

**GRADUATE PROGRAMS HANDBOOK
2000-2001**

College of Education
Instructional Programs Office
120 Education Building
University of Illinois at Urbana-Champaign
217/333-2800

<http://www.ed.uiuc.edu/IPO/>

This handbook is for informational purposes and does not constitute a contract. Programs listed are subject to change, and individual departments and units should be consulted for further information. The handbook is available on the College of Education webpage under <http://www.ed.uiuc.edu/IPO/>.

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-Champaign campus: William Berry, Associate Chancellor, and Larine Cowan, Assistant Chancellor and Director of The Office of Equal Opportunity and Access (Title IX, ADA, and 504 Coordinator), 100A

Swanlund Administration Building, 601 East John Street, Champaign, Illinois 61820 (217/333-0885).

Cover photo: The University of Illinois, College of Education Building.

The Graduate Student Handbook 2000-2001 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 2000 and thereafter. Information in previous handbooks applies to students entering prior to Fall 2000. For questions related to degree requirements which are not addressed specifically in this handbook, students should contact their department or talk with their adviser.

For additional information on campus policies and procedures, students should also consult the Handbook for Graduate Students, published by the Graduate College, and the Code on Campus Affairs and Handbook of Policies and Regulations Applying to All Students. These publications are available at the Graduate College. Copies of this handbook are available in your department office. 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 call any of the staff of the Instructional Programs Office to assist you in making your graduate school experience a success.

August 2000

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COLLEGE OF EDUCATION - STAFF DIRECTORY

Office of the Dean—38 Education Building

Susan A. Fowler	Dean	333-0960
TBA	Associate Dean for Academic Affairs	333-0960

Instructional Programs Office—110/120 Education Building Monday-Friday 8:30 A.M.—5:00 P.M. 333-2800

James A. Leach	Associate Dean for Instructional Programs	333-0964
Anita Althaus	Staff Secretary	333-0964
Cheryl Carlson	Admissions/Records Officer	333-2800
Nila Jefford	Chief Clerk	244-9490

Student Services- Advising Information: 120 Education Building 333-2800

Rosalie Schmitt	Elementary Education Undergraduate adviser	333-2800
Carolyn Horsman	Education General Undergraduate Adviser	333-2800
Phyllis Vanlandingham	Secondary Education Undergraduate Adviser	333-2800
Evelyn Grady	Graduate Programs Secretary	333-2267
Linda Kinyoun	Secretary	333-2800
Graduate Assistant	Thesis Format Checker	244-3545

Council on Teacher Education 130 Education Building

TBA	Executive Director for Council on Teacher Education	333-2804
Chet Zych	Associate Director/ Certification Officer	333-7195
Sandra Manter	Certification Specialist	333-7195

Educational Placement 140 Education Building

Mildred Trent	Director	333-0740
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Department Administration

Curriculum and Instruction

Violet Harris, Head
311 Education, 244-8286

Georgia Garcia, Assoc. Head/Graduate Programs Coordinator
311 Education, 244-3391

Educational Organization and Leadership

Richard Hunter, Head
333 Education, 333-2155

Educational Policy Studies

James D. Anderson, Head
360 Education, 333-2446

Educational Psychology

Lizanne DeStefano, Chair
210 Education, 333-2245

Jenny Singleton, Associate Chair
230A Education, 333-1098

Human Resource Education

James A. Leach, Interim Head
345 Education, 333-0807

Graduate Admissions, Coordinator
333-0807

Special Education
Adelle Renzaglia, Head
288 Education, 333-0260

Calendar of Important Dates

This calendar provides important dates to help graduate students plan and carry out their graduate programs. These dates have been obtained from the Graduate College Calendar, which is available in the Instructional Programs Office or in the Graduate College Office and on the net page. The calendar includes important deadlines which should be noted early in the semester or academic year. Graduate student work should be planned so as to meet the 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.

Newly admitted graduate students may pick up a copy of the current Graduate Programs catalog free of charge in the Graduate College Office prior to or during the first term of their enrollment by showing their "Notice of Admission."

Dates below are subject to change, and students are advised to contact their graduate adviser, the Instructional Programs Office, or the Graduate College Office to verify deadlines. The Graduate College Office is located at 202 Coble Hall, 801 S. Wright Street, Urbana, IL 61801

2000 Fall Semester

- Aug. 15, 1 p.m.- Sept. 22.....Enrollment period for student insurance coverage (407 Illini Union)
- Aug. 23, Wed.....Instruction begins
- Aug. 28, Mon.....Nondegree student registration begins
- Aug. 31, Thu.....Diplomas mailed to August degree recipients (master's only)
- Sept. 4, Mon.Labor Day (all-campus holiday)
- Sept. 8, Fri.Last day to add name to Oct. degree list
- Sept. 8, Fri.Last day to add a first half-session course
- Sept. 15, Fri.....Last day to take final exam for Oct. doctoral degree
- Sept. 22, Fri.....Deadline for first tuition/fee payment

June 1, Fri.....Last day to drop a four-week course
 June 1, Fri.....Last day to elect credit/no-credit option for
 a four-week course
 June 8, Fri.....Instruction ends
 June 8, Fri.-June 9, Sat.....Final examination period

Summer Session - Term II, 2000

June 11-June 25.....Enrollment period for student insurance
 coverage (480 Illini Union Bookstore)
 June 11, Mon.Instruction begins
 June 14, Thu.Diplomas mailed to May degree recipients
 June 22, Fri.Last day to add a first half-session course
 June 22, Fri.Last day to add an eight-week course
 June 25, Mon.Deadline for first tuition/fee payment
 June 28, Thu.Last day to elect credit/no-credit option for
 a first half-session course
 June 28, Thu.Last day to drop a first half-session course
 July 4, Wed.....Independence Day (all-campus holiday)
 July 6, Fri.....Last day to add name to August degree list
 (master's only)
 July 9, Mon.....Second half-session courses begin
 July 20, Fri.....Last day to withdraw without a grade of W
 July 20, Fri.....Last day to drop an eight-week course
 July 20, Fri.....Last day to elect credit/no-credit option for
 an eight-week course
 July 20, Fri.....Last day to add a second half-session course
 July 27, Fri.....Last day to deposit August master's theses
 July 27, Fri.....Last day to drop a second half-session
 course
 July 27, Fri.....Last day to elect credit/no-credit option for
 a second half-session course
 Aug. 1, Wed.Instruction ends
 Aug. 2, Thu.Reading Day
 Aug. 2, Fri.-Aug. 4, Sat.Final examination period
 Aug. 6, Mon.August degree conferral (master's only; no
 commencement)

Note: At any time after degree requirements have been satisfied and the thesis has been deposited, the Graduate College or Instructional Programs Office in the College of Education will issue, at the request of

the student, an official statement certifying that requirements have been met and that the degree will be awarded at the next conferral date.

These dates are subject to change. Please refer to the current timetable for specific dates.

GENERAL INFORMATION

The College of Education

The policies and procedures of the Graduate College are administered through the Instructional Programs Office, which acts for the Dean, the executive committee, and the graduate faculty of education.

The College of Education offers graduate work leading to the Master of Education (Ed.M.), the Master of Arts (A.M.), the Master of Science (M.S.), the Advanced Certificate (A.C.), the Doctor of Education (Ed.D.), and the Doctor of Philosophy (Ph.D.) degrees. Once a student is admitted to a degree program, most of the pertinent information relating to degree progress is available through the department office. In addition, all degree progress is monitored by the Instructional Programs Office.

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

All graduate degrees in education are recommended to and conferred by the Graduate College of the University. The various departments and their areas of specialization in which graduate degrees in education may be pursued are listed below.

Departments and Areas of Specialization

Curriculum and Instruction (C & I), 311 Education Building

Master's Level Programs

Early childhood education
Elementary education
Reading
Secondary education (with subject emphasis)
Applications of instructional technology

Advanced Certificate and Doctoral Programs

Aesthetic education
Computer science education
Curriculum

General Information

Early childhood education
Elementary education
Instruction
Instructional technology
Language and literacy education
Mathematics education
Science education
Secondary education
Social studies education
Teacher education

Educational Organization and Leadership (EOL), 333 Education Building

Educational administration
Higher education
Law and education

Educational Policy Studies (EPS), 360 Education Building

Aesthetic education
Comparative education
Interdisciplinary major in social foundations of education
History of education
Philosophy of education
Educational policy analysis

Educational Psychology (EdPsy), 230 Education Building

Developmental and socialization processes
Learning and instruction
Counseling psychology
Quantitative and evaluative research methodologies
Sociocultural perspectives for education

Students may apply to the Department of Educational Psychology and indicate the division of their choice. Although a student may be listed under one specialty area of course work, research and faculty usage frequently overlap other specialties.

Human Resource Education, 345 Education Building

Community college education
Human resource development
International education
Technology education
Special needs education
Teacher education

Special Education (Sp Ed), 288 Education Building

Administration and supervision of special education
Moderate/severe disabilities training program
Research
Collaborative/resource teacher
Skills improvement
Teacher education
Vocational/transitional education for persons with disabilities
Infancy/early childhood special education program

Operating Units

Operating units are independent research, development, and service agencies affiliated with the College of Education. These units, which are staffed by the college faculty, provide a valuable opportunity for graduate students to gain experience doing research. Other units exist within individual departments.

The college operating units are:

Bureau of Educational Research, 236 Education Building
Center for the Study of Reading, 51 Gerty Drive
Council on Teacher Education, 130 Education Building
Educational Placement Office, 140 Education Building
ERIC Clearinghouse for Elementary and Early Childhood Education, 51 Gerty Drive
National Center on Research in Vocational Education, 345 Education Building
Transition Institute, 51 Gerty Drive
Development and Alumni Relations, 38 Education Building
Office of School-University Research Relations, 230 Education Building
Office of Educational Technology, 32 Education Building

General Information

Program Responsibility

Responsibility for fulfilling all requirements for an advanced degree and for complying with the regulations of the Graduate College, the College of Education, and the student's department rests with the student and the adviser. The specific requirements for each degree are outlined in this handbook. Additional information concerning requirements, such as deadlines which change from year to year, can be obtained from the Instructional Programs Office of the College of Education. Students should refer to the Handbook for Graduate Students published by the Graduate College for specific policies of the Graduate College and to the Code on Campus Affairs and Handbook of Policies and Regulations Applying to All Students for other campus policies.

Graduate Credit Loads

Graduate students and advisers should be guided by the following minimum and maximum credit loads.

Normal and Maximum Credit Loads

Graduate students who hold University appointments of various percentages are considered to be making normal progress towards a degree if they carry the amount of credit indicated in the "Normal Load" column in the table that follows. A department may not require a student assistant to have a load greater than the normal load. Unless permission is granted by the adviser, students are not encouraged to carry loads above or below these guidelines. Maximum credit loads are as indicated; students must petition to carry more than the maximum number of units allowed by their appointments.

The normal assistantship within the College of Education is 50% FTE; for a student to receive an appointment beyond 50%, the adviser and employing faculty or staff member must justify the request and stipulate that the additional work will not impede the student's progress toward his/her degree.

General Information

GRADUATE CREDIT LOADS				
University				
<u>Appointment</u>	<u>Normal Load</u>	<u>Maximum Credit Loads without Petitioning</u>		
<u>(% FTE)</u>	<u>(units*)</u>	<u>Semester</u>	<u>Summer 1</u>	<u>Summer 2</u>
0-10	3-4	6	1 1/2	3
11-25	3-4	4 1/2	1 1/2	2 1/2
26-40	2 1/2-3 1/2	4	1	2
41-60	2-3	3 1/2	1	2
61-74	1 1/2-2 1/2	3	1	1 1/2
75-90	1-2	2 1/2	3/4	1 1/2
91-100	1/2-1 1/2	2	3/4	1

*1 unit = 4 semester hours

Assistantships of at least 25% and no more than 67% carry a waiver of tuition and service fees.

Summer Session

The maximum graduate credit permitted in a four-week period is 1 1/2 units or the equivalent. The maximum registration is 1 1/2 units in the first four-week period or 1 1/2 units in the second four-week period; or 1 unit in one of the first four-week courses, 1 unit in one of the second four-week courses, and 1 unit in an eight-week course.

Except under unusual circumstances and on petition to the Graduate College at the time of registration, these maximum limits cannot be exceeded. Petitions for overloads exceeding 1/2 unit may be granted to tax-exempt research assistants for thesis credit. They may also be granted to paid interns for work-related academic credit. Petitions for such overloads must be received in the Graduate College by the tenth day of instruction or they will not be considered.

Guidelines for Registration in 449 Courses

Students who are well qualified to do independent study are eligible to enroll in 449 Independent Study courses. Registration in a 449 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

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department chair/head. A copy of the approved description must be on file in the department office prior to registration.

Repeated enrollment for credit in 449 Independent Study courses is permissible. However, no more than 2 units of 449 can be applied towards a master's or advanced certificate degree, and no more than 3 units toward a doctorate except with the approval of the Associate Dean of the College for Instructional Programs, College of Education.

Grading System

Final grades for courses are recorded as follows: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F (fail). Credit for a course in which a student has received an F cannot be counted toward the degree. Points in the computation of grade-point averages are as follows:

A+	4.00	C	2.00
A	4.00	C-	1.67
A-	3.67	D+	1.33
B+	3.33	D	1.00
B	3.00	D-	.67
B-	2.67	F	0.00
C+	2.33		(no plus or minus for F)

Other Symbols

Symbols other than those above are used, but excluded from the computation of grade-point averages:

Symbols used by the University include:

- W — Officially withdrawn from a course. No grade is given.
- Ex — Temporarily excused. An extension of time may be granted by the instructor, if permitted by departmental policy, to a student who has not completed the final examination or other requirements for the course. An excused grade given in the fall term must be replaced by a letter grade no later than the reading day of the spring term. An excused grade given in the spring or summer term must be replaced by a letter grade no later than the reading day of the fall term. Failure to complete the work within this time automatically results in a grade of "F by rule." If the student does not maintain continuous enrollment, the excused grade becomes an "F by rule" after one calendar year. An "F by rule" is distinguished from an

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"F" on the transcript, but counts as an "F" in computing the GPA.

Df— Grade temporarily deferred. Used only in research courses and in other approved courses that usually extend beyond one semester. The time limit for the Df grade to revert to "F by rule" is the same as for the Ex grade except in regard to the thesis research course (499) and certain other deferred courses.

S — Satisfactory or Unsatisfactory —These two symbols are or used as final grades only for thesis research (499) and for

U — certain other approved courses.

Credit-No Credit—This symbol is used only if a graduate student has registered for a course under the credit-no credit option with the approval of his or her major department and adviser. The student must, however, have at least 2 units of course work in his or her graduate program with grades of A through C for every unit of credit-no credit work. This option may be chosen during advance enrollment, the regular registration period, or through the last day allowed for dropping a course without academic penalty. Students may elect to return to the regular basis for filing an amended request by the deadline date for dropping a course without academic penalty as indicated in the Graduate College Calendar. The credit-no credit option form must be properly approved and deposited in the Graduate College Records Office. Courses for which students must receive specified grades (e.g., Research Methodology Area Committee (RMAC) approved courses for Ph.D. students, EdPsy 390 and cognate requirement courses for Ed.D. students) may not be taken on a credit-no credit basis. Credit-no credit courses may not be used to meet the 8-unit minimum for the master's degree, the minimum unit requirements for the Advanced Certificate, or the minimum unit requirement for either the Ed.D. or Ph.D. degrees.

Ab— Absent from the final examination without an acceptable excuse; counts as a failure (F) in the GPA.

Action Taken When Grade-Point Average Drops Below the Minimum

A graduate student who has taken a minimum of 3 units of graduate work (excluding Thesis Research 499) at the Urbana-Champaign campus with a grade-point average lower than 3.0 (or the department minimum, whichever is lower) will receive a letter of warning from the Graduate College. A student who has taken a minimum of 6 units (excluding Thesis Research 499) with a grade-point average below the applicable minimum will be reclassified to "limited status" for no longer than one

General Information

semester or summer session. After one term on limited status, no further registration will be permitted unless the department makes a request to the Graduate College for reinstatement of the student to "full standing." Students already on limited status for admission deficiencies will be subject to the same warning at the 3-unit level and restrictions at the 6-unit level. Students on limited status are not eligible to receive graduate degrees.

ADMISSION

Common Elements of Applications for Education Degrees

The following application elements are common for all students seeking admission to graduate degree programs in education.

Master’s Level and Advanced Certificate

1. Application for admission to the Graduate College are to be sent to the Office of Admissions and Records, 901 W. Illinois.
2. Official copies of all undergraduate and graduate transcripts are to be sent directly to the department office.
3. Departments within the College of Education may have additional entrance requirements.

Doctoral Level

1. Master’s degree with a major in education or an appropriate related subject is required.
2. Application for admission to the Graduate College is to be sent to the Office of Admissions and Records, 901 W. Illinois.
3. Test scores are to be sent to the department office:

<u>Department</u>	<u>Test required</u>
Educational Organization and Leadership	No tests are required
Curriculum and Instruction	MAT or GRE for: all master's degree applicants; all applicants to computer science education, early childhood education program, instructional technology, and mathematics education; and all advanced certificate and doctoral applicants
Educational Policy Studies	No tests are required, but students may submit MAT or GRE scores to supplement their applications
Educational Psychology	GRE

Admission

Human Resource MAT or GRE

Special Education MAT or GRE

4. Three letters of reference are to be sent to the department office.
5. Official transcripts from all institutions attended are to be sent to the department office.
6. Departments within the College of Education may require additional application information.

Application Processing

An application for admission to the Graduate College may be obtained from the departmental office in the academic area of specialization or from 120 Education Building. Requests for applications can also be submitted by E-mail to admissions@mail.ed.uiuc.edu. Once submitted, the application is processed and coded by the admissions processing office. The admission fee that accompanies the application serves as a nonrefundable processing fee. Once the application is coded, it is forwarded from the admissions processing office to the Department within the College of Education.

Upon receipt of the coded application and other required materials, the major department reviews it and makes a recommendation for admission or denial. This recommendation is sent to the Instructional Programs Office which acts on the recommendation. The recommendation is forwarded to the graduate admissions office for both processing and Graduate College approval. The applicant usually receives notification of recommendation for acceptance or denial from the departmental area of specialization before receiving notification from the admissions processing office. The action of the admissions processing office is the official decision.

Applicants From Other Countries

Applicants from other countries must contact the Office for International Admissions several months before the intended registration period. This office will advise the applicant concerning the required English proficiency examination, as well as financial and other requirements. It will notify the department of the results of the English proficiency examination. Departmental offices should consult with the Office of International Admissions before making a commitment to the applicant concerning admissibility and/or financial aid. Until clearance is received from this office, a student should not be notified of his or her acceptance.

All foreign applicants are required to receive satisfactory scores on a test of their proficiency in English before being admitted unless they are from English-speaking countries and/or hold a degree from an institution whose instruction is in English. The test specified for such proficiency by the University of Illinois at Urbana-Champaign is the Test of English as a Foreign Language (TOEFL). Ordinarily this examination must be taken before the student leaves his or her country.

The campus minimum score on the TOEFL for admission to the Graduate College is 550. Some departments require higher scores. The Departments of Educational Organization and Leadership, Educational Policy Studies, Human Resource Education, Special Education, and Curriculum and Instruction require a minimum TOEFL score of 590. The Department of Educational Psychology requires a TOEFL score of 585.

Grade-Point Average

Minimum Grade-Point Average

The Graduate College has established a minimum grade-point average of 3.0 (A=4.0) for admission. However, certain departmental areas of specialization within the College of Education may require a higher grade-point average for admission.

If the applicant's grade-point average is below 3.0 and the department recommends admission, the Graduate College requires a letter of justification written by the executive officer of the student's major area of graduate study. This letter should be addressed to the Graduate College but must be submitted with the application to the Instructional Programs Office, College of Education, for action and referral to the admissions processing office.

Admission

The final decision on admission rests with the Associate Dean for Instructional Programs and the Dean of the Graduate College.

Computation of Grade-Point Average

The grade-point average for admission to the Graduate College is computed as follows:

For applicants currently attending an undergraduate institution and receiving the bachelor's degree during or at the end of the academic year, a tentative grade-point average is computed. It includes the last 45 hours (usually the junior year and the first semester of the senior year). If the applicant is admitted to the graduate program in education before receiving the bachelor's degree, he or she is placed on "limited status" until the final transcript is received by the admissions processing office, indicating that the degree has been conferred. The final grade-point average, computed on the basis of the last 60 semester hours or the equivalent, is calculated when the student receives the bachelor's degree. A separate grade-point average is computed for all graduate work, and then a combined grade-point average is tabulated.

Notice of Admission

Notice of admission is issued by the Office of Graduate and International Admissions. Copies are forwarded to the student, the Instructional Programs Office and the Graduate College, with the student's transcripts attached to the Graduate College copy. The student's admission status shown on the Notice of Admission form is in accordance with the student's degree objectives and recommendations by the departmental area of specialization.

Types of Admission

Students are admitted under one of the following plans listed below.

Continuous Registration

The majority of education students are admitted under the "continuous registration" plan. Under this plan, the student is permitted to register in campus courses and is expected to register each semester of each academic year until the degree is completed. Registration in summer sessions is optional. A student who registers for on-campus work during the academic year is automatically considered a continuous student. Because doctoral candidates must fulfill the continuous residence requirement, they usually register as continuous students.

Summer Session Only

Under this status, a student is permitted to register in campus courses only during the summer sessions. Many of the Ed.M. and Advanced Certificate candidates follow this registration pattern. The student is required to register each successive summer session but may also register in off-campus courses. However, the student cannot register on campus during the academic year unless he or she is permitted to obtain a change of enrollment to "continuous registration." If the student misses a summer session, he or she must apply for readmission.

University Extramural Courses

Students who are pursuing an advanced degree in education may enroll in University of Illinois at Urbana-Champaign extramural courses. For university extramural course credits to apply toward a graduate degree, a student must be admitted to the Graduate College as a degree student. Students interested in pursuing a degree should apply for admission during the semester in which they take their first extramural course. If students enroll in extramural courses without obtaining admission to the Graduate College and then decide to pursue a degree, they (a) first must be admitted to the Graduate College and (b) then may apply a maximum of three units of credit taken in extramural courses to a degree program but only after successful petition of such courses to the Graduate College. Students should remember that a well planned program is more than the accumulation of credits. Therefore, students interested in pursuing a degree should apply for admission early and develop and have a program of study approved to ensure that credits earned in course work are applicable to their programs.

Admission Status

Under any of the above admission plans, a student may enter a degree program on either full standing or limited status.

Full Standing

Entering on full standing indicates that there are no qualifications (no deficiencies in the student's record) to the student's admission on the part of the Graduate College, the College of Education, or the student's departmental area of specialization.

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

Admission

by the departmental area of specialization to the Instructional Programs Office and to the Graduate College. The most common deficiencies are an unacceptable grade-point average, incomplete admission data, or the lack of a teaching certificate where it is an admission requirement. Limited status admissions clearly state the nature of the limitation(s), the conditions and the time limits for removal, and the consequences of removal or the failure to do so. Removal of limitations ordinarily results in full standing, and no graduate degree may be conferred until removal of limitations has occurred.

Nondegree Admission

Admission as a nondegree student is intended only for applicants who are not seeking a degree. Students seeking admission under this status should apply directly to the interested department. Nondegree students are assigned an adviser and register in their affiliated departments within the College of Education.

While on nondegree status, students are not required to reapply for admission as long as one of the normal patterns of enrollment is maintained. Therefore, nondegree students may enroll in either campus or University of Illinois at Urbana-Champaign extramural courses. No more than 3 units can be transferred to a degree program upon petition, should a student decide to enter a degree program.

Financial Aid and Awards

FINANCIAL AID AND AWARDS

Financial aid is offered to a majority of doctoral students and to some master's students during their period of study. Various kinds of fellowships and research and teaching assistantships provide waivers of tuition and service fees and a salary (or stipend) which is dependent upon the type of aid, the graduate level, and the duties of the student. Those who wish to be considered for financial aid should obtain proper forms from the admissions secretary in the offices listed under "Departmental Areas of Specialization." All types of fellowships, assistantships, and tuition and fee waivers from the University of Illinois at Urbana-Champaign require:

1. An up-to-date financial aid application to be sent to the departmental office by early February. Please check with individual departments for specific deadlines.
2. Three letters of recommendation not more than one year old. All students who wish to continue fellowships or tuition and fee waivers beyond the current academic year must have at least one letter from a University of Illinois professor to be sent to the departmental office.
3. Transcripts of all college work.

In addition to fellowships, assistantships and tuition and fee waivers offered by departments, other forms of financial aid and nonmonetary recognition are available to graduate students in education. Brief descriptions of the various forms of financial aid and recognition for graduate students in education follow.

GRADUATE COLLEGE AWARDS

Graduate College Fellowships

Graduate College Fellowships are designed to increase minority enrollment in areas of study where minorities have been traditionally underrepresented. The competition is open to entering students only who show promise of success in graduate study. Graduate College fellowships are one-year awards with departments expected to provide support for subsequent years of study. The stipend is typically \$10,000 for 10 months with associated tuition and fee waivers. Concurrent assistantship appointments are discouraged. Detailed guidelines are available through departments or the Instructional Programs Office. Fellowship stipends are taxable.

Illinois Consortium for Educational Opportunity Program (ICEOP) Fellowships

U.S. citizens or permanent residents who are African American, Asian American, American Indian, Alaskan Native, or Hispanic American are eligible. Applicants must be Illinois residents. The stipend is \$10,000 per year for 2 years (master's) or 4 years (doctoral) candidates, plus tuition and fee waivers. Fellows must agree to accept a full-time teaching or nonteaching position with an Illinois post-secondary institution or an Illinois Educational Board or Agency for a period equal to the number of years that the award was held.

COLLEGE OF EDUCATION AWARDS

Babcock Fellowships

A single Wanda Taeschner Babcock Fellowship is awarded each year to an entering underrepresented minority student who intends to pursue full-time graduate study on this campus through completion of the degree. The award consists of a \$8,000 per year stipend for two years from the college. The department must provide a minimum of a 25% assistantship which is optional for the student to accept. A tuition and fee waiver is provided for two years through the University. The College of Education and its Departments are encouraged to identify and recruit top candidates for this unique fellowship. Guidelines are available from departments and the Instructional Programs Office.

William Chandler Bagley Scholars

The College of Education designates outstanding undergraduate and graduate students as Bagley Scholars. These awards are funded from gifts of alumni and friends of the College of Education and named after William Chandler Bagley, an early Director of the then School of Education, who is known for his insistence that formal training and experience were both needed to promote good educational practice. Graduate applicants must be enrolled in programs in the College of Education, possess and maintain at least a 3.50 cumulative grade point average, be in good academic standing (not on limited status), and maintain satisfactory and continuous progress toward the degree objective. The factors and evidence considered for selection of these merit award scholars include a statement of educational and professional goals, academic performance, three letters of recommendation from

Financial Aid and Awards

UIUC faculty who know the applicant's work. Scholars receive a taxable award of \$2,000.

Letitia Walsh Fellowships

A Letitia Walsh Fellowship for study in education is awarded annually to an incoming doctoral student. The primary criteria for selection are academic merit, professional experience and potential contribution to education. The award consists of a \$8,000 per year stipend for two years from the college. The department must provide a minimum of a 25% assistantship which is optional for the student to accept. A tuition waiver is provided for two years through the University. Full-time enrollment (minimum of three units per semester) is required of Letitia Walsh Fellows. Guidelines are available through the departments and the Instructional Programs Office. Fellowship stipends are taxable.

Teaching and Research Assistantships

Teaching and research assistantships are awarded to students admitted and enrolled for graduate study and are available in departments and operating units both within and outside the College of Education. Assistantships include a stipend and, if the appointment is at least 25% but not exceeding 67%, a tuition and fee waiver. Students receiving tuition and service fee waivers will still be charged some fees beyond the service fees. Students holding a minimum 25% assistantship during the spring semester are entitled to a tuition and fee waiver for the following summer session. In addition to other requirements, all applicants for both types of assistantships must have a personal interview with the department or unit in which they are applying. Assistantships are work assignments for specified percentages of time, with duties determined by the hiring unit and are taxable.

Tuition and Fee Waivers

A limited number of twelve-month tuition and fee waivers are available on a competitive basis. Students receiving tuition and service fee waivers will still be charged some fees beyond the service fees. Students should consult their departments for specific application procedures and deadlines. Among the factors and evidence considered in the review of applications for tuition and fee waivers are the following:

1. Grade-point average
2. Professional and academic experience
3. Student's goal statement

Financial Aid and Awards

4. Evidence of academic or professional distinction
5. Letters of recommendation
6. Publications and scholarship

Guidelines are available through the departments or the Instructional Programs Office

William F. Connell Scholars Program (non-monetary recognition)

The William F. Connell Scholars Program was established to provide special recognition to outstanding graduate students from Australia. Australian students of high academic merit who are accepted for advanced study in education in the College of Education of the University of Illinois are eligible to be recognized as Connell Scholars. This is a designated honor, not a financial award. Students named as Connell Scholars may be enrolled in any of the college's departments. Awards are made by the college in consultation with a distinguished Australian panel. A maximum of three persons will be concurrently designated as Connell Scholars. Applications for the academic year should normally be in the Instructional Programs Office by early October.

Education Alumni Association Graduate Medals

(non-monetary recognition)

The Education Alumni Association Graduate Medals are presented annually at the College of Education Convocation, one to a master's or Advanced Certificate graduate and one to a doctoral graduate. Nominations, due in early March, are solicited from faculty, students and staff. The Awards Committee of the Educational Alumni Association makes the final selection. The recipients are recognized and presented with a medal at the convocation ceremony. Criteria for selection include outstanding scholarship, service to the College of Education and campus, and potential leadership in the field of education.

Dissertation Travel Grants

College of Education Dissertation Travel Grants

College of Education Dissertation Travel Grants provide support, on a competitive basis, to subsidize travel and other related costs in doctoral dissertation research, including topic exploration (prior to preliminary examination) and dissertation research. Awards are made based on

Financial Aid and Awards

merit and quality of proposal. Guidelines are available through the Departments.

Graduate College Dissertation Travel Grants

Graduate College Dissertation Travel Grants provide support, on a competitive basis to subsidize travel and other related costs in doctoral dissertation research, including topic exploration (prior to preliminary examination) and dissertation research which cannot be met from other sources. Awards are made based on merit and quality of the proposal. Two competitions per year are held, with proposals usually due in September and February. Detailed guidelines are available through departments and the Instructional Programs Office.

Master of Education Degree (Ed.M.)

MASTER OF EDUCATION DEGREE (Ed.M.)

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

Program Plan

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

Unit Requirements

Once admitted to the program, students must complete a minimum of 8 units on the Urbana-Champaign campus or in University extramural courses.

Credit for Work Completed Elsewhere

A Master of Education candidate may petition to transfer up to 2 1/2 units of graduate credit earned at other universities to apply toward the 8-unit requirement. Official transcript(s) must be attached to the petition if not previously filed in the Graduate College. Work involved must be at the graduate level and must have been completed within the last five years with grades of A or B. A petitioner must have completed at least 2 units at the University of Illinois at Urbana-Champaign. Credit acceptance cannot exceed 1/4 unit for 1 semester hour or 1/2 unit for 3 quarter hours. When transfer credit is recommended, a validating statement by someone who teaches a similar course on this campus must be given and the results shown on the spaces provided on the Graduate College petition. After this validation is completed and the adviser's statement is made, the petition is sent to the department office for action and subsequent referral to the Instructional Programs Office for its recommendation and referral to the Graduate College.

Time Limits

The Graduate College permits master's degree candidates five years from the date of the student's first enrollment in graduate school to complete degree requirements. This enables a student whose professional or personal commitments prohibit the attendance of graduate school on a full-time basis to enjoy considerable flexibility in

Master of Education Degree (Ed.M.)

planning a program. Students are required to notify the department of their intent to graduate.

Students unable to complete the degree requirements within this time limit must petition for an extension of time. Such petitions must request an extension to a specific anticipated graduation date (January, May, August, October). These petitions are considered and acted upon by the student's adviser, the Department, the Associate Dean for Instructional Programs, and the Graduate College, which grants either approval or denial of the petition. However, repeated petitions of this kind are likely to be denied.

Requirements for Ed.M. Candidates

All students admitted to a Master of Education degree program must fulfill the following minimum requirements:

- | | |
|----------|--|
| 1/2 unit | One course from the psychological foundations of learning area: EdPsy 311, 313, and 314 |
| 1/2 unit | A second course from the psychological foundations of personality and development area: EdPsy 312, 315, and 316 (Students planning to work with adults often take EdPsy 362 for 1 unit credit to meet the EdPsy requirement). Students in master's certification programs may take EdPsy 391 and EdPsy 320 to satisfy EdPsy requirement. |
| 1/2 unit | One course from the social and philosophical foundations requirements: EPS 302, 303, 309, 310, 311, 312, 314, and 315. |
| 1/2 unit | A second course from the philosophical foundations area: EPS 301, 304, 305, 306, 307, and 308. |
| 3 units | Three units of 400-level courses in education. |
| 3 units | Three additional 300- or 400-level courses selected by the student in consultation with an academic adviser. |
| 8 units | TOTAL |

Master of Arts and Master of Science Degree (A.M.; M.S.)

In addition to the specific requirements stated above, individual departments in the College of Education may require additional courses to complete the student's degree program. A student who passes a proficiency examination in any of the required courses listed above is excused from that course requirement. However, unit credit toward the degree is not given for courses passed by such an examination.

MASTER OF ARTS AND MASTER OF SCIENCE DEGREE (A.M., M.S.)

The Master of Arts and Master of Science Program

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

Program Plan

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

Unit Requirements

Once admitted to the A.M. or M.S. program, students must complete a minimum of 8 units on the Urbana-Champaign campus or in University extramural courses, of which 2 units may be for thesis credit (499). A minimum of 1/2 unit of thesis credit (499) is required.

Credit for Work Completed Elsewhere

A Master of Arts or a Master of Science candidate may petition to transfer up to 2 1/2 units of graduate credit earned at other universities to apply toward the 8-unit requirement. Official transcript(s) must be attached to the petition if not previously filed in the Graduate College. Work involved must be at the graduate level and must have been completed within the last five years with grades of A or B. A petitioner must have completed at least 2 units at the University of Illinois at Urbana-Champaign. Credit acceptance cannot exceed 1/4 unit for 1 semester hour or 1/2 unit for 3 quarter hours. When transfer credit is recommended, a validating statement by someone who teaches a similar

Master of Arts and Master of Science Degree (A.M.; M.S.)

course on this campus must be given and the results shown on the spaces provided on the Graduate College petition. After this validation is completed and the adviser's statement is made, the petition is sent to the department office for action and subsequent referral to the Instructional Programs Office for its recommendation and referral to the Graduate College.

Time Limits

The Graduate College permits master's degree candidates five years from the date of their first enrollment in graduate school to complete degree requirements. This enables a student whose professional or personal commitments prohibit the attendance of graduate school on a full-time basis to enjoy considerable flexibility in planning a program. Students are required to notify the department of their intent to graduate.

Students unable to complete the degree requirements within this time limit must petition for an extension of time. Such petitions must request an extension to a specific anticipated graduation date (January, May, August, October). These petitions are considered and acted upon by the student's adviser, the Department, the Associate Dean for Instructional Programs, and the Graduate College, which grants either approval or denial of the petition. However, repeated petitions of this kind are likely to be denied.

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

All students admitted to a Master of Arts or a Master of Science degree program must fulfill the following minimum requirements:

Psychological foundation requirements:

- | | |
|----------|---|
| 1/2 unit | One course from the psychological foundations of learning area: EdPsy 311, 313, and 314 |
| 1/2 unit | A second course from the psychological foundations of personality and development area: EdPsy 312, 315, and 316 (Students planning to work with adults often take EdPsy 362 for 1 unit credit to meet the EdPsy requirement.) Students in master's certification programs may take EdPsy 391 and EdPsy 320 to satisfy EdPsy requirements. |

Master of Arts and Master of Science Degree (A.M.; M.S.)

1/2 unit	One course from the social and philosophical foundations requirements: EPS 302, 303, 309, 310, 311, 312, 314, and 315.
1/2 unit	A second course from the philosophical foundations area: EPS 301, 304, 305, 306, 307, and 308.
3 units	Three units of 400-level courses in education (499 thesis units not included)
3 units	Three additional 300- or 400-level courses selected by the student in consultation with an academic adviser (including up to 2 units of 499 credit).
8 units	TOTAL

In addition to the specific requirements stated above, individual departments in the College of Education may require additional courses to complete the student's degree program. A student who passes a proficiency examination in any of the required courses listed above is excused from that course requirement. However, unit credit toward the degree is not given for courses passed by such an examination.

Thesis

A.M. and M.S. degree candidates must write a master's thesis and defend it in an oral examination before a committee of three faculty members. All committee members must sign the Verification of Oral Examination form as well as the Certificate of Approval form. A minimum of 1/2 unit of 499 thesis credit must be taken and a maximum of 2 units of 499 thesis credit can be taken as the thesis is being completed. For all thesis research involving the use of human subjects, approval must be obtained from the College Human Subjects Review Committee prior to beginning the research.

Master of Arts and Master of Science Degree (A.M.; M.S.)

Thesis Editorial Style and Format Approval

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

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington, DC: Author.

Harvard Law Review Association. (1991). *A uniform system of citation* (15th ed.). Cambridge, MA: Author.

Modern Language Association. (1988). *MLA handbook for writers of research papers* (3rd ed.). New York: Author.

Turabian, K. L. (1987). *A manual for writers of term papers, theses, and dissertations* (5th ed.). Chicago: The University of Chicago Press.

University of Chicago. (1993). *The Chicago manual of style* (14th ed.). Chicago: The University of Chicago.

The student will consult with the adviser and thesis committee members to choose the style to be used. In exceptional circumstances, style manuals not listed above may be used with prior approval of the Associate Dean for Instructional Programs. In addition, the Instructions for Preparation of Theses 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, for students choosing the APA style manual, insertion of tables and figures should follow the Graduate College instructions rather than those included in the APA manual. Every thesis in final manuscript form must be reviewed and approved by the Instructional Programs Office. It is highly recommended that students turn in a draft for a *preliminary* format review after the completion of the preliminary oral exam. The student must specify which editorial style has been selected for use. A submission deadline date for the final format review is set before each graduation date. The student should allow a minimum of three weeks for the final format review and approval.

Advanced Certificate (Adv. Cert.)

ADVANCED CERTIFICATE DEGREE (Adv. Cert.)

The Advanced Certificate Program

The Advanced Certificate 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 some later time, as credit earned for an Advanced Certificate cannot be applied toward a Ph.D. However, up to six units can be applied toward an Ed.D.

Unit Requirements

Once admitted to the program, students must complete a minimum of 8 units on the Urbana-Champaign campus or in University extramural courses.

Credit for Work Completed Elsewhere

Advanced Certificate candidates may petition to have 2 1/2 units of credit for work completed elsewhere transferred to apply toward the 8-unit requirement. Official transcript(s) must be attached to the petition if not previously filed in the Graduate College. Work involved must be at the graduate level and must have been completed within the last five years with grades of A or B. The petitioner must have completed at least 2 units at the University of Illinois at Urbana-Champaign. Credit accepted cannot exceed 1/4 unit for 1 semester hour or 1/2 unit for 3 quarter hours. When transfer credit is recommended, a validating statement by someone who teaches a similar course on this campus must be given and the results shown on the spaces provided on the Graduate College petition. After this is completed and the adviser's statements made, the petition is sent to the department office for action and subsequent referral to the Instructional Programs Office for its recommendation and referral to the Graduate College.

Time Limits

All degree requirements must be met within five years after registration for the first course included in the Advanced Certificate program. If a student continues from the master's degree to the advanced certificate, seven years from the first registration in a graduate course in the master's program is given. Students are required to notify the department of their intent to graduate. Repeated petitions for extension of time are likely to be denied. Petitions are submitted to the adviser, then to the Instructional Programs Office, and must contain a request for extension to a specified anticipated graduation date (January, May, August, October).

Advanced Certificate (Adv. Cert.)

Requirements for Advanced Certificate Candidates

All students in the Advanced Certificate program 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.
2. Eight or more units in approved courses must be taken beyond the master's degree.
3. Four of these 8 units must be taken at the 400-level.

One copy of the student's program, signed by the adviser, must be filed in the Instructional Programs Office during the first semester or summer session of registration. Credit for courses not shown on the student's program on file is not acceptable.

The student must complete EdPsy 311, 313, or 314; EdPsy 312, 315, or 316; one course from the social foundations area (EPS 302, 303, 309, 310, 311, 312, 314 and 315); and a second course from the philosophical foundations area (EPS 301, 304, 305, 306, 307, and 308). These requirements may be met during or prior to the second year of graduate study. A student who passes a proficiency examination or receives approval to substitute courses taken elsewhere for any of these required courses is excused from that course.

Doctor of Philosophy Degree (Ph.D.)

DOCTOR OF PHILOSOPHY DEGREE (Ph.D.)

The Doctor of Philosophy Program

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

Requirements for Ph.D. Candidates

The minimum course requirements for a standard Ph.D. degree within the College of Education include:

1. Completion of at least 16 units beyond the master's degree including:
2. A minimum of 8 units of course work in the major subjects.
3. At least 1 unit, but no more than 8 units of Thesis Research 499 credit.
4. Whatever is necessary (usually four courses plus a demonstration of competency) to fulfill the research methodology component requirement.

Residence

A total of 16 units of credit beyond the master's degree must be earned in courses on the Urbana-Champaign campus or in University extramural courses. These 16 units may include up to 8 units of Thesis Research 499 credit. Courses taken to satisfy the Research Methodology (RMAC) requirement are not counted as part of this 16 unit minimum. The minimum continuous residence requirement for a Ph.D. candidate is completion of at least 3 units of course work for each of two consecutive semesters. Thesis credit (499) may not be counted in meeting the continuous residence requirements.

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

During this continuous residence period, a student is expected to participate in those non-course activities available as part of the

Doctor of Philosophy Degree (Ph.D.)

intellectual activity of the discipline: seminars, colloquies, and informal and often ad hoc discussion groups. Although the quality of the residency cannot be legislated, conditions believed to provide the greatest possible opportunity to achieve the desired quality can be specified. It is the responsibility of the student and adviser to ensure that the spirit, as well as the letter, of this requirement is honored. The student and adviser should plan this period as thoughtfully as any other portion of the doctoral program. Continuous residence requirements for the Ph.D. can be satisfied by two consecutive semesters of full-time (3 units or more) course work (not to include dissertation credit).

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

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

Students wishing to fulfill the requirement without full-time enrollment will need to request approval, documenting by letter the activities the student and adviser wish to have considered as meeting the residence requirement. The request should be made to the Associate Dean for Instructional Programs, College of Education, 120 Education Building. (Graduate Faculty Action, September 14, 1988)

Early Research Requirement

(Replaces former master's thesis or equivalent paper requirement)

All Ph.D. students who began doctoral candidacy in the Fall Semester, 1989, or later shall conduct and present an educational research study early in their graduate programs. This research should be undertaken with the expectation that it will make a contribution to knowledge in the area of the student's Ph.D. program. In addition, an important objective of the early research requirement is to familiarize faculty members with new Ph.D. students and their research interests and to examine ways in which these interests might be pursued in the doctoral program.

Doctor of Philosophy Degree (Ph.D.)

In the first calendar year of doctoral study, every Ph.D. student, in consultation with his or her adviser, shall form an early research committee consisting of the adviser and two other faculty members. The student should consult with committee members early in the first year to obtain agreement on the nature of the project. Committee members are expected to provide counsel as the early research project develops. Whenever extended work with a faculty member is anticipated, the student should arrange for Independent Study (449) credit. Prior to writing the qualifying exams, the doctoral student must be near the completion of course work and must have completed the Early Research Experience. Written verification of the completion of the Early Research Experience requirement must be on file in the Instructional Programs Office.

Before the formation of the preliminary oral examination committee, the student shall formally present to his or her Early Research Committee a written and oral report on the early research project. All three members of the committee must approve the work as satisfying the early research requirement for the Ph.D., and they should sign the Early Research Requirement Form. At this time the completed Early Research Requirement form should be filed in the Instructional Programs Office.

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

A student who enters a master's degree program with the intent of subsequently pursuing the Ph.D. is encouraged to discuss with his or her adviser the possibility of forming the Early Research Committee prior to conducting the master's thesis research. (Graduate Faculty Action, December 9, 1988) For all early research involving the use of human subjects, approval must be obtained from the College Human Subjects review Committee prior to beginning the research.

Master's Thesis or Equivalent Paper

Students who began doctoral candidacy prior to Fall Semester 1989 may satisfy either the Early Research Experience, the master's thesis or equivalent paper requirement. The Ph.D. student who has not written a

Doctor of Philosophy Degree (Ph.D.)

master's thesis must prepare and submit a paper equivalent to a master's thesis. It must then be defended before a committee prior to the preliminary oral examination. This committee includes the student's adviser and two other faculty members. All committee members must approve and sign the form signifying the completion of the equivalent paper and the examination. Students who have written a master's thesis must submit a verification form, signed by the adviser, to the Instructional Programs Office.

Evaluation of Academic Progress

Each department of the College of Education has a procedure for evaluating a student's progress toward the doctoral degree. These procedures have been approved by the Graduate Programs Committee and are on file in the Instructional Programs Office. The evaluation of academic progress, whether by examination or other formal review, results in a decision regarding student progress. When a decision is made that a student is not making satisfactory progress, the student, the adviser, and the Instructional Programs Office will be informed in writing by the department. This evaluation will take place no later than the end of the second year after a student enters the Graduate College.

Qualifying Examinations

Procedures Beginning January 1, 1996

The Qualifying Examinations are written comprehensive examinations administered to doctoral students near the completion of their course work. The examinations are scheduled by faculty advisers through their department office. Purposes of the qualifying examinations in the College of Education include: assessment of the candidate's breadth in the discipline and depth in areas of interest; providing opportunity to explore, make connections, and integrate content in the discipline. The exam is comprised of the following parts.

The General Field Exam

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

Doctor of Philosophy Degree (Ph.D.)

The Special Field Exam

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

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

Eligibility

Prior to writing the qualifying exams, the doctoral student must be near the completion of course work and must have completed the Early Research Experience. Written verification of the completion of the Early Research Experience requirement must be on file in the Instructional Programs Office.

Responsibilities of the Adviser in the Qualifying Examination Process

The adviser:

1. reviews the student's file to determine readiness to take the exams, and ascertains the requirements, procedures, and deadlines pertaining to the examinations from the department office.
2. confers with the student concerning the exam format, content, and evaluation criteria and arranges for student to take General Field examination in accordance with the department guidelines.
3. identifies, with the student, at least two other faculty members as readers for the special exam, prepares the Special Field exam questions, and consults with other faculty readers as needed.
4. submits examination questions and readers' names to the department office and informs the department office if the student will be allowed special materials or will need special equipment or provisions for the exam.
5. confers with the student after the exam concerning the student's performance.

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Responsibilities of the Student in the Qualifying Examination Process

The student:

1. consults with the adviser when she or he is eligible and ready to take the exams and discusses the selection of questions, format, and readers with the adviser.
2. discusses the specific purposes and evaluation criteria for the exams with the adviser and readers and asks the adviser to share sample questions from previous qualifying exams.
3. ensures that the Qualifying Examination Information form is filed in the department office.
4. confers with the adviser for comments and suggestions concerning examination performance.

Responsibilities of the Department Office in the Qualifying Examination Process

The department office:

1. informs faculty and students about the requirements, procedures, and deadlines pertaining to qualifying examinations.
2. distributes questions to student, oversees administration, and distributes completed exams, with evaluation sheets, to readers.
3. collects and compiles evaluations.
4. communicates results of the exam to students, advisers, and Instructional Programs Office.

Examination Formats

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

1. **On-Site Format.** A room and proctor are scheduled by the department. Normally, the General Field and the Special Field are each scheduled for a four-hour block of time. The time limit will be set by each department (or division).

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2. **Take-home Format** A take-home format may be used for the General Field exam (at the option of the department) and for the Special Field exam (at the option of the adviser). In the take-home format the candidate, with the approval of the adviser, writes the exam at a place of his or her choosing with no restriction on books or other written materials to be used. Because the purpose of the qualifying examination is to assess individual competence, students should not discuss the exam with anyone other than their adviser after they have picked up the questions. The time limit for this take-home exam will be set by each department (or division).
3. **Portfolio Format (Special Field only)**. This format consists of assembling a number of papers and/or projects which are then defended before three faculty readers. The number, subject, and lengths of the required papers or projects are decided by the adviser in consultation with the student. Prior approval of the plan is recommended. 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, RMAC papers, or drafts of dissertation chapters, but should also include original work completed for the qualifying exam. If the portfolio option is selected, the student will discuss this work at an oral defense before the three faculty readers, after which the readers will determine whether the student has demonstrated competence in the Special Field.

Questions and Problems Arising Prior to Taking the Qualifying Exams

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

Evaluation of the Qualifying Exams

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

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1. **Excellent doctoral work.** This rating is given for excellent doctoral work. If more than fifty percent of a candidate's ratings are excellent, the student is given a letter of special commendation by the department head/chair.
2. **Satisfactory doctoral work.** This rating is given for work that demonstrates competence expected of advanced students in the field. Candidates who receive ratings of "excellent" or "satisfactory" doctoral work will pass the examination.
3. **Unsatisfactory doctoral work.** This rating is given for work that can range from completely unsatisfactory to work with significant gaps in knowledge. If, after the review, all readers agree that the overall responses in that field constitute satisfactory doctoral work, the candidate will pass the exam.

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

Promptness of Evaluations. Readers will be provided two weeks to complete their evaluations. After two weeks, the department will notify the adviser that evaluations are complete or indicate the reader(s) who are late. Both the department and the adviser will contact late readers and collect their evaluations. If a retake is required, readers' evaluations will be due within one week of receiving the exam.

Report of Examination Results. After all readers for the exams have returned their evaluations, a report is sent to the student from their department. The report indicates readers' decisions. The student and adviser receive copies of reader sheets. The original forms, the exam questions, and answers are placed on file in the department office after the student has met all requirements.

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The student's department office will notify the Instructional Programs Office of the results. The Instructional Programs Office will send a letter and complete an audit to send to the student, adviser, and department. The report indicates further degree requirements that must be satisfied before the preliminary and final examination may be taken.

Graduate Student Grievance Procedures. If the student and the committee cannot resolve differences satisfactorily, normal grievance procedures, as stated on the last two pages of this handbook will apply.

Research Methodology Requirement

Before being admitted to the preliminary oral examination, the student must have completed a research methodology component. This requirement is satisfied by the student's selection of a research methodology area with the approval of the adviser. The student must have the research methodology component approved by the chair of the specific Research Methodology Area Committee (RMAC) involved. A student must maintain a B average for all courses included in the research methodology component. Additional information concerning this requirement may be obtained in the Instructional Programs Office.

Eligibility for the Preliminary Examination

The preliminary oral examination follows successful completion of the course work, the research methodology requirement, the early research requirement, and the qualifying examination. In addition, all excused (Ex) grades must be changed to letter grades prior to the oral examination.

Dissertation

The Ph.D. dissertation is intended to demonstrate the student's capacity for independent research. In it, the student 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 Thesis Research 499 units for on-campus students, or by petition for in absentia, after the completion of the required 16 units beyond the master's degree is optional to the student and the adviser. This registration typically comes after the course work is completed and before the time limits are reached. There is no maximum number of Thesis Research 499 units, but no more than eight units can be counted toward the Ph.D. and at least one unit is expected.

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It is highly recommended that the student prepare several copies of the thesis as deposited in the Graduate College. In addition to the two copies required by the Graduate College, one copy of the thesis in final form should be prepared for the adviser and additional copies for the student's use and distribution as desired.

Preliminary Examination

The purpose of a preliminary oral examination is for a student to present the rationale and format for the dissertation. During the examination, an agreement is reached between the student and the committee concerning the proposed dissertation. Thus, the examination is held prior to the collection of data or other major work on the dissertation.

The examining committee for the preliminary oral examination must consist of four or more members. At least three members, including the chair, must be members of the Graduate College. At least two members must be tenured. At least one member must be from outside the student's field of specialization and the budgetary department of the student and adviser. Emeriti faculty who have been awarded continuing membership on the Graduate Faculty may serve on and chair committees. In appointing the committee, the student's adviser nominates members through an Appointment of Doctoral Committee form from the Instructional Programs Office. This form requires the departmental chair/head's review and approval before being returned to the Instructional Programs Office at least three weeks before the examination. The Associate Dean for Instructional Programs reviews and approves the nominees for the student's committee and sends a Request for Appointment of Doctoral Committee form to the Graduate College. The Graduate College notifies the adviser, the committee members, and the Instructional Programs Office when the committee is formally appointed.

After the committee is appointed, the preliminary oral examination takes place. The adviser obtains the student's file and Certificate of Results of Preliminary Examination form from the Instructional Programs Office immediately before the examination and returns them to the same office immediately after the examination. All appointed members must sign the Certificate Report form.

The result form may indicate positive or negative actions, but it is also possible to "adjourn" the committee and reconvene it at a later date. The committee may be adjourned for a period of no longer than six months.

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The student does not need to be registered at the time of the preliminary oral examination if 24 units of graduate work (including the master's degree) have been completed, unless University facilities are being used. However, the examination must be retaken if the doctoral program is not completed within five years of the original examination.

For all dissertations involving the use of human subjects, approval must be obtained from the College Human Subjects Review Committee prior to the preliminary examination.

Dissertation Editorial Style and Format Approval

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

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington, DC: Author.

Harvard Law Review Association. (1991). *A uniform system of citation* (15th ed.). Cambridge, MA: Author.

Modern Language Association. (1988). *MLA handbook for writers of research papers* (3rd ed.). New York: Author.

Turabian, K. L. (1987). *A manual for writers of term papers, theses, and dissertations* (5th ed.). Chicago: The University of Chicago Press.

University of Chicago. (1993). *The Chicago manual of style* (14th ed.). Chicago: The University of Chicago.

The student, in consultation with the adviser and thesis committee members, will choose the style to be used. In exceptional circumstances, style manuals not listed here may be used with prior approval of the Associate Dean for Instructional Programs. In addition, the most recent Instructions for Preparation of Theses 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, for students choosing the APA style manual, insertion of tables and figures should follow the Graduate College instructions rather than those contained in the APA manual.

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Every dissertation in final manuscript form must be reviewed and approved for format by the Instructional Programs Office. It is highly recommended that students turn in a draft for a *preliminary* format review after completion of the preliminary oral exam. When submitting a dissertation for format checking, the student must specify which editorial style has been selected for use. *[The student should note that two deadline dates for format checks and thesis deposit are set before each graduation date. The first deadline is for the College of Education and the second is for final deposit at the Graduate College. Failure to meet either deadline may result in a delayed graduation date. Deadlines are available each semester from the Instructional Programs Office, 120 Education Building.]* Students should allow a minimum of three weeks for the format check.

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 where appropriate descriptions of subjects and methods);
3. an overview of the results; and
4. conclusions, recommendations, and/or implications.

Final Examination

The student must be registered during the term (including summer) of the final oral examination in which the dissertation is presented and defended before an examining committee. This committee is usually the same one as for the preliminary oral examination. Membership criteria for the final oral examinations are the same as for the preliminary oral examination committee (described on page 37). The student must present the dissertation to the final examination committee for reading two weeks before the examination; for some members it may be more reasonable to allow three weeks. Committee members have the right to review the final copy before signing approval. All committee members' signatures are required on three copies of the Certificate of Approval form (two for the Graduate College and one for the department) and one Certificate of Results of Final Examination form (Graduate College). Only approved committee members may sign these forms. The student may request their signatures on additional approval forms.

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Registration For Final Examination For Doctoral Degree

The Graduate College requires registration in 499 in the term in which the student takes the final examination for the doctoral degree, with two exceptions. First, a student who was registered for the spring semester need not register for summer term 1 if the final examination precedes the first day of summer term 2. Second, a student who was registered for summer term 2 need not register for the fall semester if the final examination occurs on or before the last day to take the final examination for the doctoral degree in October. The second exception provides a grace period at the beginning of the fall semester for students who are unable to assemble their dissertation committees over the summer.

To take the final examination between terms, the student must register for 499 in the immediately preceding term.

The requirement for registration for the final examination is independent of when the thesis is deposited or when the degree is conferred.

Dissertation Deposit

After the final examination and format check, two copies of the dissertation and one extra copy of the dissertation abstract are deposited in the Graduate College Office, 218 Coble Hall. Students should note the deadline dates for each degree-granting period.

If more than one year elapses between a student's passing his or her final examination and depositing the dissertation with the Graduate College, the dissertation must be accompanied by a statement from the executive officer of the student's major department to the Dean of the Graduate College. The statement should recommend acceptance on the basis that the thesis is essentially the one previously defended and the late award of the degree is appropriate.

Students are not eligible to participate in commencement unless they have both defended and deposited the dissertation.

Time Limits

The time limit to obtain the doctorate in all programs in the College of Education is seven years. The final authorized term is set to seven years from the time a student starts a doctoral program in Education irrespective of whether completing the Master's degree at the University of Illinois or elsewhere.

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DOCTOR OF EDUCATION DEGREE (Ed.D.)

The Doctor of Education Program

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

Requirements for Ed.D. Candidates

The course requirements for the Ed.D. are completion of at least 16 units beyond the master's degree. These 16 units minimally include:

1. At least 6 units in the area of specialization and related areas.
2. A cognate requirement of at least 4 units.
3. Two courses on research methods. The first will be a research course (e.g., C&I 450/EDPSY 450/SPED 450, Methods of Educational Inquiry or HRE 453, Disciplined Inquiry in Vocational Education) introducing the student to a variety of educational research methodologies. The second course should be selected to improve the student's area of professional expertise and should help prepare the student to carry out research on his or her expected thesis topic. This second course will be EdPSY 390, Elements of Educational Statistics, or a course from one of the approved Research Methodology Areas.
4. A maximum of 4 units in Thesis Research 499 credit will be counted toward the degree.

A student who has completed course work as part of the requirements for the Advanced Certificate in Education at the University of Illinois may petition for the application of not more than 6 units of such work toward the program leading to the Doctor of Education provided that the course work has been taken within five years of the date of the petition. Students who elect to apply Advanced Certificate credit toward the Ed.D. may apply a maximum of 6 units of Advanced Certificate work and 499 combined toward the Ed.D. degree requirements.

Residence

In the College of Education, Ed.D. study must include a period of continuous engagement on campus, during which time students are expected to interact with faculty and other students, read widely within and beyond the major field, and contemplate scholarly issues as they relate to professional practice. For Ed.D. candidates, this must include concurrent and reciprocal participation in an approved full-time

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combination of academic courses and professional experiences over four consecutive semesters. This may or may not include summer sessions, at the discretion of the student and the adviser.

During the four consecutive semesters, a minimum of four academic units of coursework must be taken on the UIUC campus. The four units may be scheduled in a manner that best fits the residency plan, as specified below. However, students must maintain continuous enrollment during the residence period. Thesis (499) or independent study (449) credit may not be counted in satisfying the four unit requirement but may be used to meet the continuous enrollment requirement.

To satisfy the residence requirement, Ed.D. candidates must have approval both prior to beginning the residency and after its completion. Prior to beginning the residency, plans listing courses to be taken to satisfy the requirement and describing the way in which academic work will be integrated with professional experience during the residency must be submitted by students with the signed approval of their advisers or by departments (in the case of cohort programs) to the Associate Dean for Instruction. The plan should include:

- a) a statement of purpose showing how coursework and professional experience are related and a rationale for this plan;
- b) a statement of expected outcomes;
- c) a clear statement of the courses to be taken, the semester in which they will be taken (understanding that revisions may be necessary), and the specific professional experience to which they relate; and
- d) a plan for how students are expected to interact with faculty and other students, to read widely within and beyond the major field, and to contemplate scholarly issues as they relate to professional practice.

After completion of an approved plan by an Ed.D. candidate, the adviser must sign the plan and resubmit for final approval to the Associate Dean for Instruction.

Evaluation of Academic Progress

Each department has a procedure for evaluating a student's progress toward the doctoral degree. These procedures have been approved by the Graduate Programs Committee and are on file in the Instructional Programs Office. The evaluation of academic progress, whether by examination or other formal review, results in a decision regarding student progress. When a decision is made that a student is not making

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satisfactory progress, the student, the adviser, and the Instructional Programs Office will be notified in writing by the department. This evaluation will take place no later than the end of the second year after a student enters the Graduate College.

Qualifying Examinations

Procedures Beginning January 1, 1996

The Qualifying Examinations are written comprehensive examinations administered to doctoral students near the completion of their course work. The examinations are scheduled by faculty advisers through the department office. Purposes of the qualifying examinations in the College of Education include: assessment of the candidate's breadth in the discipline and depth in areas of interest; providing opportunity to explore, make connections, and integrate content in the discipline. The exam is comprised of the following parts.

The General Field Exam

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

The Special Field Exam

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

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

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The Research Methodology Exam

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

Responsibilities of the Adviser in the Qualifying Examination Process

The adviser:

1. reviews the student's file to determine readiness to take the exams, and ascertains the requirements, procedures, and deadlines pertaining to the examinations from the department office.
2. confers with the student concerning the exam format, content, and evaluation criteria and arranges for student to take General Field examination in accordance with the department guidelines.
3. identifies, with the student, at least two other faculty members as readers for the special exam, prepares the Special Field exam questions, and consults with other faculty readers as needed.
4. submits examination questions and readers' names to the department office and informs the department office if the student will be allowed special materials or will need special equipment or provisions for the exam.
5. confers with the student after the exam concerning the student's performance.

Responsibilities of the Student in the Qualifying Examination Process

The student:

1. consults with the adviser when she or he is eligible and ready to take the exams and discusses the selection of questions, format, and readers with the adviser.
2. discusses the specific purposes and evaluation criteria for the exams with the adviser and readers and asks the adviser to share sample questions from previous qualifying exams.
3. ensures that the Qualifying Examination Information form is filed in the department office.

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4. confers with the adviser for comments and suggestions concerning examination performance.

Responsibilities of the Department Office in the Qualifying Examination Process

The department office:

1. informs faculty and students about the requirements, procedures, and deadlines pertaining to qualifying examinations.
2. distributes questions to student, oversees administration, and distributes completed exams, with evaluation sheets, to readers.
3. collects and compiles evaluations.
4. communicates results of the exam to students, advisers, and Instructional Programs Office.

Examination Formats

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

1. **On-Site Format.** A room and proctor are scheduled by the department. Normally, the General Field and the Special Field are each scheduled for a four-hour block of time. The time limit will be set by each department (or division).
2. **Take-home Format** A take-home format may be used for the General Field exam (at the option of the department) and for the Special Field exam (at the option of the adviser). In the take-home format the candidate, with the approval of the adviser, writes the exam at a place of his or her choosing with no restriction on books or other written materials to be used. Because the purpose of the qualifying examination is to assess individual competence, students should not discuss the exam with anyone other than their adviser after they have picked up the questions. The time limit for this take-home exam will be set by each department (or division).
3. **Portfolio Format (Special Field only).** This format consists of assembling a number of papers and/or projects which are then

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defended before three faculty readers. The number, subject, and lengths of the required papers or projects are decided by the adviser in consultation with the student and must be approved by the Associate Dean of Instructional Programs. Prior approval of the plan is recommended. 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, or drafts of dissertation chapters, but should also include original work completed for the qualifying exam. If the portfolio option is selected, the student will discuss this work at an oral defense before the three faculty readers, after which the readers will determine whether the student has demonstrated competence in the Special Field.

Questions and Problems Arising Prior to Taking the Qualifying Exams

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

Evaluation of the Qualifying Exams

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

1. **Excellent doctoral work.** This rating is given for excellent doctoral work. If more than fifty percent of a candidate's ratings are excellent, the student is given a letter of special commendation by the department head/chair.
2. **Satisfactory doctoral work.** This rating is given for work that demonstrates competence expected of advanced students in the field. Candidates who receive ratings of "excellent" or "satisfactory" doctoral work will pass the examination.

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3. **Unsatisfactory doctoral work.** This rating is given for work that can range from completely unsatisfactory to work with significant gaps in knowledge. If, after the review, all readers agree that the overall responses in that field constitute satisfactory doctoral work, the candidate will pass the exam.

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

Promptness of Evaluations. Readers will be provided two weeks to complete their evaluations. After two weeks, the department will notify the adviser that evaluations are complete or indicate the reader(s) who are late. Both the department and the adviser will contact late readers and collect their evaluations. If a retake is required, readers' evaluations will be due within one week of receiving the exam.

Report of Examination Results. After all readers for the exams have returned their evaluations, a report is sent to the student from their department. The report indicates readers' decisions. The student and adviser receive copies of reader sheets. The original forms, the exam questions, and answers are placed on file in the department office after the student has met all requirements.

The student's department office will notify the Instructional Programs Office of the results. The Instructional Programs Office will send a letter and complete an audit to send to the student, adviser, and department. The report indicates further degree requirements that must be satisfied before the preliminary and final examination may be taken.

Graduate Student Grievance Procedures. If the student and the committee cannot resolve differences satisfactorily, normal grievance procedures, as stated on the last two pages of this handbook will apply.

Cognate Requirement

Before being admitted to the preliminary oral examination, each Ed.D. student must have completed four units of coursework in an academic field or fields outside of their department. In this case, the term "field" refers to either a University recognized department and academic discipline with a department, or an interdisciplinary major or program recognized by the University. These units will be chosen by the student in consultation with their adviser. The purpose of the cognate requirement is to provide the student with a scholarly perspective of an academic field or fields outside of their major field of study, but one that relates to and supports their major field of study and intended field of professional practice.

All courses used to meet the cognate requirement must be outside the student's department and may be outside of the College. Four units may be taken in one field or two units may be taken in each of two related fields. At least two of the four units must be taken at the 400 level. If two fields are selected, at least one unit in each field must be at the 400 level. The four units for the cognate requirement may be included in the 16 units beyond the master's degree requirement for graduation.

Prior to beginning the cognate requirement, students and advisers must submit a proposal to the Instructional Programs Office listing the courses to be taken to satisfy the cognate requirement and a rationale for how those courses interrelate to create a coherent area of concentration. The form must be approved by the Associate Dean for Instruction "before" the courses are taken and again after completion.

Eligibility for the Preliminary Examination

The preliminary oral examination follows successful completion of the qualifying examinations, the cognate requirement, and the research methods courses. All excused (Ex) grades must be changed to letter grades prior to the oral examination.

Dissertation

In the Ed.D. dissertation, the candidate should demonstrate his or her 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

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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 Thesis Research 499 units for on-campus students, or by petition for credit in absentia, after the completion of the required 16 units beyond the master's degree is optional. This registration typically comes after the course work is completed and before the time limits are reached. There is no maximum number of Thesis Research 499 units, though no more than four can be counted toward the Ed.D. credit requirements and at least one unit is expected.

It is highly recommended that the student prepare several copies of the thesis as deposited in the Graduate College. In addition to the two copies required by the Graduate College, one copy of the thesis in final form should be prepared for the adviser and additional copies for the student's use and distribution as desired.

Preliminary Examination

The purpose of a preliminary oral examination is for a student to present the rationale and format for the dissertation. During the examination, an agreement is reached between the student and the committee concerning the proposed dissertation. Thus, the examination is held prior to the collection of data or other major work on the dissertation.

The examining committee for the preliminary oral examination must consist of four (4) or more members. At least three members, including the adviser/chairperson, must be members of the Graduate College. At least two members must be tenured. At least one (1) member must be from outside the student's field of specialization and the budgetary department of the student and adviser. Emeriti faculty who have been awarded continuing membership on the Graduate Faculty may serve on and chair committees. In appointing the committee, the student's adviser nominates members through an Appointment of Doctoral Committee form from the Instructional Programs Office. This form requires the departmental chair/head's review and approval before being returned to the Instructional Programs Office at least three weeks before the examination. The Associate Dean for Instructional Programs reviews and approves the nominees for the student's committee and sends a

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Request for Appointment of Doctoral Committee form to the Graduate College. The Graduate College notifies the adviser, the committee members, and the Instructional Programs Office when the committee is formally appointed.

After the committee is appointed, the preliminary oral examination takes place. The adviser obtains the student's file and Certificate of Results of Preliminary Examination form from the Instructional Programs Office immediately before the examination and returns them to the same office immediately after the examination. All appointed members must sign the Certificate Report form.

The result form may indicate positive or negative actions, but it is also possible to "adjourn" the committee and reconvene it at a later date. The committee may be adjourned for a period of no longer than six months.

The student does not need to be registered at the time of the preliminary oral examination if 24 units of graduate work (including the master's degree) have been completed, unless University facilities are being used. However, the examination must be retaken if the doctoral program is not completed within five years of the original examination.

For all dissertations involving the use of human subjects, approval must be obtained from the College Human Subjects Review Committee prior to the preliminary examination.

Dissertation Editorial Style and Format Approval

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

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington, DC: Author.

Harvard Law Review Association. (1991). *A uniform system of citation* (15th ed.). Cambridge, MA: Author.

Modern Language Association. (1988). *MLA handbook for writers of research papers* (3rd ed.). New York: Author.

Turabian, K. L. (1987). *A manual for writers of term papers, theses, and dissertations* (5th ed.). Chicago: The University of Chicago Press.

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University of Chicago. (1993). *The Chicago manual of style* (14th ed.). Chicago: The University of Chicago.

The student will choose the style to be used in consultation with the adviser and thesis committee members. In exceptional circumstances, style manuals not listed here may be used with prior approval of the Associate Dean for Instructional Programs. In addition, the most recent Instructions for Preparation of Theses 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, for students choosing the APA style manual, insertion of tables and figures should follow the Graduate College instructions, not the APA manual.

Each dissertation in final manuscript form must be reviewed and approved for format by the Instructional Programs Office. It is highly recommended that students turn in a draft for a *preliminary* format review after completion of the preliminary oral exam. When submitting a dissertation for format check, the student must specify which editorial style has been selected for use. [*The student should note that two deadline dates for format checks and thesis deposit are set before each graduation date. The first deadline is for the College of Education and the second is for final deposit at the Graduate College. Failure to meet either deadline may result in a delayed graduation date. Deadlines are available each semester from the Instructional Programs Office, 120 Education Building.*] Students should allow a minimum of three weeks for the format check.

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; and
4. conclusions, recommendations, and/or implications.

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Final Examination

The student must be registered during the term (including summer) of the final oral examination in which the dissertation is presented and defended before an examining committee. This committee is usually the same one as for the preliminary oral examination. Membership criteria for the final oral examination are the same as for the preliminary oral examination committee (described on page 50). The student must present the dissertation to the final examination committee for reading two weeks before the examination; for some members it may be more reasonable to allow three weeks. Committee members have the right to review the final copy before signing approval. All committee members' signatures are required on three copies of the Certificate of Approval form (two for the Graduate College and one for the department) and one Certificate of Results of Final Examination form (Graduate College). Only approved committee members may sign these forms. The student may request their signatures on additional approval forms.

Registration For Final Examination For Doctoral Degree

The Graduate College requires registration in 499 in the term in which the student takes the final examination for the doctoral degree, with two exceptions. First, a student who was registered for the spring semester need not register for summer term 1 if the final examination precedes the first day of summer term 2. Second, a student who was registered for summer term 2 need not register for the fall semester if the final examination occurs on or before the last day to take the final examination for the doctoral degree in October. The second exception provides a grace period at the beginning of the fall semester for students who are unable to assemble their dissertation committees over the summer.

To take the final examination between terms, the student must register for 499 in the immediately preceding term.

The requirement for registration for the final examination is independent of when the thesis is deposited or when the degree is conferred.

Dissertation Deposit

After the final examination and format check, two copies of the dissertation, and one extra copy of the dissertation abstract are deposited in the Graduate College Office, 218 Coble Hall. Students should note the deadline dates for each degree-granting period.

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If more than one year elapses between a student's passing his or her final examination and depositing the dissertation with the Graduate College, the dissertation must be accompanied by a statement from the executive officer of the student's major department to the Dean of the Graduate College. The statement should recommend acceptance on the basis that the thesis is essentially the one previously defended and the late award of the degree is appropriate.

Students are not eligible to participate in commencement unless they have both defended and deposited the dissertation.

Time Limits

The time limit to obtain the doctorate in all programs in the College of Education is seven years. The final authorized term is set to seven years from the time a student starts a doctoral program in Education irrespective of whether completing the Master's degree at the University of Illinois or elsewhere.

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CONVOCATION PARTICIPATION

All students are invited to participate in the College of Education Convocation upon completion of their graduate degrees. The College of Education follows the campus policy on participation. All graduate students must have deposited their theses or dissertations with the Graduate College prior to the May deadline to be eligible to participate in the May ceremony. Candidates who completed their work for the previous August, October or January conferral dates are also eligible to participate in the ceremony the following May. Requests for exceptions must be based upon extenuating circumstances, have the adviser's endorsement, and be presented in writing to the Associate Dean for Instructional Programs Office by May 1 of each year. Approval of exceptions will be rare (Graduate Programs Committee, July 14, 1989)

PETITIONS, APPEALS, AND OTHER ACTIONS

Graduate Student Petitions

The student has the right to petition any Graduate College requirement or rule. While there may be exceptions, a petition must be recommended and approved first by the student's adviser, then by the department chairperson, then the Instructional Programs Office, and finally by the Graduate College. A petition approved at one level may be denied at another level.

The student should complete the Graduate Student Petition in consultation with the adviser to request any exceptions to Graduate College rules, regulations, and requirements. Both sides of the petition form must be completed. This form must be signed by the student's adviser, the department chairperson/head, the Associate Dean for Instructional Programs, and the Graduate College. The comment portion of the "Comments and Recommendations" section is not optional.

Exceptions to College of Education rules may be petitioned by a letter of request from the student's adviser and department head or designee to the Associate Dean for Instructional Programs.

Transferring Credit

The student who is permitted to petition for transfer of credit must have completed 2 units of graduate level work at the University of Illinois at Urbana-Champaign at the time the petition is submitted. The transferred credit must involve graduate level work passed with a B or

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better; official transcripts must be attached to the petition if not previously filed in the Graduate College. A University of Illinois at Urbana-Champaign faculty member, in the field of the course being transferred, must validate the course by examination, interview, or whatever manner wished. Recommendations of the adviser, department chairperson/head, and the Instructional Programs Office are required.

Master's and Advanced Certificate students may transfer up to 2 1/2 units of credit. Students seeking Ph.D. and Ed.D. degrees may petition for transfer of appropriate credit from doctoral degree granting institutions, but such a transfer does not reduce the Graduate College requirement of 16 units of resident credit for the degrees and, therefore is discouraged and seldom approved. Credit accepted cannot exceed 1/4 unit for 1 semester hour, or 1/2 unit for 3 quarter hours. Credit for courses taken more than five years prior to the petition is not transferable.

Changing Graduate College Department

The student may petition to transfer into a department in the College of Education from another graduate department of the University of Illinois at Urbana-Champaign, or to transfer from the College of Education to another graduate department. The Graduate Student Petition must be accompanied by departmental recommendations, transcripts, computed grade-point averages, and the Graduate Record form, and sent to the Instructional Programs Office with a recommendation from the department. For doctoral students, the petition and the complete doctoral file must be forwarded by the department to the Instructional Programs Office. If the student is currently enrolled, an application for admission or readmission to the Graduate College is not required. Both the Instructional Programs Office and the Graduate College must approve the change before it is effective.

Adding and Dropping Courses

Students are expected to adjust each semester's schedule by the deadline dates given for adding and dropping courses. If there is a justified need for adding or dropping a course after the deadline has passed, the student must secure a letter detailing the reasons from his or her adviser and recommending that the stated course(s) be added or dropped. Approval also must be obtained from the Associate Dean for Instructional Programs and the Graduate College.

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If a student discovers after a semester has ended that there is an error on his or her transcript, a petition may be submitted to the Graduate College, with the necessary approval from the adviser, the department chairperson/head and the Associate Dean for Instructional Programs. There must be extenuating circumstances that prevented the student from taking care of the matter during the semester for which the change is being requested.

Registering for an Overload

In petitioning for a course overload, the student must state the unique circumstances justifying such a request. The Graduate College considers a maximum load as an exception to the normal load and is, therefore, reluctant to approve overloads beyond the maximum. Signatures of the student's adviser, the department chairperson/head, and the Associate Dean for Instructional Programs are required on the Graduate Student Petition.

Registering in Absentia

After the student has completed College of Education and Graduate College residency requirements for the degree sought, a petition can be submitted for in absentia registration. Such a petition should state the semesters involved and the courses and credit to be earned each term. The in absentia location, its available graduate study facilities, and plans for consulting with the adviser should also be indicated on the petition. A petition for in absentia registration beyond the degree time limit is rarely approved for doctoral students, except during the term that the final examination is scheduled.

Changing an "F" Grade When "Ex" Has Been Changed to "F" by Graduate College Rule

The student may have a grade changed from F by Rule to a grade through the course instructor. The instructor should complete the Supplemental Grade Report (checking the box for "grade Correction"), have the head or chair of the department sign the report, and then forward it to the Instructional Programs Office, 120 Education, for processing.

Changing Time Limits and Progression Beyond Time Limits

A student who has reached or exceeded the time limits may not register again (i.e., "registration is encumbered"), by the Graduate College, until appropriate action is taken by the student's adviser, the departmental

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chairperson/head, the Associate Dean for Instructional Programs, and the Graduate College to remove the encumbrance.

The Master's Degree Level

The master's degree (A.M., Ed.M., and M.S.) student who is under the five-year rule must petition for an extension of time to a specific graduation date (January, May, August, October). The petition is considered and acted upon by the student's adviser, the departmental chairperson/head, the Associate Dean for Instructional Programs, and the Graduate College.

The Advanced Certificate Degree Level

The Advanced Certificate student who is under the five- or the seven-year rule must petition for an extension of time to a specific graduation date (January, May, August, October). The procedure is the same as followed for master's degree students' petitions.

The Doctoral Degree Level

For the doctoral (Ed.D. and Ph.D.) student who is under the six- or seven-year rule, a request for an extension of time is made by a letter from the adviser, with a supplemental endorsement from departmental chairperson/head and the Associate Dean for Instructional Programs, and is approved or denied by the Graduate College.

Dropping Out Until Degree Time

A doctoral student who has completed credit requirements for the degree does not need to register until the semester that the final oral examination is scheduled; and the degree will be granted if the minimum course requirements have been met, qualifying examinations have been passed, the preliminary oral examination has been passed, and University facilities are not needed. At that time, in order to complete the final oral examination, the student must register on-campus or petition for in-absentia registration. The student should also complete a late registration form when requesting in-absentia registration. The adviser should notify the Instructional Programs Office of such a decision. Departments within the College of Education may have requirements which preclude this practice.

Requesting a Preliminary Oral Examination Committee

In cases where the time limit has been reached or exceeded before the preliminary oral examination has been passed, but considerable progress

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has been made toward completing the thesis, the student, with the adviser's approval, may wish to complete the preliminary oral examination and then drop out until degree time (as described above). The student does not have to be registered in order to take the preliminary oral examination if 24 credits of graduate work, including the master's degree have been completed. A letter of justification signifying intention not to register further until the semester of the final oral examination should be written by the adviser to the Graduate College, but sent to the Instructional Programs Office for supplemental action and referral.

Requesting Permission to Register

In order for the student to continue to register beyond the time limits, a letter of justification should be written by the adviser to the Graduate College and sent to the Instructional Programs Office for a supplemental statement and approval. The letter should explain delays, attest to current active degree progress, and request permission for continued registration to a reasonable but definite graduation date (January, May, August, October). Often extensions will be granted for only one year, but the student should include a full timetable for completion of the degree.

Other Actions

Changing Enrollment Pattern

A student whose type of admission has changed (e.g., "summer session only" to "continuous registration"), should initiate and complete a Change of Enrollment form with the student's department. The department will then notify the Instructional Programs Office, which in turn will notify the admissions processing office.

Changing From Nondegree to Degree Status

A nondegree student wishing to change status to a degree candidate is required to apply for readmission as a degree candidate, and to compete with others applying for degree status that term. Requirements are presented earlier in this handbook. If accepted into a degree program, the student may petition for a maximum of 3 units earned as a non-degree student to be included in the degree program. The effective beginning date of the degree program is the date of the first course included.

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Changing From Limited Status to Full Standing

When conditions originally limiting a student's status are satisfied, the student's department should notify the Instructional Programs Office. The Instructional Programs Office will, in turn, notify the Graduate College to change the student's status to full standing.

Changing Advisers Within a Department

A change of advisers is handled within the student's department. However, the Instructional Programs Office should be notified of the change of adviser by the department.

Continuation From Master's Degree to Advanced Certificate or Doctorate

If a student wishes to continue immediately from a master's degree to an Advanced Certificate or a doctoral degree, the usual admission procedures for advanced degrees must be followed; however, no application for readmission is required. If a student is currently registered, or was registered during the previous semester at the University of Illinois at Urbana-Champaign, readmission to the Graduate College is not required. The student entering the Advanced Certificate program must have at least two years of acceptable professional work experience. All application materials should be sent directly to the department. Acceptance by the department, College of Education and Graduate College is required for a student to commence study in a doctoral program.

Applying Advanced Certificate Credits in Doctoral Programs

A student who has completed course work taken as a part of the requirements for the Advanced Certificate in Education at the University of Illinois may petition for the application of not more than 6 units of such work toward the program leading to the Doctor of Education, provided that the course work was taken within five years of the date of the petition. Students who elect to apply Advanced Certificate credit toward the Ed.D. may apply a maximum of 6 units of Advanced Certificate work and 499 combined toward the Ed.D. degree requirements.

Credit earned in the Advanced Certificate degree may not be applied toward a Ph.D. degree. If an individual is pursuing an Advanced Certificate and decides to seek a Ph.D. instead, the usual admission procedures should be followed and a change of degree program status should be completed without receiving the Advanced Certificate degree.

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In this procedure for change of degree program, no application for readmission is required. If this change is effected and the Advanced Certificate degree is not awarded, previous course work taken since advanced graduate admission and intended to apply to the Advanced Certificate can be counted toward the Ph.D. degree, subject to other policies governing Ph.D. programs.

When considering an Advanced Certificate program or a change of status from Advanced Certificate to a doctoral degree program, the cautions to be kept in mind are: (a) no more than two graduate degrees may be earned at the University of Illinois at Urbana-Champaign; and (b) doctoral degree time limits begin with the first course used to meet doctoral requirements, even if this course was originally taken as part of an Advanced Certificate program.

Two-Year Rule

Each department has an approved process on file in the Instructional Programs Office with the primary intent of better informing the doctoral student of degree progress prior to the preliminary oral examination. Under the conditions of this rule, which assumes full-time enrollment, a student is evaluated no later than the second year after entry into the department. The result of this evaluation is to be reported to the student, the adviser, and the Instructional Programs Office. This "two-year rule" does not apply to master's degree students. In addition, the Instructional Programs Office will routinely monitor student records to identify students who are failing to meet important milestones (qualifying exams, prelims, etc.) in a timely fashion. Students and advisers will be notified and asked to respond to the perceived lack of progress.

Certification and Licensure

Some Ed.M. programs require teacher certification for admission and/or graduation. Information concerning these certification requirements may be obtained through the student's department or the certification officer in 130 Education Building.

Teacher, administrative, and other certifications for public schools are awarded by the Illinois State Board of Education. In most cases, certification may be awarded after completing an approved program at a university. The College of Education has approved programs for most certifications, including various teaching fields, General Supervisory, General Administrative, and Superintendency. Most of the approved administrative programs require completion of a graduate degree at the

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University of Illinois. Since requirements change, it is important that anyone desiring to obtain certification discuss the matter with his or her adviser and the certification officer, 130 Education Building, at the start of the program.

All persons seeking admission to a certification program in educational administration must respond to a separate application procedure. For details, contact the Department of Educational Organization and Leadership, 333 Education Building.

The Ph.D. program in Counseling Psychology offered by the Department of Educational Psychology is designed to meet APA requirements for eligibility for licensure.

Satisfying Required Courses by Proficiency Examination or Course Waiver

Required foundation courses for master's and Advanced Certificate degrees may be satisfied by proficiency examinations which are administered by the Departments of Educational Psychology and Educational Policy Studies. The results are recorded on an official Proficiency Examination Report form. No degree credit is earned.

These required courses may also be satisfied by a waiver from the Departments of Educational Psychology and Educational Policy Studies when a similar graduate level course has been completed elsewhere. Each department has waiver forms for this purpose and requires copies of official transcripts from the institution where the graduate credit was earned. Since course credit is not being transferred, degree credit is not given.

In each of the above instances, the Instructional Programs Office must receive and approve the appropriate form. If course credit to meet requirements is approved by petition and transfer of credit, proficiency examinations or waiver of these courses is not necessary.

Auditing Courses

A student wanting to audit a course must first complete a Visitor's Permit. These forms are available in the Office of Admissions and Records. The student should take the form to the first class meeting and ask the instructor to sign it, indicating approval. The visitor's permit must also be approved by the dean of the college offering the course. The form must be submitted to the Records Service Center, 140

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Admissions and Records Building by the student, and a \$15 fee must be paid. Auditors are not permitted in studio, laboratory, or activity courses. A course, once audited, may not be repeated for graduate credit.

Temporary Discontinuation of Degree Progress

Temporary discontinuation of degree progress is appropriate only if time limits permit. Under justifiable conditions, a leave of absence may also be appropriate.

Graduate Student Leave of Absence

There are no formal leaves of absence for graduate students. A student who must interrupt his or her graduate program for an acceptable reason may do so and re-enter any time within two years of last registration, provided the time limit for the degree has not been exceeded. With departmental approval, the student may re-enter, using U of I Direct to register for courses for the term in which he or she returns.

However, students are warned that any lapse of registration will result in the loss of the full tuition-waiver privileges that may have previously accompanied their assistantships. Returning students in base-rate tuition waiver programs will have access only to the base-rate waiver privileges that began in fall 1996.

Graduate students who must interrupt their graduate program for more than two years must petition for re-entry to the Graduate College and are advised to consult the unit or department in which they plan to re-enroll.

Whether leaving for one or more terms, a student holding educational loans should consult the lender before terminating his or her student status. International students leaving campus are required to secure clearance from the Office of International Student Affairs.

Graduate Student Appeals

Grievance and Policy Procedural Appeals

The student has the right to appeal any requirement or rule established by the College of Education. Procedures for appealing such policies, as well as graduate student grievances, are generally the same.

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Alleged Capricious Grading Procedures

This appeal process is described in the current edition of the code on Campus Affairs and Handbook of Policies and Regulations Applying to All Students. This publication is available from the Graduate College (202 Coble Hall) and the Office of Admissions and Records (901 W. Illinois.)

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

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

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

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

The finding(s) and recommendation(s) of the hearing body will be reported to the Associate Dean. The Associate Dean has the discretion to use the recommendation(s) as he or she sees fit in the capacity of the office.

If the student is dissatisfied with the disposition of the matter made by the Associate Dean, appeal may be made to the Graduate College. The Instructional Programs Office shall acquaint the student with details as to the most expeditious manner of making an appeal when it informs the student in writing of the decision reached (Graduate Faculty Action, October 11, 1977).

Graduate Student Grievance Procedures:

College of Education

I. INTRODUCTION

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

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

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

II. SCOPE AND COVERAGE

A. Definition of a Grievance

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

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

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

III. INFORMAL PROCEDURES

University policy strongly encourages all students who believe they have a grievance to use all appropriate avenues for informal resolution before initiating a formal grievance. Students in Education are encouraged to discuss the issue with the faculty or staff member with whom the problem has arisen. If a satisfactory solution is not forthcoming, the student should discuss the issue with his or her adviser, the departmental director of graduate studies, the head/chair of the

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department and/or the Associate Dean for Instructional Programs, who shall attempt to find a resolution acceptable to both parties. Students are strongly encouraged to pursue informal procedures that have been established at the departmental levels to resolve any conflicts before pursuing formal procedures at the College level. The student may also consult with the Graduate College, the Office of the Dean of Students, the Ombuds Office, the Office of International Student Affairs, or other sources.

IV. FORMAL PROCEDURES

A. Identification of the Grievance Committee

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

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

B. Procedures

1. A student in the College of Education may file a formal grievance with either the Associate Dean for Instructional Programs, College of Education, or directly with the Graduate College, as the student elects. A formal grievance should be filed promptly and must be filed in writing within 180 days of the decision or behavior resulting in the grievance, regardless of whether the College procedure or Graduate College procedure is used. The written grievance should indicate the parties involved, the action or decision being contested, any applicable university, campus or unit policy, an explanation of why the action or decision is inappropriate, and the remedy sought.
2. The Associate Dean shall define the subject matter and scope of the issues related to the grievance in a written charge to the grievance

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committee. The primary involved parties shall receive a copy of the charge.

3. Any participant to the grievance may challenge any member of the grievance committee if there is a perceived conflict of interest. The challenge should be made in writing to the Associate Dean of Instructional Programs of the College of Education. If the objection is prompt and reasonable, the Associate Dean shall replace the person with one who meets the stated criteria. The decision of the Associate Dean as to whether the challenge is prompt and reasonable as to the acceptability of the replacement selected may be a basis for appeal of the grievance committee's recommendation.
4. The grievance committee's investigation shall include a review of written materials presented and seeking information from the primary involved parties in writing or in person. During a hearing, each of the primary involved parties may make a brief opening statement, and then respond to questions from the committee. The primary involved parties may not question each other directly, but may pose questions through the committee chair. At the end of the hearing, each primary involved party may make a closing statement.
5. Within 30 calendar days of the filing of the grievance, the chair of the grievance committee shall report its recommendations in writing to the Associate Dean. The Associate Dean may grant an extension of the time limit for good cause. The grievance committee's report shall contain:
 - a. a summary of the grievant's contentions and relief sought
 - b. the response of the individual or college/department against whom/which the grievance was filed
 - c. a general description of the investigative process
 - d. a citation of relevant policies
 - e. an explicit finding of fact based on the preponderance of the evidence with respect to each grievance included in the grievance committee's charge
 - f. a listing of the evidence relevant to each finding
 - g. an indication of whether there was a reasonable basis in fact and honest belief for the allegations in the investigated grievance
 - h. a recommendation of appropriate redress for the grievant(s) and
 - i. any recommended changes in policies and procedures to minimize the probability of recurrence.

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6. Within 7 calendar days of receipt of the committee's report, the Associate Dean shall determine the disposition of the case and communicate the decision to the primary involved individuals.

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

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

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

V. GENERAL PROVISIONS

A. Coverage

This policy and these procedures apply to all graduate students and members of the academic and administrative staffs in the College of Education. This policy also applies to former graduate students,

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provided they meet the timeliness requirements specified in the procedures above.

B. Oversight Authority and Responsibility

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

C. Confidentiality

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

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D. Standards of Evidence

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

E. Academic Freedoms and Rights of the Parties

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

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3. Any of the parties responsible for the implementation of this policy may consult University Legal Counsel at any time during the informal processing of a grievance.

F. Conflict of Interest

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

G. Timeliness and Procedural Changes

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

H. Withdrawal of a Grievance

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

I. Termination of University Employment

The termination of University employment of any of the primary involved individuals in a grievance, by resignation or otherwise, after initiation of procedures under this policy shall not necessarily terminate these proceedings.

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J. Malicious Charges

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

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