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INTRODUCTION TO HANDBOOK

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

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

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

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

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

Menah Pratt-Clarke
Interim Assistant Chancellor and Director of [Equal Opportunity and Access](#)
(Title IX, ADA, and 504 Coordinator)
100 Swanlund Administration Building, MC-304
601 East John Street
Champaign, IL, 61820
217-333-0885

The 2009-2010 Graduate Student Handbook details policy and procedures used by the College of Education for administering graduate programs in education. Degree requirements for each degree and other information related to each degree program offered by the College of Education are included in this handbook. The degree requirements outlined herein apply to all students entering the College of Education in Fall 2009 and thereafter. Information in previous handbooks applies to students entering prior to Fall 2009. For questions related to degree requirements which are not addressed specifically in this handbook, students should contact their department or talk with their adviser.

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

COLLEGE OF EDUCATION DEPARTMENTS, UNITS & CENTERS

Link to: <http://education.illinois.edu/about/units.html>

OTHER RESOURCES

[Academic Calendar](#)

[Office of the Registrar](#)

[Courses, Schedules and Requirements](#)

[Graduate College](#)

[Graduate College Handbook](#)

[Office of Student Financial Aid](#)

[Student Accounts and Cashiers](#)

[Student Code](#)

[Student Insurance Office](#)

[University Senate Calendars](#)

CALENDAR OF IMPORTANT DATES

The [academic calendar](#) provides important dates to help graduate students plan and carry out their graduate programs. The academic calendar includes important deadlines which should be noted early in the semester or academic year. Graduate student work should be planned so as to meet the posted deadlines. Failure to

do so may result in a delay of graduation, incorrect course enrollment, or other errors which may affect a student's academic plans.

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

Other dates of interest:

- [College of Education Thesis Format Office Deadlines](#)
- [College of Education Upcoming Dissertation Defenses](#)

GENERAL INFORMATION

The College of Education

The Student Academic Affairs Office provides oversight to ensure compliance with campus and Graduate College policies and procedures. The Student Academic Affairs Office 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 (M.A.), the Master of Science (M.S.), the Certificate of Advanced Study (C.A.S.), the Doctor of Education (Ed.D.), and the Doctor of Philosophy (Ph.D.) degrees. Once a student is admitted to a degree program, information relating to degree progress is available through the department office. In addition, College of Education requirements are monitored by the Student Academic Affairs 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 [Programs of Study](#). Requirements specifically pertaining to graduate degrees in education are found in this handbook and in materials available from individual departments within the College of Education.

All graduate degrees in education are recommended to and conferred by the Graduate College of the University. Information on the areas of interest in which graduate degrees may be pursued within the six Education departments can be found on each department's Web site.

[Curriculum and Instruction \(CI\)](#)

[Educational Organization and Leadership \(EOL\)](#)

[Educational Policy Studies \(EPS\)](#)

[Educational Psychology \(EPSY\)](#)

[Human Resource Education \(HRE\)](#)

[Special Education \(Sp Ed\)](#)

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 departmental office or the academic calendar. Students should refer to the [Graduate College Handbook](#) published by the Graduate College regarding Graduate College policies and to the [Student Code](#) regarding campus policies.

Graduate Credit

Beginning Fall 2004, graduate credit at the University of Illinois at Urbana-Champaign will be measured using semester hours. Previously, graduate credit was measured in units, with one unit being equivalent to four semester hours. Each course description indicates the credit available.

Minimum and Maximum Credit Loads

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

Guidelines for Registration in Independent Study Courses

Students who are well qualified to do independent study are eligible to enroll in Independent Study courses. Registration in an Independent Study course provides the opportunity for the student to carry out a planned learning activity under the direction of a faculty member. A description of the activity must be developed by the student and approved by the supervising faculty member and the appropriate 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 an Independent Study course is permissible. However, no more than 8 hours of Independent Study can be applied towards a master's or Certificate of Advanced Study degree, and no more than 12 hours toward a doctorate except with the approval of the College of Education Associate Dean for Academic Affairs.

Grading System

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

Minimum GPA Requirements

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

Limited Status

If the student's record indicates some deficiency at the time of admission, the student enters the degree program on limited status as recommended by the departmental area of specialization 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. Graduate students and advisers should consult the [Graduate College Probation Policy](#) for more information.

Financial Aid and Awards

Financial assistance is offered to a majority of doctoral students and to some master's students during their period of study. Various fellowships as well as assistantships between 25% – 67% provide a stipend and a waiver of the tuition and service fee. Students who wish to be considered for financial assistance should contact the graduate office [in their academic department](#) for more information. Students may not hold more than one full fellowship during any given semester.

In addition to fellowships, assistantships and tuition and service fee waivers offered by departments, other forms of financial aid and non-monetary recognition awards are available to graduate students in education. Below are brief descriptions of the various forms of financial aid and recognition awards for graduate students in education.

[Graduate College Funding Opportunities](#)
[Conference Travel Grants For Graduate Students](#)
[Graduate College Dissertation Travel Grants](#)

College of Education Awards

All award recipients will be expected to attend the student recognition banquet to meet their donor(s) as well as write a letter and thank their donor(s).

Babcock Fellowship

A single Wanda Taeschner Babcock Fellowship is awarded each year to an incoming (master's or doctoral level) underrepresented minority student who intends to pursue full-time graduate study (minimum of 12 hours per semester) on the Urbana campus in the College of Education. The Wanda Taeschner Babcock Fellowship recipient will receive a taxable stipend of \$9,500 payable over 9-months as well as a tuition and service fee waiver for two consecutive years. Student must maintain satisfactory and continuous progress toward his/her degree objective. The nominating department must provide a minimum of a 25% assistantship which is optional for the student to accept. The College of Education and its departments are encouraged to identify and recruit top candidates for this unique Fellowship. Guidelines are available through the departments and the Student Academic Affairs Office.

Letitia Walsh Fellowship

A Letitia Walsh Fellowship for study in education is awarded annually to recruit an incoming doctoral student who intends to pursue full-time enrollment (minimum of 12 hours per semester) on the Urbana campus. Letitia Walsh was interested in the achievement of women. In selecting the recipient of the Letitia Walsh Fellowship, priority is given but not limited to female candidates being admitted to doctoral study in the College of Education. Eligible candidates may include University of Illinois students who are applying for a new degree. The primary criteria for selection are academic merit, professional experience and potential for contributing to the field of education. The Letitia Walsh Fellowship recipient will receive a taxable stipend of \$10,000 payable over 9-months as well as a tuition and service fee waiver for two consecutive years. The nominating department must provide a minimum of a 25% assistantship which is optional for the student to accept. The College of Education and its departments are encouraged to identify and recruit top candidates for this unique Fellowship. Guidelines are available through the departments and the Student Academic Affairs Office.

More Scholarship & Award information

[Visit here.](#)

Graduate Assistantships

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

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

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

Information on tuition and fee waiver benefits for graduate assistants can be found in the [Campus Assistantship Policies](#) section of the *Graduate College Handbook*. Graduate assistants are responsible for paying all other assessed fees except those listed in the *Graduate College Handbook*. Students holding an assistantship

between 25% - 67% during the spring semester are entitled to an automatic tuition and service fee waiver for the following summer session.

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

Stand-alone Tuition and Fee Waivers

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

Education Alumni Association Outstanding Student Medallion

The Education Alumni Association Outstanding Student Medallion (non-monetary award) is presented annually to a Bachelor's graduate, a Master's graduate, and a Doctoral graduate at the College of Education Convocation. The recipients are recognized publicly at the annual Distinguished Alumni Awards banquet in the spring, and also deliver the convocation address on behalf of their class. Their name is placed on a permanent plaque in the College of Education building. Criteria for selection include outstanding scholarship, service to the College of Education and campus, and potential leadership in the field of education. Nominations, due in mid-March, are solicited from faculty and staff. The Awards Committee of the Educational Alumni Association makes the final selection.

DEGREE REQUIREMENTS

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.

Time Limits

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

Course Requirements for Ed.M. Candidates

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

2 hours One course from the psychological foundations of learning area: EPSY 400, 401, or 402. Students in master's certification programs may also take EPSY 485 to meet this requirement.

2 hours One course from the psychological foundations of personality and development area: EPSY 404, 405, or 406. Students in master's certification programs may also take EPSY 430 to meet this requirement.

OR

Students planning to work with adults may take EPSY 407 for 4 hours to meet both of the above EPSY foundations requirements.

OR

Four hours of EPSY 408 meets both foundational requirements for EPSY.

2 hours One course from the social foundations requirements: EPS 400, 402, 403, 404, 420, 421, 423, 424, and 426.

2 hours A second course from the philosophical foundations area: EPS 401, 410, 411, 412, 413, and 414

Off-campus and online programs may have different foundations requirements. The above foundations requirements do not apply to Ed.M. candidates also pursuing the Illinois Special Certificate (K-12) with a Reading Specialist Endorsement.

12 hours Twelve hours of 500-level courses in education (599 thesis research credit not included)

12 hours Twelve hours of additional 400- or 500-level courses selected by the student in consultation with an academic adviser (599 thesis research credit not included; 595 independent study can be applied up to a maximum amount of 8 hours)

32 hours 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, credit toward the degree is not given for courses passed by such an examination.

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

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

Program Plan

Upon admission to a Master of Arts or a Master of Science program, each student is assigned an academic adviser in 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.

Time Limits

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

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

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

2 hours One course from the psychological foundations of learning area: EPSY 400, 401, or 402. Students in master's certification programs may also take EPSY 485 to meet this requirement.

2 hours	One course from the psychological foundations of personality and development area: EPSY 404, 405, or 406. Students in master's certification programs may also take EPSY 430 to meet this requirement.
	OR
	Students planning to work with adults may take EPSY 407 for 4 hours to meet both of the above EPSY foundations requirements.
	OR
	Four hours of EPSY 408 meets both foundational requirements for EPSY.
2 hours	One course from the social foundations requirements: EPS 400, 402, 403, 404, 420, 421, 423, 424, and 426.
2 hours	A second course from the philosophical foundations area: EPS 401, 410, 411, 412, 413, and 414
Off-campus and online programs may have different foundations requirements.	
12 hours	Twelve hours of 500-level courses in education (599 thesis research credit not included)
12 hours	Twelve hours of additional 400- or 500-level courses selected by the student in consultation with an academic adviser (Note: 595 independent study and 599 thesis research credits can be applied up to a maximum amount of 8 hours each. A minimum of 2 hours of thesis credit is required.)
32 hours	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, credit toward the degree is not given for courses passed by such an examination.

Human Subjects Approval

For all theses, approval for use of human subjects or confirmation that human subjects review is not required must be obtained from the [Office of School-University Research Relations and Human Subjects](#) prior to doing research on the thesis topic. The compliance form (Approval for Research Involving Human Subjects for Early Research, Master's, and Doctoral Theses) must be provided to the department and the Student Academic Affairs Office prior to the scheduling of the master's oral exam.

Thesis

The M.A. and M.S. degree candidates must write a master's thesis and defend it in an oral examination before a committee. The committee requirements are as follows:

- The committee must include at least three faculty members.
- The Chair must be tenured or tenure-track and a member of the Graduate Faculty.
- The student's adviser must be a member of the Graduate Faculty.
- In appointing the committee, the adviser nominates members through an *Appointment of Master (Oral) Committee* form. This form requires the departmental chair/head's review and approval and must be forwarded to the Student Academic Affairs Office at least three weeks before the examination.

After the committee is appointed, the oral examination takes place. The student does not have to be registered to take the oral examination. The adviser obtains the *Certificate of Result*, three copies of the *Certificate of Committee Approval* (two for the Graduate College and one for the student) and a *Supplemental Grade Report* form from the department before the examination and returns them immediately after the examination.

All appointed committee members' signatures are required on the *Certificate of Result of Master Examination* form (College of Education).

The *Certificate of Result of Master Examination* form may indicate positive or negative actions, but ***it is also possible to “adjourn” the committee and reconvene at a later date.*** However, the committee may not be adjourned longer than six months.

Thesis Editorial Style and Format Approval

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

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th 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.

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

The student will consult with the adviser and thesis committee members to choose the style to be used. In exceptional circumstances, style manuals not listed above may be used with prior approval of the Associate Dean for Academic Affairs. In addition, the [Thesis Handbook](#) issued by the Graduate College must be followed. In the case of explicit differences between the Graduate College instructions and the style manual selected, the Graduate College instructions take precedence. For example, students choosing the APA style manual should follow the Graduate College instructions rather than those included in the APA manual for insertion of tables and figures. Every thesis in final manuscript form must be reviewed and approved by the [College of Education Thesis Format Office](#). It is highly recommended that students turn in a draft for a *preliminary* format review after the first two chapters have been written. 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 to four weeks for the final format review and approval.

Thesis Deposit

After the examination and format check, two copies of the thesis are deposited in the Graduate College, 204 Coble Hall. Students should note the [deadline dates](#) for each degree-granting period. At any time after degree requirements have been satisfied and the thesis has been deposited, the student may request a [Verification of Degree](#).

Certificate of Advanced Study Degree (C.A.S.)

The Certificate of Advanced Study is a terminal degree for education professionals beyond the master's degree. It should not be taken by students who plan to pursue a doctorate at a later date. Credit earned for a completed Certificate of Advanced Study cannot be applied toward the Doctor of Philosophy (Ph.D.) degree.

Program Plan

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

program, signed by the adviser, must be filed in the department during the first semester of summer session registration.

Time Limits

A Certificate of Advanced Study degree candidate must complete all degree requirements, under normal circumstances, within five years of first registering in the Graduate College. If a time extension is desired, it may be requested by completing a [Graduate Student Petition](#). These petitions are considered and acted upon by the student's adviser, the department, and Student Academic Affairs Office. Each individual who has authority to act on the petition may either approve or deny the petition.

Course Requirements for C.A.S. Candidates

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

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

1. The entire program must be planned in advance and must be preceded by at least two years of acceptable professional work experience. The [C.A.S. Degree Program Plan](#) form must be completed and maintained in the department.
2. Thirty two or more hours in approved coursework must be taken beyond the master's degree.
3. Sixteen of these 32 hours must be taken at the 500-level. (Note: 595 Independent study can be applied up to a maximum amount of 8 hours each.)

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

- | | |
|---------|--|
| 2 hours | One course from the psychological foundations of learning area: EPSY 400, 401, or 402. |
| 2 hours | One course from the psychological foundations of personality and development area: EPSY 404, 405, or 406. |
| | OR |
| | Students planning to work with adults may take EPSY 407 for 4 hours to meet both of the above EPSY foundations requirements. |
| | OR |
| | Four hours of EPSY 408 meets both foundational requirements for EPSY. |
| 2 hours | One course from the social foundations requirements: EPS 400, 402, 403, 404, 420, 421, 423, 424, and 426. |
| 2 hours | A second course from the philosophical foundations area: EPS 401, 410, 411, 412, 413, and 414 |

Off-campus and online programs may have different foundations requirements.

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

Doctor of Philosophy Degree (Ph.D.)

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

Program Plan

Upon admission to a Doctor of Philosophy program, each student is assigned an academic adviser in 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.

Time Limits

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

Course Requirements for Ph.D. Candidates

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

1. Completion of at least 64 hours beyond the master's degree including:
 - a. A minimum of 32 hours of coursework in the major subjects.
 - b. At least 4 hours, but no more than 32 hours of thesis research credit.
 - c. No more than 12 hours of independent study credit.
2. In addition to the 64 hours, students must fulfill [the Ph.D. Research Specialization Requirements](#).

Residence

A total of 64 hours of credit beyond the master's degree must be earned in courses on the Urbana campus or through Urbana off-campus or online courses. These 64 hours may include up to 32 hours of dissertation research credit. Courses taken to satisfy the Ph.D. Research Specialization requirement are not counted as part of this 64 hour minimum. Ph.D. continuous residence requirements can be satisfied by two consecutive semesters of full-time (12 hours or more) coursework. Thesis research credit 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 non-course work activities available as part of the intellectual activity of the discipline: seminars, colloquies, and informal and often ad hoc discussion groups. Although the quality of the residency cannot be legislated, conditions believed to provide the greatest possible opportunity to achieve the desired quality can be specified. It is the responsibility of the student and adviser to ensure that the spirit, as well as the letter, of this requirement is honored. The student and adviser should plan this period as thoughtfully as any other portion of the doctoral program.

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

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

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

Early Research Requirement

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

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

The student shall formally present to his or her committee a written and oral report on the early research project. All three members of the committee must approve the work as satisfying the early research requirement for the Ph.D., and they should sign the [Early Research Requirement](#) form. The completed Early Research Requirement form must be filed in the department with a copy in the Student Academic Affairs 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 for use of human subjects or confirmation that human subjects review is not required must be obtained from the [Office of School-University Research Relations and Human Subjects](#). The compliance form (Approval for Research Involving Human Subjects for Early Research, Master's, and Doctoral Theses) must be provided to the department and the Student Academic Affairs Office prior to the scheduling of the preliminary (oral) exam.

Evaluation of Academic Progress

Each department in 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. 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 Student Academic Affairs 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

Link to: http://education.illinois.edu/saao/grad_handbook/dr_phd_qual.html

The Qualifying Examinations are written comprehensive examinations administered to doctoral students near the completion of their course work and Early Research Experience. Written verification of the completion of the Early Research Experience requirement must be filed in the department and the Student Academic Affairs Office.

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.

The Special Field Exam

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

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

Responsibilities of the Adviser in the Qualifying Examination

Process

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

Responsibilities of the Student in the Qualifying Examination

Process

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

Responsibilities of the Department Office in the Qualifying Examination Process

1. Inform faculty and students about the requirements, procedures, and deadlines pertaining to qualifying examinations.
2. Distribute questions to student, oversee administration, and distribute completed exams, with evaluation sheets, to readers.
3. Collect and compile evaluations.
4. Communicate results of the exam to students, advisers, and Student Academic Affairs 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 focused collection of 3 or 4 high quality papers and/or projects which are then defended before three faculty readers. The number, subject, and length of the required papers or projects are decided by the adviser in consultation with the student. Portfolio submissions can include collaborative work, but independent work must also be reflected in the portfolio. The portfolio may include work completed to satisfy other requirements for the doctoral degree such as course papers, early research papers, master's theses, and Research Specialization papers. The portfolio must be submitted with an original, independently written synthesis paper that defines the special field and articulates how each piece of the portfolio connects or contributes to the special field and its literature. If the portfolio option is selected, the student will discuss this work at an oral defense before the three faculty readers, after which the readers will determine whether the student has demonstrated competence in the special field.

Questions and Problems Arising Prior to Taking the Qualifying Exams

The first person a student should consult concerning the qualifying exams is his or her adviser. If irreconcilable differences arise between the student and adviser concerning scheduling, format, content, or rating procedures, the student should consult the department head/chair or designee. If the problem cannot be resolved, consult the Associate Dean for Academic Affairs. Normal grievance procedures can be used (see Graduate Student Appeals section 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.
3. **Unsatisfactory doctoral work.** This rating is given for work that can range from completely unsatisfactory to work with significant gaps in knowledge.

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

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

Report of Examination Results. After all readers for the exams have returned their 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 Student Academic Affairs Office of the results. After the results of all qualifying exams have been received, the Student Academic Affairs Office will complete a degree audit and send a letter to the student, adviser, and department regarding the audit. The audit indicates further degree requirements that must be satisfied before the preliminary and final examination may be taken.

Ph.D. Research Specialization Requirements

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

Research Specializations

The four Research Specializations, Evaluative, Interpretive, Qualitative and Quantitative, were chosen to represent the domain of methodologies prevalent in educational research and pursued by our graduate students and faculty. It is intended that the choice of a Research Specialization will be consistent with a student's dissertation research. While requirements differ for each specialization, all require some combination of introductory and advanced methods coursework, practical experience, and a capstone project. All Research Specializations require a two-stage approval process. Full descriptions of the [Ph.D. Research Specialization Requirements](#) are on the Student Academic Affairs Office Web site.

Human Subjects Approval

For all dissertations, approval for use of human subjects or confirmation that human subjects review is not required must be obtained from the [Office of School-University Research Relations and Human Subjects](#) prior to doing research on the dissertation topic. The compliance form (Approval for Research Involving Human Subjects for Early Research, Master's, and Doctoral Theses) must be provided to the department and the Student Academic Affairs Office prior to the scheduling of the preliminary (oral) exam.

Preliminary (Oral) Examination

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

The purpose of a preliminary oral examination is for a student to present the rationale and format for the dissertation. During the examination, an agreement is reached between the student and the committee concerning the proposed dissertation. Thus, the examination is held prior to the collection of data or other major work on the dissertation. The student does not have to be registered in order to take the preliminary oral examination if 96 hours of graduate work, including the master's degree have been completed. The student should consult the department for additional requirements.

Appointment of the Preliminary Oral Examination Committee

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

- The committee must include at least four voting members, at least three of which must be members of the [Graduate Faculty](#), and two of which must also be tenured.

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

- The Chair must be tenured or tenure-track and a member of the Graduate Faculty.
- A Contingent Chair should be named and meet the Chair requirements.
- At least one member must be from outside the student's field of specialization and the budgetary department of the student and adviser.

A request for an exception to these rules must be made in writing by the chairperson and approved by the College of Education Associate Dean for Academic Affairs and the Dean of the Graduate College. For committee members outside of the University of Illinois at Urbana-Champaign, a letter of justification and a resumé must be submitted by the adviser to the College of Education Associate Dean for Academic Affairs. In appointing the committee, the adviser nominates members through a *Request for Appointment of Prelim Exam Committee* form. This form requires the departmental chair/head's review and approval and must be forwarded to the Student Academic Affairs Office at least three weeks before the examination.

After the committee is appointed, the preliminary oral examination takes place. The adviser obtains the *Certificate of Results of Preliminary Examination* form from the department office before the examination and returns the form immediately after the examination. All appointed members must sign the *Certificate of Results of Preliminary Examination* form.

The *Certificate of Results of Preliminary Examination* 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 96 hours 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.

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 dissertation research hours for on-campus students, or by petition, in absentia after the completion of the required 64 hours beyond the master's degree is optional. This registration typically comes after the course work is completed and before the time limits are reached. The College of Education does not limit the number of dissertation research hours a

student can take, however, no more than 32 hours can be counted toward the Ph.D. and at least 4 hours is expected.

At the time of deposit, students will need at least three copies of the dissertation in its final form. In addition to the two copies required by the Graduate College, one copy of the dissertation in final form should be prepared for the adviser.

Dissertation Editorial Style and Format Approval

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

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th 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.

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

The student will consult with the adviser and dissertation committee members to choose the style to be used. In exceptional circumstances, style manuals not listed above may be used with prior approval of the Associate Dean for Academic Affairs. In addition, the [Thesis Handbook](#) issued by the Graduate College must be followed. In the case of explicit differences between the Graduate College instructions and the style manual selected, the Graduate College instructions take precedence. For example, students choosing the APA style manual should follow the Graduate College instructions rather than those included in the APA manual for insertion of tables and figures. Every dissertation in final manuscript form must be reviewed and approved by the [College of Education Thesis Format Office](#). It is highly recommended that students turn in a draft for a *preliminary* format after 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 to four weeks for the final format review and approval.

Dissertation Abstract

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

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

Final Examination

Final examinations are oral and open to the public. The final examination committee chair is responsible for convening the committee, conducting the examination, and submitting the Certificate of Result of Final Examination to the department.

Appointment of the Final Examination Committee

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

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

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

- The Chair must be tenured or tenure-track.
- A Contingent Chair should be named and meet the Chair requirements
- At least one member must be from outside the student's field of specialization and the budgetary department of the student and adviser.

A request for an exception to these rules must be made in writing by the chairperson and approved by the College of Education Associate Dean for Academic Affairs and the Dean of the Graduate College. For committee members outside of the University of Illinois at Urbana-Champaign, a letter of justification and a resumé must be submitted by the adviser to the College of Education Associate Dean for Academic Affairs. In appointing the committee, the adviser nominates members through a *Request for Appointment of Final Exam Committee* form. This form requires the departmental chair/head's review and approval and must be forwarded to the Student Academic Affairs Office at least three weeks before the examination.

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

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

After the committee is appointed, the final examination takes place. The adviser obtains the *Certificate of Results of Final Examination* form from the department before the examination and returns the form immediately after the examination. The committee should meet in private before beginning the exam. The public cannot ask questions or give input during the exam. At the conclusion of the exam, the committee will meet in private to discuss the results and then inform the candidate of the decision.

All committee members' signatures are required on three copies of the *Certificate of Committee Approval* form (two for the Graduate College and one for the department) and one *Certificate of Results of Final Examination* form (for the Graduate College). Committee members have the right to review the final copy of the dissertation before signing the forms. Only approved committee members may sign these forms. The student may request their signatures on additional approval forms.

Registration for Final Examination for Doctoral Degree

Information on registration requirements can be found on the Graduate College Web site under [Requirements for Doctoral Degree](#).

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. Students should note the [deadline](#) dates for each degree-granting period. At any time after degree requirements have been satisfied and the thesis has been deposited, the student may request a [Verification of Degree](#).

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

Doctor of Education Degree (Ed.D.)

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

Program Plan

Upon admission to a Doctor of Education program, each student is assigned an academic adviser in 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.

Time Limits

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

Course Requirements for Ed.D. Candidates

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

1. Completion of at least 64 hours beyond the master's degree including:
 - a. At least 24 hours in the area of specialization and related areas.
 - b. A cognate requirement of at least 16 hours.
 - c. Two courses on research methods. The first will be a research course (e.g. CI 550/EPSY 573/SPED 550, Methods of Educational Inquiry or HRE 580, Disciplined Inquiry in 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 EPSY 480, Elements of Educational Statistics, or a course from one of the approved Research Methodology Areas.
 - d. A minimum of 4 hours and a maximum of 16 hours of thesis research credit will be counted toward the degree.
 - e. No more than 12 hours of independent study credit.

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

Residence

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

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

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

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

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

Evaluation of Academic Progress

Each department in 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. 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 Student Academic Affairs 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

Link to: http://education.illinois.edu/saao/grad_handbook/dr_edd_qual.html

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, and providing an opportunity to explore, make connections, and integrate content in the discipline. The exam is comprised of the following parts:

The General Field Exam

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

The Special Field Exam

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

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

The Research Methodology Exam

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

Responsibilities of the Adviser in the Qualifying Examination

Process

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

Responsibilities of the Student in the Qualifying Examination

Process

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

Responsibilities of the Department Office in the Qualifying

Examination Process

1. Inform faculty and students about the requirements, procedures, and deadlines pertaining to qualifying examinations.
2. Distribute questions to student, oversee administration, and distribute completed exams, with evaluation sheets, to readers.
3. Collect and compile evaluations.
4. Communicate results of the exam to students, advisers, and Student Academic Affairs 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

3. **Portfolio Format (Special Field only).** This format consists of assembling a focused collection of 3 or 4 high quality papers and/or projects which are then defended before three faculty readers. The number, subject and lengths of the required papers or projects are decided by the adviser in consultation with the student. Portfolio submissions can include collaborative work, but independent work must also be reflected in the portfolio. The portfolio may include work completed to satisfy other requirements for the doctoral degree such as course papers, early research papers, master's theses, and Research Specialization papers. The portfolio must be submitted with an original, independently written synthesis paper that defines the special field and articulates how each piece of the portfolio connects or contributes to the special field and its literature. If the portfolio option is selected, the student will discuss this work at an oral defense before the three faculty readers, after which the readers will determine whether the student has demonstrated competence in the special field.

Questions and Problems Arising Prior to Taking the Qualifying Exams

The first person a student should consult concerning the qualifying exams is his or her adviser. If irreconcilable differences arise between the student and adviser concerning scheduling, format, content, or rating procedures, the student should consult the department head/chair or designee. If the problem cannot be resolved, consult the Associate Dean for Academic Affairs. Normal grievance procedures can be used (see Graduate Student Appeals section 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 the General Field, Special Field and the Research Methodology. There are three possible ratings for all sections of the qualifying exams.

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

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

Report of Examination Results. After all readers for the exams have returned their 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 Student Academic Affairs Office of the results. After the results of all qualifying exams have been received, the Student Academic Affairs Office will complete a degree audit and send a letter to the student, adviser, and department regarding the audit. The audit indicates further degree requirements that must be satisfied before the preliminary and final examination may be taken.

Cognate Requirement

The cognate requirement requires a student to complete 16 hours of coursework in an academic field or fields outside of his/her department. In this case, the term "field" refers to either a university recognized department and academic discipline with a department, or an interdisciplinary major or program recognized by the university. These hours will be chosen by the student in consultation with his/her adviser. The purpose of the cognate requirement is to provide the student with a scholarly perspective of an academic field or fields outside of their major field of study, but one that relates to and supports their major field of study and intended field of professional practice. The cognate requirement must be completed prior to being admitted to the preliminary oral examination.

All courses used to meet the cognate requirement must be outside the student's department and may be outside of the college. Sixteen hours may be taken in one field or 8 hours may be taken in each of two related fields. At least 8 of the 16 hours must be taken at the 500 level. If two fields are selected, at least 4 hours in each field must be at the 500 level. The 16 hours for the cognate requirement may be included in the 64 hours beyond the master's degree requirement for graduation.

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

Human Subjects Approval

For all dissertations, approval for use of human subjects or confirmation that human subjects review is not required must be obtained from the [Office of School-University Research Relations and Human Subjects](#) prior to doing research on the dissertation topic. The compliance form (Approval for Research Involving Human Subjects for Early Research, Master's, and Doctoral Theses) must be provided to the department and the Student Academic Affairs Office prior to the scheduling of the preliminary (oral) exam.

Preliminary (Oral) Examination

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

The purpose of a preliminary oral examination is for a student to present the rationale and format for the dissertation. During the examination, an agreement is reached between the student and the committee concerning the proposed dissertation. Thus, the examination is held prior to the collection of data or other major work on the dissertation. The student does not have to be registered in order to take the preliminary oral examination if 96 hours of graduate work, including the master's degree have been completed. The student should consult the department for additional requirements.

Appointment of the Preliminary Oral Examination Committee

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

- The committee must include at least four voting members, at least three of which must be members of the [Graduate Faculty](#), and two of which must also be tenured.

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

- The Chair must be tenured or tenure-track and a member of the Graduate Faculty.
- A Contingent Chair should be named and meet the Chair requirements.
- At least one member must be from outside the student's field of specialization and the budgetary department of the student and adviser.

A request for an exception to these rules must be made in writing by the chairperson and approved by the College of Education Associate Dean for Academic Affairs and the Dean of the Graduate College. For committee members outside of the University of Illinois at Urbana-Champaign, a letter of justification and a resumé must be submitted by the adviser to the College of Education Associate Dean for Academic Affairs. In appointing the committee, the adviser nominates members through a *Request for Appointment of Prelim Exam Committee* form. This form requires the departmental chair/head's review and approval and must be forwarded to the Student Academic Affairs Office at least three weeks before the examination.

After the committee is appointed, the preliminary oral examination takes place. The adviser obtains the *Certificate of Results of Preliminary Examination* form from the department office before the examination and returns the form immediately after the examination. All appointed members must sign the *Certificate of Results of Preliminary Examination* form.

The *Certificate of Results of Preliminary Examination* 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 96 hours 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.

Dissertation

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

The dissertation usually requires a year or more of study. Registration in thesis research hours for on-campus students, or by petition for credit in absentia, after the completion of the required 64 hours beyond the master's degree is optional. This registration typically comes after the course work is completed and before the time limits are reached. The College of Education does not limit the number of thesis research hours a student can take, however, no more than 16 can be counted toward the Ed.D. credit requirements and at least 4 hours is expected.

At the time of deposit, students will need at least three copies of the dissertation in its final form. In addition to the two copies required by the Graduate College, one copy of the dissertation in final form should be prepared for the adviser.

Dissertation Editorial Style and Format Approval

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

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th 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.

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

The student will consult with the adviser and dissertation committee members to choose the style to be used. In exceptional circumstances, style manuals not listed above may be used with prior approval of the Associate Dean for Academic Affairs. In addition, the [Thesis Handbook](#) issued by the Graduate College must be followed. In the case of explicit differences between the Graduate College instructions and the style manual selected, the Graduate College instructions take precedence. For example, students choosing the APA style manual should follow the Graduate College instructions rather than those included in the APA manual for insertion of tables and figures. Every dissertation in final manuscript form must be reviewed and approved by the [College of Education Thesis Format Office](#). It is highly recommended that students turn in a draft for a *preliminary* format after 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 to four weeks for the final format review and approval.

Dissertation Abstract

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

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

Final Examination

Final examinations are oral and open to the public. The final examination committee chair is responsible for convening the committee, conducting the examination, and submitting the Certificate of Result of Final Examination to the department.

Appointment of the Final Examination Committee

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

- The committee must include at least four voting members, at least three of which must be members of the [Graduate Faculty](#), and two of which must also be tenured.

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

- The Chair must be tenured or tenure-track.
- A Contingent Chair should be named and meet the Chair requirements.

- At least one member must be from outside the student's field of specialization and the budgetary department of the student and adviser.

A request for an exception to these rules must be made in writing by the chairperson and approved by the College of Education Associate Dean for Academic Affairs and the Dean of the Graduate College. For committee members outside of the University of Illinois at Urbana-Champaign, a letter of justification and a resumé must be submitted by the adviser to the College of Education Associate Dean for Academic Affairs. In appointing the committee, the adviser nominates members through a *Request for Appointment of Final Exam Committee* form. This form requires the departmental chair/head's review and approval and must be forwarded to the Student Academic Affairs Office at least three weeks before the examination.

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

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

After the committee is appointed, the final examination takes place. The adviser obtains the *Certificate of Results of Final Examination* form from the department before the examination and returns the form immediately after the examination. The committee should meet in private before beginning the exam. The public cannot ask questions or give input during the exam. At the conclusion of the exam, the committee will meet in private to discuss the results and then inform the candidate of the decision.

All committee members' signatures are required on three copies of the *Certificate of Committee Approval* form (two for the Graduate College and one for the department) and one *Certificate of Results of Final Examination* form (for the Graduate College). Committee members have the right to review the final copy of the dissertation before signing the forms. Only approved committee members may sign these forms. The student may request their signatures on additional approval forms.

Registration for Final Examination for Doctoral Degree

Information on registration requirements can be found on the Graduate College Web site under [Requirements for Doctoral Degree](#).

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. Students should note the [deadline dates](#) for each degree-granting period. At any time after degree requirements have been satisfied and the thesis has been deposited, the student may request a [Verification of Degree](#).

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

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 December conferral dates are also eligible to participate in the ceremony the following May. ***Requests for exceptions must be based upon extenuating circumstances. Requests should include a timeline with the final exam date and the College of Education Thesis Format Check status. Additionally, it should have the adviser's endorsement, be approved by the department head/chair, and be presented in writing to the Associate Dean for Academic Affairs Office by April 1 of each year. Approval of exceptions will be rare.*** Requests made after the deadline will not be approved.

Convocation information is available each spring at education.illinois.edu/convocation.

PETITIONS, APPEALS, AND OTHER ACTIONS

Graduate Student Petitions

The student should complete the [Graduate Student Petition](#) in consultation with the adviser to request any exceptions to Graduate College rules, regulations, and requirements. Common petition requests include transferring credit, changing departments, adding or dropping courses, registering for an overload, registering in absentia, continuing from a master's degree to a doctorate degree, and time extensions.

Petitions require a minimum of two signatures (adviser and department head) but may require additional signatures. A petition approved at one level may be denied at another level. Upon receipt of the department head's signature, the department will forward it to the Graduate College for final approval.

Exceptions to College of Education rules may be petitioned by the same process. However, the department will forward the petition to the Student Academic Affairs Office for final approval by the Associate Dean. The petition will not go forward to the Graduate College.

Applying Certificate of Advanced Study Credits in Doctoral Programs

A student who has completed course work taken as a part of the requirements for the Certificate of Advanced Study in Education at the University of Illinois may petition for not more than 24 hours of such work and dissertation hours combined toward the program leading to the Ed.D., provided that the course work was taken within five years of the date of the petition. Credit earned in the Certificate of Advanced Study degree may not be applied toward a Ph.D. degree. If an individual is pursuing a Certificate of Advanced Study and decides to seek a Ph.D. instead, the usual *Graduate Student Petition* procedures should be followed without receiving the Certificate of Advanced Study degree. If this change is effected and the Certificate of Advanced Study degree is not awarded, previous course work intended to apply to the Certificate of Advanced Study can be counted toward the Ph.D. degree, subject to other policies governing the Ph.D. program.

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

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. The [Student Code](#) contains a complete list of policies and regulations pertaining to students.

Alleged Capricious Grading Procedures

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

A written appeal, together with supporting documentation, shall be presented to the Associate Dean for Academic Affairs. 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, determines that the appeal has merit, a hearing body shall be constituted.

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

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

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

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

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

Graduate Student Grievance Procedures at the College of Education

I. INTRODUCTION

Link to: http://education.illinois.edu/saa/grad_handbook/grievance/procedures.html

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

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

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

II. SCOPE AND COVERAGE

Link to: http://education.illinois.edu/saa/grad_handbook/grievance/scope.html

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

Link to: http://education.illinois.edu/saao/grad_handbook/grievance/informal.html

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

IV. FORMAL PROCEDURES

Link to: http://education.illinois.edu/saao/grad_handbook/grievance/formal.html

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

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 for Academic Affairs.

Procedures

1. A student in the College of Education may file a formal grievance with either the College of Education Associate Dean for Academic Affairs or directly with the Graduate College. A formal grievance should be filed promptly and must be filed in writing within 180 days of the decision or behavior resulting in the grievance, regardless of whether the college procedure or Graduate College procedure is used. The written grievance should indicate: the parties involved; the action or decision being contested; any applicable university, campus or unit policy; an explanation of why the action or decision is inappropriate; and, the remedy sought.

2. The Associate Dean for Academic Affairs shall define the subject matter and scope of the issues related to the grievance in a written charge to the grievance committee. The primary involved parties shall receive a copy of the charge.
3. Any participant to the grievance may challenge any member of the grievance committee if there is a perceived conflict of interest. The challenge should be made in writing to the College of Education Associate Dean for Academic Affairs. If the objection is prompt and reasonable, the Associate Dean for Academic Affairs shall replace the person with one who meets the stated criteria. The decision of the Associate Dean as to whether the challenge is prompt and reasonable, and to the acceptability of the replacement selected, may be a basis for appeal of the grievance committee's recommendation.
4. The grievance committee's investigation shall include a review of written materials presented. In addition, the committee will seek information from the primary involved parties in writing or in person. During a hearing, each of the primary involved parties may make a brief opening statement, and then respond to questions from the committee. The primary involved parties may not question each other directly, but may pose questions through the committee chair. At the end of the hearing, each primary involved party may make a closing statement.
5. Within 30 calendar days of the filing of the grievance, the chair of the grievance committee shall report its recommendations in writing to the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs may grant an extension of the time limit for good cause. The grievance committee's report shall contain:
 - a. A summary of the grievant's contentions and relief sought;
 - b. The response of the individual or college/department against whom/which the grievance was filed;
 - c. A general description of the investigative process;
 - d. A citation of relevant policies;
 - e. An explicit finding of fact based on the preponderance of the evidence with respect to each grievance included in the grievance committee's charge;
 - f. A listing of the evidence relevant to each finding;
 - g. An indication of whether there was a reasonable basis in fact and honest belief for the allegations in the investigated grievance;
 - h. A recommendation of appropriate redress for the grievant(s); and,
 - i. Any recommended changes in policies and procedures to minimize the probability of recurrence.
6. Within 7 calendar days of receipt of the committee's report, the Associate Dean for Academic Affairs shall determine the disposition of the case and communicate the decision to the primary involved individuals.

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

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

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

Link to: http://education.illinois.edu/saao/grad_handbook/grievance/provisions.html

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

Oversight Authority and Responsibility

1. The Associate Dean for Academic Affairs has responsibility, under the policies and procedures of the Graduate College, for the management of College of Education graduate programs and related policies and procedures.
2. The Associate Dean for Academic Affairs 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 for Academic Affairs will provide information about the status of proceedings to the primary involved individuals. Subsequent to the grievance committee's reporting, the Associate Dean for Academic Affairs will maintain a file of all documents and evidence, and is responsible for the confidentiality and the security of the file. The Associate Dean for Academic Affairs shall make the complete file available to the Dean of the Graduate College and on the appeal of a grievance outcome to the Graduate College.

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

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

Academic Freedoms and Rights of the Parties

1. It shall be a prime concern of all persons who implement this policy and these procedures to protect the academic freedoms fundamental to the academic enterprise. Among other things, this includes the professional judgments of student performance that are an essential part of the graduate education process. Academic freedom, however, affords no license for the mistreatment of graduate students.

2. The rights of the primary involved individuals shall be specified in the form of a written notice or letter from the Associate Dean for Academic Affairs. The primary involved individuals have the following rights:
 - a. To receive notice of the identity of the members of the grievance committee;
 - b. To receive a written statement of the charge including the subject matter being considered by the grievance committee. If additional information emerges during the committee's evaluation that substantially changes the subject matter, the parties shall be informed promptly in writing;
 - c. To submit statements in writing and to meet with the committee to present information;
 - d. To consult private legal counsel, or another person who may provide advice at the meeting with the committee. Prior notice of the absence of an adviser must be given and any other primary involved party may request a delay of up to 5 calendar days to arrange for the presence of an adviser; and,
 - e. To review and respond to the grievance committee's final report.
3. Any of the parties responsible for the implementation of this policy may consult University Legal Counsel at any time during the informal processing of a grievance.

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

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

Withdrawal of a Grievance. The grievant may submit a written request to withdraw the grievance at any time. The Associate Dean for Academic Affairs 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 for Academic Affairs shall notify the primary involved parties and the files shall be destroyed. If the withdrawal request is denied, the grievance shall continue to be processed to a conclusion according to the above procedures.

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

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

Other Actions

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.

Changing from Limited Status to Full Standing

When conditions originally limiting a student's status are satisfied, the student is automatically changed to full standing by the Graduate College.

Changing Advisers within a Department

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

Two-Year Rule

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 intent of this rule is to better inform the doctoral student of degree progress prior to the preliminary oral examination. The result of this evaluation is to be reported to the student, the adviser, and the Student Academic Affairs Office. This "two-year rule" does not apply to master's degree students. In addition, the Student Academic Affairs Office will routinely monitor student records to identify students who are failing to meet important milestones (qualifying exams, preliminary exams, 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 [Council on Teacher Education](#).

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, Library Media Specialist, Learning Behavior Specialist, School Service (School Social Worker, Speech/Language Pathologist), and Administrative (General Administrative and Superintendent). Most of the approved administrative programs require completion of a graduate degree at the University of Illinois. Since requirements change, it is important that anyone desiring to obtain certification discuss the matter with his or her adviser and the Council of Teacher Education at the start of the program.

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

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

Satisfying Required Courses by using a Course Waiver Application or Graduate Student Petition

Required foundation courses for Master's and Certificate of Advanced Study degrees may be satisfied by completing the *Course Waiver Application* form administered by the Department of Educational Psychology and completing a *Graduate Student Petition* administered by the Department of Educational Policy Studies. 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. Copies of official transcripts from the institution where the graduate credit was earned must be submitted with one of the above forms.

In each of the above instances, the Student Academic Affairs Office must receive a copy of the approval from both departments. If course credit to meet requirements is approved by petition and there is a request for transfer of credit, the course waiver application form is not necessary.

Auditing Courses

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

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. (See [Leaves](#) section in *Graduate College*).

Graduate Student Leave of Absence

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