will communicate in writing the CGC's findings along with the Dean's decision to the involved individuals. The Dean's decision is final.

## **Plagiarism & Copyright Policy**



The College of Education has adopted the Plagiarism & Copyright Policy set up by the Departments of Educational Psychology and Curriculum and Instruction dated December 12, 2011 and revised July 21, 2014.

## Definition of Plagiarism

The definition of plagiarism is straightforward: Presenting someone else's words, materials, manner of expression, or ideas as your own. This means that even if another person agrees to let you present his or her content as if it were yours, it is still plagiarism. Plagiarism does **not** require intent; it can be intentional or unintentional.

## Avoid Plagiarizing

The surest way to avoid plagiarism is also straightforward: Attribute ideas, facts, data, wordings, quotes, materials, observations, and any other material taken from other sources to their rightful progenitors as appropriate. This means, **direct quotations** can only be used in concert with author name, publication information, and page number(s), and the quoted passage must be enclosed in quotation marks. APA-formatted citations, and references in a separate reference section, must be used to document sources and material. You **may not** simply rearrange a couple of sentences from another source or substitute a few words and call the resulting text "yours." Unless you are significantly paraphrasing into your own words, material should be directly quoted and properly cited as noted above. Additionally, paraphrased content that reproduces another author's ideas—even when it is significantly rearticulated in your own words so as not to require quotation marks—must, nevertheless, be cited, including author name and publication information. This holds for material obtained from the Internet, too.

When in doubt about whether the way you are presenting the work of others constitutes plagiarism, it is best to ask your advisor or professor **before** you submit a paper, project, homework, or test. You are encouraged to read more about plagiarism through the [University Library website](#) and the [Student's Quick Reference Guide for Academic Integrity](#).

## Penalties for Plagiarism

There will be consequences, including grades of "F" for an assignment, test, or entire course. Repeat offences and/or evidence of deliberate plagiarism may result in expulsion from the University. The Department and all instructors in it will follow the [University Student Code of Conduct](#)

## Copyright & Fair Use

Copyright law is arguably less straightforward, but violations of copyright are no less serious. Penalties for violating copyright may include fines or other legal action, along with University disciplinary action. It is important to read and understand regulations pertaining to copyrighted materials and their "fair use" in educational settings.

## [Understanding Fair Use and Copyright in the Digital Age](#)

Our library offers services related to copyright issues as they impact instruction. Consult their [website](#) for more information.

In addition to contacting library staff for more information and with questions, graduate student teaching assistants may direct questions regarding copyright and fair use to their respective departmental Director of Graduate Studies.

## **Independent Scholarship**

The integrity of academic scholarship rests to a considerable extent on authors' honesty and credibility. Scholars are bound to report fully on the methods of their work, including important limitations. Scholars are bound by academic (and personal) ethics not to claim work (whether direct text or ideas) of others as their own.

## **Faculty Academic Integrity Reporting**

The College of Education utilizes a system for Academic Integrity violations called FAIR (Faculty Academic Integrity Reporting). It follows the process as outlined in the [Academic Integrity and Procedure section](#) of the Student Code.

## **Exceptions to Policies**

Students may request exceptions to College of Education or Graduate College policies and deadlines by consulting their advisor 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 Exemption Request](#) form. The request will be forwarded to the student's advisor 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 Petition](#). Petitions require a minimum of two signatures (advisor 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 Graduate Student 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.

## **Master of Education Degree**

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). The College of Education offers Master of Education degrees in [on-campus](#), [off-campus](#) and [online](#) formats.

### **Program Plan**

Upon admission to a Master of Education program, each student is assigned an academic advisor in the student's area of specialization. The student and advisor 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 advisors 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 advisor, 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. Students

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**:
  - **8 hours** of foundations coursework:
    - **4 Hours:** Psychological Foundations coursework in Educational Psychology  
EPSY 400, 401, 402, 404, 405, 406, 407, 408, 430, 485, 490
    - **4 Hours:** Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership  
EOL 548, EPS 400, 401, 402, 403, 404, 405, 410, 411, 412, 413, 415, 420, 421, 423, 424, or 426
  - **12 hours** of 500-level coursework in education (599 thesis research credit not included).
  - **12 hours** of additional 400- or 500-level courses selected by the student in consultation with an academic advisor (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.

## 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 advisor (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 evaluation is kept in the student's permanent file. Failure to complete the academic self-evaluation by the deadline will 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 advisor, and the Director of Graduate Studies will be informed in writing by the department.

## Degree Certification Request

Prior to the date of degree conferral, students may need verification that they have 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](#).

## Master of Arts and Master of Science Degree

The Master of Arts and Master of Science degree programs are for the student who has research interests in education. The student 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 M.A. or M.S. degree. The College of Education offers master degrees in [on-campus](#) and [online](#) formats.

## Program Plan

Upon admission to a Master of Arts or a Master of Science program, each student is assigned an academic advisor in the student's area of specialization. The student and advisor 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 advisors 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 advisor, 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. Students

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**:
  - **8 hours** of foundations coursework:
    - **4 Hours**: Psychological Foundations coursework in Educational Psychology  
EPSY 400, 401, 402, 404, 405, 406, 407, 408, 430, 485, 490

- **4 Hours:** Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership  
EOL 548, EPS 400, 401, 402, 403, 404, 405, 410, 411, 412, 413, 415, 420, 421, 423, 424, or 426
- **12 hours** of 500-level coursework in education (599 thesis research credit not included).
- **12 hours** of additional 400- or 500-level coursework selected by the student in consultation with an academic advisor (599 thesis research credit and 595 independent study may be applied up to a maximum of eight hours total.)
- A minimum **2 hours** of 599 thesis research 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.

## 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 advisor (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 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 advisor, and the Director of Graduate Studies will be informed in writing by the department.

## 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 [Institutional Review Board](#) prior to doing research on the thesis topic. A letter showing approval from the Campus Institutional Review Board (IRB) must be provided to the department contact in the Graduate Student Services Office prior to the scheduling of the master's final examination. Students should begin the approval process eight weeks prior to the examination.

## Thesis

The M.A. and M.S. degree students 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.

## Thesis Editorial Style and Format Approval

For M.A. and M.S. students, 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. (2015). The bluebook: A uniform system of citation (20th ed.). Cambridge, MA: Author.
- Modern Language Association. (2009). MLA handbook for writers of research papers (7th ed.). New York, NY: Author.
- Turabian, K. L. (2013). A manual for writers of term papers, theses, and dissertations (8th 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 advisor 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/advisor 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/advisor is responsible for convening the committee, conducting the examination, and submitting the *Master's Examination Result* form to the Graduate Student Services Office.

### **Thesis Examination Committee**

In appointing the committee, the student submits committee member information to the Graduate Student Services Office by completing the [Request for Appointment of Committee Form](#). This form must be submitted at least four weeks before the examination. The Graduate Student 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 committee chair must be a member of the Graduate Faculty at the University of Illinois at Urbana-Champaign.
- The committee chair must be on the tenure-track at the University of Illinois at Urbana-Champaign or have active tenure status awarded by the Graduate College after retirement or resignation that includes graduate faculty membership at the University of Illinois at Urbana-Champaign.
- The student's advisor, if a person other than the chair, must be a member of the Graduate Faculty at the University of Illinois at Urbana-Champaign.

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 Graduate Student Services Office. Upon approval by the department and College, the request for an outside member is then submitted to the Graduate College for approval.

A master's degree student is not required to be registered to take the oral examination.

After the committee is appointed, the oral examination takes place. The student brings the *Master's Thesis/Dissertation Approval (TDA) Form to the examination* and the chair returns it to the Graduate Student Services Office immediately after the examination. All appointed committee members' signatures are required on the *Master's Thesis TDA Form*. Signatories must sign for themselves. Committee members have the right to review the final copy of the thesis before signing.

### **Thesis Deposit**

A student who has successfully defended a thesis must obtain departmental thesis/dissertation format approval prior to final deposit with the [Graduate College Thesis Office](#). 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 in the Graduate Student Services Office 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. Theses must be received by the Graduate Student Services Office contact two weeks prior to the Graduate College master's thesis deposit deadline to allow an opportunity for revisions. Late submissions may result in a delay of the student's graduation and degree conferral.*

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, students may need verification that they have 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](#).

## Certificate of Advanced Study Degree

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. The Certificate of Advanced Study is offered [on-campus](#) and [off-campus](#).

## Program Plan

Upon admission to a Certificate of Advanced Study program, each student is assigned an academic advisor in the student's area of specialization. Using a [C.A.S. Degree Program Plan form](#), the student and advisor 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 advisor, must be filed during the first semester of registration.

## Time Limits

Graduate students and advisors 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 advisor, 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. Students

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 32 hours including 8 hours of foundations coursework:
  - 4 hours: Psychological Foundations coursework in Educational Psychology: EPSY 400, 401, 402, 404, 405, 406, 407, 408, 430, 485, 490
  - 4 hours: Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership  
EOL 548, EPS 400, 401, 402, 403, 404, 405, 410, 411, 412, 413, 415, 420, 421, 423, 424, or 426

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.

## 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 advisor (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 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 advisor, and the Director of Graduate Studies will be informed in writing by the department.

## **Degree Certification Request**

Prior to the date of degree conferral, students may need verification that they have 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](#).

## **Doctor of Education Degree**

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. The College of Education offers Doctor of Education degrees in [on-campus](#) and [online](#) formats.

### **Program Plan**

Upon admission to a Doctor of Education program, each student is assigned an academic advisor in the student's area of specialization. The student and advisor 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 advisors 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 advisor, 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. Students**

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:

## **Doctor of Education Degree**

|||Coursework||

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/ EPOL 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 will be allowed.

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.

#### ||||Residency Requirement||

Ed.D. students 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. students, 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 advisor, 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 residency requirement, Ed.D. students 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 advisor, department, and the Associate Dean for Academic Programs. 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 the completion of the proposed Ed.D. Residency Requirement Plan, an Ed.D. student must have their advisor sign the form, signifying its completion. It is then submitted to the department and Associate Dean for Academic Programs for final approval.

### |||Cognate Requirement||

The cognate requirement requires a student to complete 16 hours of coursework in an academic area or areas outside of his/her major program area. These hours will be chosen by the student in consultation with his/her advisor. The purpose of the cognate requirement is to provide the student with a scholarly perspective outside of their major program area, but one that relates to and supports their major area 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 major program area 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 advisor 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. After the proposed plan has been completed, the advisor must sign the form certifying that the plan has been completed. Once the advisor has certified completion of the plan, the form is submitted to the Graduate Student Services Office.

## Doctor of Education Degree

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### 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 the student through the online [Qualifying Exam Information Form](#). Purposes of the qualifying examinations in the College of Education include: assessing the student'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 will be evaluated by a minimum of three readers. Generally, the readers are the student's advisor and two other faculty members from the University of Illinois at Urbana-Champaign campus with expertise in the fields being examined.

## Doctor of Education Degree

|||Types||

### **The General Field Exam**

All Ed.D. students will take a General Field Examination covering the field of study embraced by the home department or program area.

### **The Special Field Exam**

All Ed.D. students will take a Special Field Examination covering an area of specialization proposed by the student with the concurrence of the advisor. The Special Field should be a scholarly specialization more broadly conceived than the anticipated dissertation topic. The advisor will be responsible for developing questions for the Special Field exam, drawing upon the expertise of other faculty when needed.

### **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 advisor.

|||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 advisors to arrive at a recommendation that best meets student needs and the expectation of the advisor. 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 and for the Special Field exam. In the take-home format the student, with the approval of the

advisor, 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 advisor after they have received the questions. The time limit for this take-home exam will be set by the student and advisor.

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 advisor 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 area approval 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.

#### |||Process||

1. Student will confer with advisor to determine exam format, dates, and readers. Readers should be contacted prior to submission of the [Qualifying Examination Information Form](#) to determine availability.
2. Student will submit the [Qualifying Examination Information Form](#).
3. Staff in the Graduate Student Services Office will confirm dates and reader agreements.
4. For a take home format:
  - Advisor will email the question(s) no less than three days prior to the first date of the exam to the Graduate Student Services Office, unless prior arrangements are made.
  - The Graduate Student Services Office contact will email question(s) to the student, unless prior arrangements are made.
  - Students will submit their qualifying exam via email to the Graduate Student Services Office by 5 pm on the deadline date.
  - The Graduate Student Services Office will send the exam and evaluation form to the faculty readers.
  - Faculty readers will have 2 weeks to submit their evaluations unless prior arrangements are made.
  - The Graduate Student Services Office will notify the student and advisor of the exam results.
  - A copy of the exam and exam results will be placed in the student's file.
5. For an on-site or portfolio format:
  - The Graduate Student Services Office contact will schedule a room once the [Qualifying Examination Information Form](#) has been received.
  - Following the exam the readers of the exam will be notified to complete the evaluation form.

- The Graduate Student Services Office will notify the student and advisor of the exam results.
- A copy of the exam and exam results will be placed in the student's file.

### |||Evaluation||

To pass the examination, the student must receive excellent or satisfactory ratings from all faculty readers on each of the General Field, Special Field and Research Methodology exams. There are three 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 student'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.
3. Unsatisfactory doctoral work. This rating is given for exam papers that may range from work with significant gaps in knowledge to work that is completely unsatisfactory. Depending on the nature of the unsatisfactory evaluation, a faculty reader will have two recommendation options for a unsatisfactory paper:
  - The recommendation that the student be given an opportunity for revision of the unsatisfactory portion(s) of the exam paper. This rating is given for work that demonstrates competence, but requires significant revisions in content and/or the development of ideas to be considered satisfactory as a doctoral examination.
  - The recommendation that the student be given an entirely new exam question for a complete rewrite of the exam paper. This rating is given for work that the committee member does not consider well-developed to the degree that revisions alone could lead to a satisfactory outcome.

Students who receive ratings of "excellent" or "satisfactory" doctoral work will pass the examination.

If the examination is rated "unsatisfactory" by any member(s) of the committee, the member(s) making that evaluation shall communicate the major deficiencies to the student and make a collective decision as to the format and scope of the revised or new examination. All faculty readers who read the first exam will evaluate the revised 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 student to pass the revised examination, and should one or more readers judge the performance unsatisfactory, the readers shall meet to review the student's performance. If extenuating circumstances exist that warrant a third attempt, the advisor may request approval from the department head/chair or designee. Students shall normally be permitted two attempts to pass each of the Qualifying Examinations.

### **Promptness of Evaluations**



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

Faculty have two weeks upon receipt of the qualifying exam to submit their results to the [Graduate Student Services Office](#) (GSSO). Shortly thereafter, GSSO will send the results to the student, copying the Director of Graduate Study and advisor.

If the scheduled deadline is not met by faculty:

At two weeks, a reminder email will be sent from GSSO to the readers who have not submitted results, copying the student's advisor, GSSO, Director of Graduate Studies and Department Head/Chair.

At three weeks, GSSO will notify the Director of Graduate Studies that results have not been received. The Director of Graduate Studies will then send a reminder email to the non-compliant reader, copying the student's advisor, GSSO and Department Head/Chair.

At four weeks, GSSO will notify the Department Head/Chair that results have not been received. The Department Head/Chair will send a reminder email to the non-compliant reader, copying the student's advisor, GSSO and Director of Graduate Studies. The email, urging the faculty member to complete their obligation, will be placed in the faculty member's file.

At five weeks, GSSO will notify the Department Head/Chair that results have not been received. The Department Head/Chair will send a second email to the non-compliant reader, copying the student's advisor, GSSO and Director of Graduate Studies. The email, stating the faculty member has not completed their obligation and recommending the advisor assign another reader, will be placed in the faculty member's file.

The same process will be followed if the reader is outside the College of Education.

|||Questions and Problems||

The first person a student should consult concerning the qualifying exams is his or her advisor. If irreconcilable differences arise between the student and advisor 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 advisor to the Graduate Student Services Office.

## **Doctor of Education Degree**

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## 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 [Institutional Review Board](#) prior to doing research on the dissertation topic. A letter showing approval from the Campus Institutional Review Board (IRB) must be provided to the department contact in the Graduate Student Services Office prior to the scheduling of the preliminary examination. Students should begin the approval process eight weeks prior to the examination.

## Doctor of Education Degree

|||Preliminary Exam Committee||

Students should begin appointing the committee and scheduling the preliminary examination (prelim) 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 committee chair must be on the tenure-track at the University of Illinois at Urbana-Champaign or have an active tenure status awarded by the Graduate College after retirement or resignation that includes graduate faculty membership at the University of Illinois at Urbana-Champaign.
- At least one member must be from outside both the student's field of specialization and the budgetary department of the student and advisor. If the student is a member of the Education Policy, Organization and Leadership department, at least one member must be from outside the graduate concentration of the student and advisor in place of the budgetary department.

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 Graduate Student Services Office who will then submit it to the Graduate College for approval. In appointing the committee, the student submits committee member information to the Graduate Student Services Office by completing the [Request for Appointment of Committee Form](#). This form must be submitted at least four weeks before the examination. The Graduate Student Services Office will retrieve the appropriate approvals.

The student must present the dissertation to the prelim committee for reading two weeks before the examination; in some cases it may be more reasonable to allow three weeks. Failure to do so may result in delaying or cancelling the prelim.

#### |||Preliminary Exam Expectations and Results||

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 physically 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 (PER) form from the Graduate Student Services Office prior to the examination and returns the form immediately after the examination. All voting members must sign the PER.

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

1. Pass the student to candidacy.
2. Fail the student. A program may, but is not required to, grant the student another opportunity to take the examination after completing additional course work, independent study, or research, as recommended by the committee. However, if a second attempt is given, a new committee must be appointed by the Graduate College. The new committee may, but does not have to, consist of the same members as the original committee.
3. Defer the decision. If this option is chosen:
  - a. the same committee must re-examine the student,
  - b. the second exam *must* occur within 180 calendar days of the date of first exam, and
  - c. the outcome of the second exam must be pass or fail.

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

**Number of Attempts:** After a fail result, a student will only be allowed to take the prelim one additional time while working toward the completion of any one program of study.

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

#### |||Preliminary Exam Registration||

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

# Doctor of Education Degree

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## 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 coursework is completed and before the time limits are reached.

# Doctor of Education Degree

||||Dissertation Editorial Style and Format||

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. (2015). *The bluebook: A uniform system of citation* (20th ed.). Cambridge, MA: Author.
- Modern Language Association. (2009). *MLA handbook for writers of research papers* (7th ed.). New York, NY: Author.
- Turabian, K. L. (2013). *A manual for writers of term papers, theses, and dissertations* (8th 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 advisor 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 the dissertation director of research and/or chairperson of the dissertation committee to ensure that the 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.

## Doctor of Education Degree

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### 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 Graduate Student Services Office.

## Doctor of Education Degree

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### 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 advisor (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 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 advisor, and the Director of Graduate Studies will be informed in writing by the department.

## Doctor of Education Degree

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### Preliminary Examination

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

The purpose of a prelim 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.

## Doctor of Education Degree

### Degree Certification Request

Prior to the date of degree conferral, students may need verification that they have 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 Education Degree

|||Final Examination Committee||

Students (also known as "candidates" at this stage) should begin appointing the final examination (final) committee and scheduling the final 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 the Graduate College requirements, College of Education requirements must be met:

- The committee chair must be on tenure-track at the University of Illinois at Urbana-Champaign or have active tenure status awarded by the Graduate College after retirement or resignation that includes graduate faculty membership at the University of Illinois at Urbana-Champaign.
- 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 graduate concentration of the student and advisor in place of the budgetary department.

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 Graduate Student Services Office who will then submit it to the Graduate College for approval. In appointing the committee, the candidate submits committee member information to the Graduate Student Services Office by completing the [Request for Appointment of Committee Form](#). This form must be submitted at least four weeks before the examination. The Graduate Student Services Office will retrieve the appropriate approvals.

#### |||Final Exam Expectations and Results||

The final is a public event to be conducted in a room that will accommodate the candidate, the committee, and any attendees. The public may not ask questions or give input during the examination.

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

The chair, candidate, 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 physically 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 (FER) and the Thesis/Dissertation Approval (TDA) forms from the Graduate Student 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. At the conclusion of the examination, the committee will meet in private to discuss the results and then inform the candidate.

Results: Unanimous decisions are not required. Decisions of the committee for the final are recorded on the FER. The voting members of the committee must make one of two decisions:

- Pass the candidate. The candidate passes the final if the Director(s) of Research vote pass and no more than one of the remaining committee members votes fail. The committee will indicate on the FER if revisions are required. The committee will sign the TDA after the completion of the final and the completion of any required revisions.
- Fail the candidate. The candidate fails the final if a Director of Research votes fail or if two or more committee members vote fail. A program may, but is not required to, grant the candidate another opportunity to take the final after completing additional research or writing, as recommended by the committee. However, a new committee must be appointed by the Graduate College. The new committee may, but does not have to, consist of the same members as the original committee.

**Number of Attempts:** After a fail result a candidate will only be allowed to take the final one additional time while working toward the completion of any one program of study.

|||Final Exam Registration||

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 Graduate College [Thesis & Dissertation](#) web pages for further deposit instructions

All candidates who have successfully defended their dissertation must obtain departmental dissertation format approval prior to final deposit with the [Graduate College Thesis Office](#). 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 Graduate Student 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. Dissertations must be received by the Graduate Student Services Office contact two weeks prior to the Graduate College doctoral dissertation deposit deadline to allow an opportunity for revisions. Late submissions may result in a delay of the student's graduation and degree conferral.

After the departmental format approval, the dissertation is deposited by the student to the Graduate College using the [ETD process](#).

## Doctor of Philosophy Degree

The Doctor of Philosophy Degree program is planned by the student with the advisor to develop the student's ability to conduct research in a specialized field of education. The College of Education offers the Doctor of Philosophy degree [on-campus](#) only.

### Program Plan

Upon admission to a Doctor of Philosophy program, each student is assigned an academic advisor in the student's area of specialization. The student and advisor 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 advisors 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 advisor, 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. Students

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:

## Doctor of Philosophy Degree

### |||Coursework||

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

1. A minimum of 32 hours of coursework in the major subjects.
2. At least 4 hours, but no more than 20 hours of dissertation research (599) credit.
3. No more than 12 hours of independent study (595) credit.
4. A minimum of 16-20 hours, depending on area of methodology focus, in research coursework. The student should submit a plan of study, approved by the advisor, for completion of the Research Area Requirement.

### |||Residency||

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 20 hours of dissertation research credit.

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 residency 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 advisor to ensure that the spirit, as well as the letter, of this requirement is honored. The student and advisor 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 student's advisor.

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 advisor 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)

## Doctor of Philosophy Degree

|||Final Examination Committee||

Students (also known as "candidates" at this stage) should begin appointing the committee and scheduling the final examination (final) 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 committee chair must be on the tenure-track at the University of Illinois at Urbana-Champaign or have active tenure status awarded by the Graduate College after retirement or resignation that includes graduate faculty membership at the University of Illinois at Urbana-Champaign.
- At least one member must be from outside the candidate'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 graduate concentration of the candidate and advisor in place of the budgetary department.

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 Graduate Student 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 Graduate Student Services Office by completing the [Request for Appointment of Committee Form](#). This form must be submitted at least four weeks before the examination. The Graduate Student Services Office will retrieve the appropriate approvals.

|||Final Examination Expectations and Results||

The final is a public event to be conducted in a room that will accommodate the candidate, the committee, and any attendees. The public may not ask questions or give input during the examination.

The candidate 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, candidate, 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 physically 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 (FER) form and the Thesis/Dissertation Approval (TDA) form from the Graduate Student 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. At the conclusion of the examination, the committee will meet in private to discuss the results and then inform the candidate of the decision.

Results: Unanimous decisions are not required. Decisions of the committee for the final are recorded on the FER form. The voting members of the committee must make one of two decisions:

- **Pass the candidate.** The candidate passes the final exam if the Director(s) of Research vote pass and no more than one of the remaining committee members votes fail. The committee will indicate on the FER form if revisions are required. The committee will sign the TDA form after the completion of the examination and the completion of any required revisions.
- **Fail the candidate.** The candidate fails the final if a Director of Research votes fail or if two or more committee members vote fail. A program may, but is not required to, grant the student another opportunity to take the examination after completing additional research or writing, as recommended by the committee. However, a new committee must be appointed by the Graduate College. The new committee may, but does not have to, consist of the same members as the original committee.

**Number of Attempts:** After a fail result a candidate will only be allowed to take the final examination one additional time while working toward the completion of any one program of study.

|||Final Examination Registration||

The Graduate College requires that all doctoral candidates be registered for the entire academic term during which they take the final. 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, provide the dissertation in final form to the committee chair and visit the Graduate College [Thesis & Dissertation](#) web pages for further deposit instructions.

All students who have successfully defended their dissertation must obtain departmental dissertation format approval prior to final deposit with the [Graduate College Thesis Office](#). 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 the Graduate Student 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. Dissertations must be received by the Graduate Student Services Office contact two weeks prior to the Graduate College doctoral dissertation deposit deadline to allow an opportunity for revisions. Late submissions may result in a delay of the student's graduation and degree conferral.

After the departmental format review, dissertations are deposited in the Graduate College using the [ETD process](#).

## Doctor of Philosophy Degree

### |||Dissertation Editorial Style and Format||

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. (2015). The bluebook: A uniform system of citation (20th ed.). Cambridge, MA: Author.
- Modern Language Association. (2009). MLA handbook for writers of research papers (7th ed.). New York, NY: Author.

- Turabian, K. L. (2013). A manual for writers of term papers, theses, and dissertations (8th 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 the dissertation director of research and/or chairperson of the dissertation committee to ensure that the 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.

## Doctor of Philosophy Degree

||||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 committee chair must be on the tenure-track at the University of Illinois at Urbana-Champaign or have active tenure status awarded by the Graduate College after retirement or resignation that includes graduate faculty membership at the University of Illinois at Urbana-Champaign.
- At least one member must be from outside the student's field of specialization and the budgetary department of the student and advisor. If the student is a member of the Education Policy, Organization and Leadership department, at least one member must be from outside the graduate concentration of the student and advisor in place of the budgetary department.

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 Graduate Student Services Office who will then submit it to the Graduate College for approval. In appointing the committee, the student submits committee member information to the Graduate Student Services Office by completing the [Request for Appointment of Committee Form](#). This form must be submitted at least four weeks before the examination. The Graduate Student Services Office will retrieve the appropriate approvals.

#### |||Preliminary Exam Expectations and Results||

The student must present the dissertation to the prelim examination committee for reading two weeks before the examination; in some cases it may be more reasonable to allow three weeks. Failure to do so may result in delaying or canceling the prelim.

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 physically 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 (PER) form from the Graduate Student Services Office before the examination and returns the form immediately after the examination. All voting members must sign the PER.

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

1. Pass the student.
2. Fail the student. A program may, but is not required to, grant the student another opportunity to take the examination after completing additional course work, independent

study, or research, as recommended by the committee. However, if a second attempt is given, a new committee must be appointed by the Graduate College. The new committee may, but does not have to, consist of the same members as the original committee.

3. Defer the decision. If this option is chosen:
  1. the same committee must re-examine the student,
  2. the second exam *must* occur within 180 calendar days of the date of first exam, and
  3. the outcome of the second exam must be pass or fail.

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

**Number of Attempts:** After a fail result, a student will only be allowed to take the preliminary examination one additional time while working toward the completion of any one program of study.

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

#### |||Preliminary Exam Registration||

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

## Doctor of Philosophy Degree

#### |||Types||

### General Field Qualifying Exam

Each Ph.D. student will take a General Field Examination covering the field of study embraced by the home department or division. General Field Exam questions will be developed as per each department's internal procedures. General Field Exams will be evaluated by a faculty committee that is determined as per each department's internal procedures.

### Special Field Qualifying Exam

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

The advisor will be responsible for developing questions for the Special Field Exam, drawing upon the expertise of other faculty when needed. The advisor, in consultation with the student,



will also determine the format of the examination and select at least two additional faculty readers with expertise in the field being examined.

#### |||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 advisors to arrive at a recommendation that best meets student needs and the expectation of the advisor. 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 advisor). In the take-home format the student, with the approval of the advisor, 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 advisor 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 advisor 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.

#### |||Process||

1. Student will confer with advisor to determine exam format, dates, and readers. Readers should be contacted prior to submission of the [Qualifying Examination Information Form](#) to determine availability.
2. Student will submit the [Qualifying Examination Information Form](#) prior to beginning exam
3. Staff in the Graduate Student Services Office will confirm dates and reader agreements.
4. For a take home format:
  - o Advisor will email the question(s) no less than three days prior to the first date of the exam to the Graduate Student Services Office, unless prior arrangements are made.

- The Graduate Student Services Office contact will email question(s) to the student, unless prior arrangements are made.
  - Students will submit their qualifying exam via email to the Graduate Student Services Office by 5 pm on the deadline date.
  - The Graduate Student Services Office will send the exam and evaluation form to the faculty readers.
  - Faculty readers will have 2 weeks to submit their evaluations unless prior arrangements are made.
  - The Graduate Student Services Office will notify the student and advisor of the exam results.
  - A copy of the exam and exam results will be placed in the student's file.
5. For an on-site or portfolio format:
- The Graduate Student Services Office contact will schedule a room once the Qualifying Examination Information Form has been received.
  - Following the exam the readers of the exam will be notified to complete the evaluation form.
  - The Graduate Student Services Office will notify the student and advisor of the exam results.
  - A copy of the exam and exam results will be placed in the student's file.

#### |||Evaluation||

To pass the examination, the student must receive excellent or satisfactory ratings from all faculty readers on each of the General Field and Special Field exams. There are three 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 student'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.
3. Unsatisfactory doctoral work. This rating is given for exam papers that may range from work with significant gaps in knowledge to work that is completely unsatisfactory. Depending on the nature of the unsatisfactory evaluation, a faculty reader will have two recommendation options for a unsatisfactory paper:
  - The recommendation that the student be given an opportunity for revision of the unsatisfactory portion(s) of the exam paper. This rating is given for work that demonstrates competence, but requires significant revisions in content and/or the development of ideas to be considered satisfactory as a doctoral examination
  - The recommendation that the student be given an entirely new exam question for a complete rewrite of the exam paper. This rating is given for work that the committee member does not consider well-developed to the degree that the revisions alone could lead to a satisfactory outcome.

Students who receive ratings of "excellent" or "satisfactory" doctoral work will pass the examinations.

If the examination is rated "unsatisfactory" by any member(s) of the committee, the member(s) making that evaluation shall communicate the major deficiencies to the student and make a collective decision as to the format and scope of the revised or new examination. All faculty readers who read the first exam will evaluate the revised 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 student to pass the revised examination, and should one or more readers judge the performance unsatisfactory, the readers shall meet to review the student's performance. If extenuating circumstances exist that warrant a third attempt, the advisor may request approval from the department head/chair or designee. Students shall normally be permitted two attempts to pass each of the Qualifying Examinations.

### **Promptness of Evaluations**

Students should 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 advisor.

Faculty have two weeks upon receipt of the qualifying exam to submit their results to the [Graduate Student Services Office](#) (GSSO). Shortly thereafter, GSSO will send the results to the student, copying the Director of Graduate Study and advisor.

If the scheduled deadline is not met by faculty:

At two weeks, a reminder email will be sent from GSSO to the readers who have not submitted results, copying the student's advisor, GSSO, Director of Graduate Studies and Department Head/Chair.

At three weeks, GSSO will notify the Director of Graduate Studies that results have not been received. The Director of Graduate Studies will then send a reminder email to the non-compliant reader, copying the student's advisor, GSSO and Department Head/Chair.

At four weeks, GSSO will notify the Department Head/Chair that results have not been received. The Department Head/Chair will send a reminder email to the non-compliant reader, copying the student's advisor, GSSO and Director of Graduate Studies. The email, urging the faculty member to complete their obligation, will be placed in the faculty member's file.

At five weeks, GSSO will notify the Department Head/Chair that results have not been received. The Department Head/Chair will send a second email to the non-compliant reader, copying the student's advisor, GSSO and Director of Graduate Studies. The email, stating the faculty member has not completed their obligation and recommending the advisor assign another reader, will be placed in the faculty member's file.

The same process will be followed if the reader is outside the College of Education.

## 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's academic file.

### |||Questions and Problems||

The first person a student should consult concerning the qualifying exams is his or her advisor. If irreconcilable differences arise between the student and advisor 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 advisor to the department office.

## Doctor of Philosophy Degree

### |||Credit Hours||

All students will take a minimum of 16-20 credit hours, depending on area of methodology focus, in approved research methods courses including the Foundational Methods Course.

### |||Interpretive Methodology Focus Area||

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, making meaning, or 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 research. 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 approach 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.

The Interpretive Research focus area:

1. Provides a foundation for students 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. Helps 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. Prepares students to interpret and analyze a variety of texts and other cultural artifacts, including but not limited to documents, curricula, discursive products, film, theory, policy, and law; and,
6. Provides students with opportunities to develop skills they will use as independent researchers-either using interpretive methods alone or in conjunction with other research skills.

This focus area 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).

## **Coursework**

### **Foundational Methods Course (4 hours)**

All students entering fall 2015 or later, will take a Foundational Methods Course. It is recommended that students take this introductory foundations course in their first year of the doctoral program.

Currently available:

CI 550/EPsy 573/SPED 550/EPOL 550: Methods of Educational Inquiry

### **Basic Courses (4-8 hours)**

The student must take 4-8 basic research hours. It is recommended that a student take a course from the following list and a basic quantitative course, such as CI 590 Quantitative Research Literacy.

ANTH 411/EPsy 465 Methods of Cultural Anthropology  
 CI 509 Curriculum Research: QRM Qualitative Research Methodology  
 CI 509 Curriculum Research: AR Action Research  
 CI 519 Methods of Child Study  
 CI 580 QRL Qualitative Research in Language and Literacy Education  
 EPS 515 Philosophy and Educational Research  
 EPS 585 Ethnographic Methods  
 EPsy 490E Case Study Research Methods  
 EPsy 577 Foundations of Qualitative Methods  
 EPsy 578 Qualitative Inquiry Methods

GWS 570/SOC 520 Fem Research Soc Sci  
HCD 591 Qualitative Methods

**Advanced Courses (8 hours)**

AFRO AM 479 Black Freedom Movement 1955-Present  
ARTH 593 Theory and Methodology  
CINE 461 Film Theory and Criticism  
COMM 582 Res Meth in Adv and Comm  
CWL 590 Contemp Crit Methods & Theory  
ENGL 500 Introduction to Criticism & Research  
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 513 Philosophical Aesthetics and Ed  
EPS 517 Ethics and Education  
EPS/COMM 575 Cult Studies and Crit Interp  
GWS 432 Gender & Language  
GWS 435 Commodifying Difference  
GWS 480 Gender Roles & Inter. Devl.  
GWS 550 Fem Theories Humanities  
SOC 501 Contemp. Soc. Theory  
SOC 583 Qualitative Methods  
SOC 586 Field and Qualitative Methods

|||Qualitative Methodology Focus Area||

The field of qualitative research in education (also spoken of as ethnography, qualitative field study, case study, naturalistic research, and interpretive research) 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 research as a way of studying the social world.

Some forms of qualitative research involve empirical investigation of the social world by means of field study or fieldwork employing the approach of participant observation. Qualitative research 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, and/or empathetic participation

in the human action studied 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 research 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.

Qualitative research offers an array of meaningful methodological frameworks for exploring a range of educational matters: e.g., 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 research must seek out opportunities to explore the use of qualitative research in investigating substantive issues in their particular field of interest (e.g., curriculum design, educational policy, language education, higher education, adolescent development).

The Qualitative Research focus area 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 research (and across all of social science research, 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).

## **Coursework**

### **Foundational Methods Course (4 hours)**

All students entering fall 2015 or later, will take a Foundational Methods Course. It is recommended that students take this introductory foundations course in their first year of the doctoral program.

Currently available: CI 550/EPSY 573/SPED 550/EPOL 550: Methods of Educational Inquiry

### **Basic Courses (4-8 hours)**

The student must take 4-8 basic research hours. It is recommended that a student take a course from the following list and a basic quantitative course, such as CI 590 Quantitative Research Literacy.

ANTH 411/EPSY 465 Methods of Cultural Anthropology  
CI 509 Curriculum Research: QRM Qualitative Research Methodology  
CI 509 Curriculum Research: AR Action Research  
CI 519 Methods of Child Study  
EPOL 585 Ethnographic Methods in Educ  
EPS 515 Philosophy and Educational Research  
EPSY 490E Case Study Research Methods  
EPSY 577 Foundations of Qualitative Methods  
EPSY 578 Qualitative Inquiry Methods  
HCD 591 Qualitative Methods

### **Advanced Courses (8 hours)**

CI 552 Qualitative Writing  
CI 562 Linguistics in the School Curriculum  
CI 580 QRL Qualitative Research in Language and Literacy Education  
CI 590 Narrative Inquiry  
CI 590 Research in Progress  
SOC 580/COMM 580 Advanced Interpretive Methods  
SOC 583 Qualitative Research Methods  
SOC 586 Adv Social Statistics I

### |||Quantitative Methodology Focus Area||

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

The area of quantitative methodology has the following purposes:

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

The Quantitative Research focus area enables the student to further 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.

## Coursework

### Foundational Methods Course (4 hours)

All students entering fall 2015 or later will take a Foundational Methods Course. It is recommended that students take this introductory foundations course in their first year of the doctoral program.

Currently available:

CI 550/EPSY 573/SPED 550/EPOL 550: Methods of Educational Inquiry

### Basic Course: (8 hours)

The student must take 8 basic research hours. 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

If a course is not offered when the student needs it, courses across departments can be taken (e.g. PSYC 406 followed by EPSY 581) with approval from the advisor. It is recommended that a student take courses from the prior list in addition to a basic qualitative course.

### Advanced Courses: (8 hours):

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

- Statistical/Quantitative Analysis Methodology

EPSY 574 Quasi-Experimental Design  
EPSY 582 Advanced Statistical Methods  
EPSY 584/PSYC 594/SOC 584 Multivar Anlys in Psych and Ed  
EPSY/PSYC/STAT 587 Hierarchical Linear Models  
EPSY/PSYC/SOC/STAT 588 Covar Struct and Factor Models  
EPSY 589/PSYC 589/SOC 579 Categorical Data in Ed/Psyc  
PSYC 435 Math Form in Psych Theory  
PSYC 436 Mathematical Models in Psychology  
PSYC 506 Psych Scaling: Unidimen Meth  
PSYC 509 Psych Scaling: Multidimen Meth  
STAT 426 Categorical Data Analysis or EPSY 589 Categorical Data in Ed/Psyc (Credit is not given for both STAT 426 and EPSY 589.)

- **Measurement Methodology**

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

- **Experimental Methodology**

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

|||Two Stage Approval Process||

## **Stage I-Preliminary Plan**

Before completion of the second semester of doctoral coursework, the student must submit a preliminary Research Plan using the [Research Area Approval Form](#).

The plan must include a brief written statement (limit to 500 words) that includes the following:

1. student's objective in developing a focus area;
2. coursework that will support the fulfillment of the requirement; and
3. tentative timeline for completion of all Research Requirements.

The student must develop this plan in collaboration with his/her advisor. The plan states why the student has chosen the focus area and the ways in which it is expected to contribute to the student's doctoral research and/or future career plans (limit to 500 words). The advisor must sign indicating approval of the plan.

The student submits the advisor-approved plan to the Graduate Student Services Office. A copy will be made for the student's electronic file and the original returned to the student.

## **Stage II-Final Approval**

When the preliminary plan has been approved, the student proceeds to complete coursework. Upon completion of the courses specified in the plan and prior to taking the preliminary oral examination, the student must submit to the advisor a completed plan. The completed plan should include a revised form, which includes a list of the courses completed with their catalog description and the instructors of these courses, the grades for each course, and a brief expository description (limit to 500 words) of how the objectives stated in the preliminary plan have been fulfilled.

The advisor should read through the student's completed plan and sign indicating approval of the student's completion of the research requirements. The student submits the advisor-approved, completed plan to the Graduate Student Services Office. The advisor will submit a copy of the approved, completed plan to the student's Preliminary Exam Committee

|||Oversight and Processes||

## **Oversight of the Research Requirement**

The Associate Dean for Academic Programs, the Associate Dean for Research and Research Education, and the Academic Programs Committee will have oversight of the process. They may consult with faculty members with expertise in specific methodologies for questions related to courses.

## **Course Approval Process**

There is a list of approved courses associated with particular focus areas. 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 Requirements.

New courses must receive prior approval before they can count to fulfill the requirements of a methodology course. To become an approved course, faculty must submit syllabi and a statement of how the course fulfills the intent of a research methodology course to the Academic Programs 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 methodology requirements and must not duplicate pre-approved courses.

## **Appeals Process**

If there is a problem with the advisor related to the research requirement process, the student can choose to appeal to the Director of Graduate Programs at the department level.

Students who are dissatisfied with the actions of the Director of Graduate Programs should discuss their concerns with the Chair of the [Academic Programs Committee](#) or the Associate Dean for Academic Programs.

## Doctor of Philosophy Degree

|||Early Research Project Requirements||

By the end of the first full year of doctoral study, or soon thereafter, all Ph.D. students should consult with their advisors about the formation of an Early Research Project (ERP) committee consisting of the advisor and two other faculty members. 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. For the work to satisfy the ERP requirement for the Ph.D., all three members of the committee must approve and sign the ERP form. The completed [Early Research Project form](#) must be filed with the Graduate Student Services Office.

A student who has completed a master's thesis as part of earlier graduate work may, upon the advice of his or her advisor, present that research as the ERP. After hearing the presentation, the ERP Committee may accept the written and oral report as satisfying the early research requirement or, should they judge the written and oral report wanting in either quality or relevance to the student's doctoral program, may recommend that the work 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 advisor the possibility of forming the ERP 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 [Institutional Review Board](#). A letter showing approval from the Campus Institutional Review Board (IRB) must be provided to the department contact in the Graduate Student Services Office prior to the scheduling of the ERP. Students should begin the approval process eight weeks prior to the ERP.

## Doctor of Philosophy Degree

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## **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 [Institutional Review Board](#) prior to doing research on the dissertation topic. A letter showing approval from the Campus Institutional Review Board (IRB) must be provided to the department contact in the Graduate Student Services Office prior to the scheduling of the preliminary examination. Students should begin the approval process eight weeks prior to the examination.

## **Doctor of Philosophy Degree**

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### **Early Research Project**

All Ph.D. students shall conduct and present an educational research study by the end of their third full year 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 Project 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.

## **Doctor of Philosophy Degree**

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### **Ph.D. Research Area Requirement**

The purpose of the Ph.D. Research Area Requirement is to ensure that all Ph.D. students in the College of Education have had sufficient coursework to attain proficiency in at least one research methodology and are able to conduct independent dissertation research.

The three areas of research—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 focus area will be consistent with a student's dissertation research. While requirements differ for each area, all require some combination of introductory and advanced methods coursework. All students will use a two-stage approval process in consultation with their academic advisors. Students must maintain a B average for all methodology courses.

## **Doctor of Philosophy Degree**

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## **Qualifying Examinations**

The Qualifying Examinations are written comprehensive examinations administered to doctoral students near the completion of their course work and Early Research Project. The Early Research Project must be filed in the Graduate Student Services Office prior to scheduling Qualifying Examinations.

The examinations are scheduled by faculty advisors through the Graduate Student Services Office. Purposes of the qualifying examinations in the College of Education include:

1. assessment of the student's breadth in the discipline and depth in areas of interest
2. provision of an opportunity to explore, make connections, and integrate content in the discipline

## **Doctor of Philosophy Degree**

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### **Preliminary Examination**

The preliminary oral examination (prelim) follows successful completion of all required coursework, the early research requirement, the qualifying examinations, the research methods requirement, and human subjects approval. In addition, all incomplete grades must be changed to letter grades prior to the oral examination.

The purpose of a prelim 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 prelim. The student should consult the department for additional requirements.

## **Doctor of Philosophy Degree**

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### **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 coursework is completed and before the time limits are reached.

## Doctor of Philosophy Degree

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### 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 Graduate Student Services Office.

## Doctor of Philosophy Degree

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### 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 advisor (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 evaluation is kept in the student's permanent file. Failure to complete the academic self-evaluation by the deadline will 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 advisor, and the Director of Graduate Studies will be informed in writing by the department.

## Doctor of Philosophy Degree

### Degree Certification Request

Prior to the date of degree conferral, candidates may need verification that they have 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 2017 graduates, December 2017 graduates, and May 2018 degree candidates.
- Doctoral candidates who have not completed all degree requirements including depositing a dissertation by the April doctoral deposit deadline are eligible to participate in the College Convocation Ceremony only if pre-approved by the student's advisor, department, and the Associate Dean for Academic Affairs. The student will need to file a College of Education Exemption Request Form and agree to deposit by May 11. Doctoral students who have not met the April deposit deadline will not be allowed to participate in the campus-wide Commencement ceremony.
- Ed.M./M.A./M.S. and Certificate of Advanced Study (C.A.S.) degree students with 8 or fewer hours remaining who expect to complete their degree requirements in August 2018 may participate in the college convocation; however, their names will not appear in the printed *College Convocation* and campus-wide *Commencement Programs* until May 2019.

August 2018 C.A.S. and Ed.M degree students must email their departmental contact in the Graduate Student Services Office of their intent to participate in the College Convocation. Failure to do so will prevent students from receiving important information.

## Licensure

### Licensure

Some EdM 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 advisor 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.

## Resources

[Academic Calendar](#)

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

[Courses, Schedules, and Requirements](#)

[Graduate College](#)

[Graduate College Academic and Thesis Deadlines](#)

[Graduate College Handbook](#)

[Graduate Student Services Office](#)

[Office of the Registrar](#)

[Office of Student Financial Aid](#)

[Student Code](#)

[Student Insurance Office](#)

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

[University Senate Calendars](#)

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

## Financial Aid and Award Opportunities

Students are not guaranteed financial assistance during their period of study.

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, fellowships, 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 advisors should be guided by the Graduate College policy on [graduate assistants](#).

Students should contact the department or unit to 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 advisor 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 academic department 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.

## **Archived Handbooks**

### **Previous Academic Year Handbooks**

- [2016-2017](#)
- [2015-2016](#)
- [2014-2015](#)
- [2013-2014](#)
- [2012-2013](#)
- [2011-2012](#)
- [2010-2011](#)
- [2009-2010](#)
- [2008-2009](#)
- [2007-2008](#)
- [2006-2007](#)
- [2005-2006](#)
- [2004-2005](#)
- [2003-2004](#)