

College of Education Graduate Student Handbook

Academic Year 2019-2020

Contents

Introduction	5
The College of Education	7
Program Responsibility	7
Registration	7
Registration in Independent Study Courses	8
Registration in Thesis/Dissertation Hours	8
Late Registration or Course Changes	8
Withdrawal and Cancellation.....	8
Auditing Courses	8
In Absentia Registration.....	8
Credit/No Credit Registration	9
Course Load.....	9
Grading System	9
Academic Leave of Absence.....	9
Important Dates.....	9
Student Status.....	10
Minimum GPA Requirements	10
Limited Status	10
Non-degree to Degree Status	10
Academic Leave of Absence.....	10
Withdrawal from Graduate Program.....	11
Student Assistance.....	11
Disability Services.....	11
Counseling Center	11
Advising.....	11
Definition of Advisor	11

Responsibilities of an Advisor	11
Changing Advisors or Assigning Co-Advisors	12
Grievance Policy and Procedures.....	12
General principles and procedures applying to all grievances	13
Grievance Procedures for Graduate and Undergraduate Students	14
Grievance Information for Faculty, Specialized Faculty, and Staff	15
Plagiarism & Copyright Policy	15
Definition of Plagiarism.....	15
Avoid Plagiarizing	15
Penalties for Plagiarism.....	16
Copyright & Fair Use	16
Independent Scholarship	16
Faculty Academic Integrity Reporting.....	17
Exceptions to Policies.....	17
Applying Certificate of Advanced Study Credits in Doctoral Programs	17
Master of Education Degree	18
Program Plan.....	18
Time Limits	18
Course Requirements for Ed. M. Students	18
Evaluation of Academic Progress.....	19
Degree Certification Request.....	19
Master of Arts and Master of Science Degree.....	19
Program Plan.....	20
Time Limits	20
Course Requirements for M.A. and M.S. Students.....	20
Evaluation of Academic Progress.....	21
Human Subjects Approval.....	21
Thesis	21
Thesis Editorial Style and Format Approval	21
Thesis Abstract.....	22
Thesis Examination	22
Thesis Examination Committee	23
Thesis Deposit.....	23

Degree Certification Request	24
Certificate of Advanced Study Degree	24
Program Plan	24
Time Limits	24
Course Requirements for C.A.S. Students	25
Evaluation of Academic Progress	25
Degree Certification Request	26
Doctor of Education Degree	26
Program Plan	26
Time Limits	26
Course Requirements for Ed.D. Students	26
Coursework	27
Residence Credit and Transfer Credit	27
Cognate Requirement	27
Qualifying Examinations	28
Types	28
Formats	29
Process	29
Evaluation	30
Questions and Problems	31
Human Subjects Approval	31
Preliminary Examination	32
Preliminary Exam Committee	32
Preliminary Exam Expectations and Results	32
Preliminary Exam Registration	33
Dissertation	33
Dissertation Editorial Style and Format	34
Dissertation Abstract	35
Final Examination	35
Final Examination Committee	35
Final Exam Expectations and Results	36
Final Exam Registration	37
Dissertation Deposit	37

Evaluation of Academic Progress.....	37
Degree Certification Request.....	38
Doctor of Philosophy Degree.....	38
Program Plan.....	38
Time Limits.....	38
Course Requirements for Ph.D. Students.....	39
Coursework.....	39
Residence Credit and Transfer Credit.....	39
Ph.D. Research Area Requirement.....	39
Credit Hours.....	39
Interpretive Methodology Focus Area.....	40
Qualitative Methodology Focus Area.....	41
Quantitative Methodology Focus Area.....	43
Three Stage Approval Process.....	45
Oversight and Processes.....	46
Early Research Project.....	46
Early Research Project Requirements.....	46
Qualifying Examinations.....	47
Types.....	47
Formats.....	48
Process.....	48
Evaluation.....	49
Promptness of Evaluations.....	50
Report of Examination Results.....	50
Questions and Problems.....	50
Human Subjects Approval.....	50
Preliminary Examination.....	51
Preliminary Examination Committee.....	51
Preliminary Exam Expectations and Results.....	52
Preliminary Exam Registration.....	53
Dissertation.....	53
Dissertation Editorial Style and Format.....	53
Dissertation Abstract.....	54

Final Examination.....	54
Final Examination Committee.....	54
Final Examination Expectations and Results.....	55
Final Examination Registration	56
Dissertation Deposit.....	56
Evaluation of Academic Progress.....	57
Degree Certification Request.....	57
Convocation Participation.....	57
The Convocation in-person ceremony has been cancelled. We hope to hold an event later in the year. Continue to check our convocation website for more information.....	57
In addition, the final exam and deposit deadlines have been extended. Consult the Graduate College's calendar for updated deadlines.	57
Licensure	58
Resources.....	59
Financial Aid and Award Opportunities	59
Fellowships.....	59
Graduate Assistantships.....	60
Stand-alone Tuition Waivers.....	60
Education Alumni Association Outstanding Student Medallion.....	61

Introduction

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

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

The policy of the University of Illinois is to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. The University of Illinois will not discriminate against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, handicap, unfavorable discharge from the military, or status as a

disabled veteran or veteran of the Vietnam era. This nondiscrimination policy applies to admissions, employment, access to and treatment in the University programs, and activities.

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

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

Heidi Johnson
Director, [Office for Access and Equity](#)
616 East Green Street, Suite 214
Champaign, IL, 61820
(217) 333-0885
accessandequity@illinois.edu

The 2019-2020 Graduate Student Handbook details policy and procedures used by the College of Education for administering graduate programs in education. Degree requirements for each degree and other information related to each degree program offered by the College of Education are included in this handbook. The degree requirements outlined herein apply to all students entering the College of Education in fall 2019 and thereafter. Information in previous handbooks applies to students entering prior to fall 2019. For questions related to degree requirements, which are not addressed specifically in this handbook, students should contact their department or talk with their advisor.

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

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

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

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 a graduate 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

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 is required for all students completing a thesis or dissertation, after completion of the required coursework. 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 [Withdrawal/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 academic probation. Students on academic probation are not eligible to receive graduate degrees or hold assistantships or other appointments. 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 or not meeting the required [English Proficiency score](#). 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](#).

Withdrawal from Graduate Program

If a degree-seeking student decides to leave their graduate program, they should complete the [College of Education Graduate Program Withdrawal Form](#). Once the form is submitted it will be filed in the student's file.

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 or 1207 S. Oak St., Champaign, call 217-333-4603, or email a message to 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

Grievance Policy and Procedures
Revised November 27, 2018

The College of Education Grievance Committee (CGC) is established by the College's Bylaws, as approved by the faculty in May 2016. It 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.

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.

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 applying to all grievances

1. The Associate Dean for Undergraduate Programs or the Associate Dean of Graduate Programs, dependent upon student rank, will be the first point of contact for submission of any written complaint. As the primary intake officer, the Associate Dean will ensure that all potential grievances are handled according to these procedures and in an expeditious and timely manner (see grievance procedures 2, 3, and 5 for undergraduate and graduate students below). In the event that the primary intake officer has a potential conflict of interest with a grievance, the other academic Associate Dean will oversee the grievance process as outlined below for the Associate Deans.
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 Undergraduate Programs or the Associate Dean for Graduate Programs, respectively. 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. 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 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, 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 the involved 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 for Graduate and Undergraduate Students

These procedures apply to graduate and undergraduate students, as well as to former students who have graduated in the preceding five (5) years. Graduate and undergraduate 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 Undergraduate Programs or the Associate Dean of Graduate 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 appropriate Associate Dean, 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.

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. Within 5 business days of the hearing, the Associate Dean will share the report with the Dean, who will make the final decision. The Associate Dean will communicate in writing the CGC's findings along with the Dean's decision to the involved individuals. The Dean's decision is final.

Grievance Information for Faculty, Specialized Faculty, and Staff

Grievance procedures are contingent upon employee group. Employees should contact the Assistant Dean for Budget and Resource Planning for information about initiating a formal grievance.

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 suspension or dismissal 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 course not previously approved as a foundation course or using a similar graduate level course that has been completed at another accredited institution 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. Once a C.A.S. degree has been conferred, courses cannot be transferred to any doctoral program. The C.A.S. is considered a terminal degree and should only be pursued by those not intending to continue for doctoral study.

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. 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. 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, 553
 - **4 Hours:** Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership EOL 548, EPS 400, 402, 405, 410, 411, 412, 413, 415, 420, 421, 423, or 424
- **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 programs 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, the Director of Graduate Studies and the Graduate College will be informed in writing by the department. Graduate Students and advisors should consult the [Graduate College Probation Policy](#) for more information.

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 M.A. and M.S. degrees in [on-campus](#) formats only.

Program Plan

Upon admission to a Master of Arts or a Master of Science program, each student is assigned an academic advisor. 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, 553
 - **4 Hours**: Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership
EOL 548, EPS 400, 402, 405, 410, 411, 412, 413, 415, 420, 421, 423, or 424
 - **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 programs 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, the Director of Graduate Studies and the Graduate College will be informed in writing by the department. Graduate students and advisors should consult the [Graduate College Probation Policy](#) for more information.

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 and must occur in person. 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 after the exam.

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 obtain 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 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. 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 filed with the Graduate Student Services Office.
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, 553
 - 4 hours: Philosophical and Social Foundations coursework in Education Policy, Organization and Leadership
EOL 548, EPS 400, 402, 405, 410, 411, 412, 413, 415, 420, 421, 423, or 424

In addition to the specific requirements stated above, individual programs 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, the Director of Graduate Studies and the Graduate College will be informed in writing by the department. Graduate students and advisors should consult the [Graduate College Probation Policy](#) for more information.

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. 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:

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 CI/EPOL/EPsy/SPED 550, Methods of Educational Inquiry, a research course 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.

Residence Credit and Transfer Credit

The College of Education follows the Graduate College's rules on [residence credit](#). For students entering a doctoral program already holding a master's degree ([Stage II](#)), transfer of credit from outside institutions into this degree is not allowed. This is in accordance with the Graduate College's policy on [transfer credit](#).

Cognate Requirement

The cognate requirement requires a student to complete 16 hours of coursework in an academic area or areas outside of the concentration or field of specialization. These hours will be chosen by the student in consultation with their advisor. The purpose of the cognate requirement is to provide the student with a scholarly perspective outside of their concentration or field of specialization, but one that relates to and supports their degree 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 concentration or field of specialization 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 [EdD Cognate Requirement form](#). The form requires a listing of the courses a student has taken to satisfy the cognate requirement. The electronic form is then routed to the advisor for approval. Once the advisor has made their decision, the form is submitted to the Graduate Student Services Office. A copy of the form is placed in the student's file. The student and advisor will also receive an electronic copy of the form.

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.

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. The time limit will be set by each department (or division or program area). Normally, the General Field and the Special Field are each scheduled for a four-hour block of time.
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](#) at least two weeks prior to the start of the exam(s).
3. Staff in the Graduate Student Services Office will confirm dates and reader agreements. All readers must respond before an exam question is administered.
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.
 - o 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 passing exam results, including comments. If revisions are required, the Graduate Student Services Office will contact the advisor and the advisor will work with the student and readers to determine revision requirements and deadlines.
 - A copy of the exam and reader comments 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 three recommendation options for a unsatisfactory paper:
 - Unsatisfactory doctoral work - revision of original exam required: 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.
 - Unsatisfactory doctoral work - rewrite with new question required: 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.

- Unsatisfactory doctoral work - student fails exam

If the examination is rated "unsatisfactory" by any member(s) of the committee, the member(s) making that evaluation shall communicate the major deficiencies with the advisor and make a collective decision as to the format and scope of the revised or new examination, if applicable.

All faculty readers who rated the first exam "unsatisfactory" will evaluate the revised exam. A satisfactory or excellent rating must be awarded unanimously for the student to pass the revised examination, and should one or more readers judge the second exam 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 Studies and advisor.

Questions and Problems

The first person a student should consult concerning the qualifying exams is their 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 Graduate 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.

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.

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.

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:

- At least one member must be from outside the graduate concentration of the student and advisor.

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

Remote participation for the preliminary or final exam is permitted for **online Doctor of Education students only**.

For on campus students, 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](#).

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.

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.

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.

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.

Remote participation for the preliminary or final exam is permitted for **online Doctor of Education students only**.

For on campus students, 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](#).

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.

Doctoral students will receive a letter notifying them of their status at the end of each spring semester.

When a decision is made that a student is not making satisfactory progress, the student, the advisor, the Director of Graduate Studies, and the Graduate College will be informed in writing by the department. Graduate students and advisors should consult the [Graduate College Probation Policy](#) for more information.

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). After degree requirements have been satisfied, the student may request a [Degree Certification Letter](#) or use the on-line [Degree Verification system](#).

Doctor of Philosophy Degree

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:

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.

Residence Credit and Transfer Credit

The College of Education follows the Graduate College's rules on [residence credit](#).

For students entering a doctoral program already holding a master's degree ([Stage II](#)), transfer of credit from outside institutions into this degree is not allowed. This is in accordance with the Graduate College's policy on [transfer credit](#).

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 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. All areas require a combination of introductory and advanced methods coursework. All students choose coursework in consultation with their academic advisor. Students must maintain a B average for all methodology courses.

Credit Hours

All students will take a minimum of 16 and a maximum of 20 credit hours in research methods courses towards the research area requirement.

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 will take the foundational methods course, Methods of Educational Inquiry (CI/EPOL/EPsy/SPED 550). It is recommended that students take this introductory foundations course in their first year of the doctoral program.

The following courses are recommended courses offered in the College of Education. Other courses may be chosen but are subject to approval. Students wishing to use courses not on this list should complete a [College of Education Exception Request](#).

Basic Courses (4-8 hours)

It is recommended that a student take a course from the following list and a basic quantitative course.

CI 509 Curriculum Research: QRM Qualitative Research Methodology
CI 509 Curriculum Research: AR Action Research
CI 519 Methods of Child Study
EPS 515 Philosophy and Educational Research
EPOL 585 Ethnographic Methods in Education
EPsy 577 Foundations of Qualitative Methods
EPsy 578 Qualitative Inquiry Methods

Advanced Courses (8 hours)

CI 580 Qualitative Research in Language and Literacy Education
EOL 547 Educational Law
EPS 503 Seminar in the History of Ed
EPS 510 Traditions in Philosophy of Education
EPS 517 Case Studies Professional Ethics and Education
EPS 575 Cultural Studies and Critical Interpretation
SPED 575 Mixed Methods Inquiry

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 will take the foundational methods course, Methods of Educational Inquiry (CI/EPOL/EPsy/SPED 550). It is recommended that students take this introductory foundations course in their first year of the doctoral program.

The following courses are recommended courses offered in the College of Education. Other courses may be chosen but are subject to approval. Students wishing to use courses not on this list should complete a [College of Education Exception Request](#).

Basic Courses (4-8 hours)

It is recommended that a student take a course from the following list and a basic qualitative course.

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 Education

EPS 515 Philosophy and Educational Research

EPSY 577 Foundations of Qualitative Methods

EPSY 578 Qualitative Inquiry Methods

HRD 585/EPOL 594 Program Evaluation

Advanced Courses (8 hours)

CI 537 Discourse in STEM Classrooms

CI 552 Qualitative Writing

CI 562 Linguistics in the School Curriculum

CI 580 Qualitative Research in Language and Literacy Education

SPED 575 Mixed Methods Inquiry

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 will take the foundational methods course, Methods of Educational Inquiry (CI/EPOL/EPSY/SPED 550). It is recommended that students take this introductory foundations course in their first year of the doctoral program.

Basic Course: (8 hours)

If a course is not offered when the student needs it, courses across departments can be taken (e.g. PSYC 506 followed by EPSY 581). Students wishing to use courses not on this list should complete a [College of Education Exception Request](#).

It is recommended that a student take courses from the following list in addition to a basic qualitative course. 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 Education

AND

EPSY 581 Applied Regression Analysis OR HRD 585 Program Evaluation

OR

PSYC 506 Statistical Methods I

AND

PSYC 507 Statistical Methods II

OR

STAT 400 Statistics and Probability

AND

STAT 425 Applied Regression and Design

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 Analysis in Psych and Ed

EPSY 587 Hierarchical Linear Models
EPSY 588 Covar Structure and Factor Models
EPSY 589 Categorical Data in Ed Psych
SPED 575 Mixed Methods Inquiry
STAT 426 Sampling and Categorical Data **or** EPSY 589 Categorical Data in Ed Psych (Credit is not given for both STAT 426 and EPSY 589.)

Measurement Methodology

EPSY 585/PSYC 595 Theories of Measurement, 1
PSYC 490 Measurement and Test Development Lab
PSYC 509 Psych Scaling: Multidimensional Methods

Experimental Methodology

EPSY 574 Quasi-experimental design
EPSY 582 Advanced Statistical Methods
SPED 583 Case Experimental Design

Three Stage Approval Process

Stage I-Preliminary Plan

Before completion of the first year of doctoral coursework, the student should submit a preliminary research plan using the [Research Area Approval Plan Form](#).

The student must develop this plan in collaboration with their advisor. Discussions should center around 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 future career plans. Once submitted by the student, the electronic form is then routed to the advisor. The advisor will indicate their approval of the plan, and the form will be routed to the Graduate Student Services Office. A copy will be placed in the student's electronic file. The student and advisor will also receive copies of the approval.

Stage II-Annual Student Evaluations

As a part of the required Annual Student Evaluation (also called the Annual Evaluation of Academic Progress), student should update the courses successfully completed towards the research area requirement. Courses may change from the original plan due to course offerings, however unless a new research area is chosen a new plan is not required. The advisor will review the courses as part of the advisor portion of the evaluation.

Stage III-Final Approval

As a part of the request to appoint the committee for the preliminary examination, the student must list the courses successfully completed towards the research area requirement. The Graduate Student Services Office will then confirm that the courses have the appropriate approval as part of the preliminary examination approval process. The advisor will also indicate their approval.

Oversight and Processes

Oversight of the Research Requirement

The Associate Dean for Graduate Programs 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.

New Research Area Course Approval Process

New research area 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. The statement should include support from the home department and a plan for frequency of teaching the course. Only courses with permanent course numbers will be considered for the listing of 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 Studies at the department level. Students who are dissatisfied with the actions of the Director of Graduate Studies should discuss their concerns with the Chair of the [Academic Programs Committee](#) or the Associate Dean for Graduate Programs.

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.

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.

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

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 or program area).
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:

- 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 passing exam results, including comments. If revisions are required, the Graduate Student Services Office will contact the advisor and the advisor will work with the student and readers to determine revision requirements and deadlines.
 - A copy of the exam and reader comments 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 three recommendation options for a unsatisfactory paper:
 - Unsatisfactory doctoral work - revision of original exam required: 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.

- Unsatisfactory doctoral work - rewrite with new question required: 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.
- Unsatisfactory doctoral work - student fails exam

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, if applicable. All faculty readers who rated the first exam "unsatisfactory" will evaluate the revised exam. 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 second exam 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.

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.

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.

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.

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.

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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](#).

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.

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.

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.

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](#).

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.

Doctoral students will receive a letter notifying them of their status at the end of each spring semester.

When a decision is made that a student is not making satisfactory progress, the student, the advisor, the Director of Graduate Studies, and the Graduate College will be informed in writing by the department. Graduate students and advisors should consult the [Graduate College Probation Policy](#) for more information.

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). After degree requirements have been satisfied, the student may request a [Degree Certification Letter](#) or use the on-line [Degree Verification system](#).

Convocation Participation

The Convocation in-person ceremony has been cancelled. We hope to hold an event later in the year. Continue to check our [convocation](#) website for more information.

In addition, the final exam and deposit deadlines have been extended. Consult the Graduate College's [calendar](#) for updated deadlines.

Every student is invited to participate in the [College of Education Convocation](#) upon completion of their graduate degree. 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 2019 graduates, December 2019 graduates, and May 2020 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. The candidate must agree to deposit by May 10. Doctoral candidates 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 candidates with 8 or fewer hours remaining who expect to complete their degree requirements in August 2020 may participate in the college convocation; however, their names will not appear in the printed *College Convocation* and campus-wide *Commencement Programs* until May 2021.

To request to walk in the College of Education Convocation ceremony, candidates will need to file a [College of Education Exception Request Form](#). All requests must be approved by the candidate's advisor, department, and the Associate Dean for Graduate Programs. Doctoral candidates must provide a letter of support from the chairperson and/or dissertation director certifying that the candidate is on track to deposit no later than May 10.

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.