Educational Administration & Foundations
Illinois State University

EAF Doctoral Program
Student Handbook
Revised August 2016
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SECTION 1
INTRODUCTION AND OVERVIEW

Illinois State University

Mission Statement

We at Illinois State University work as a diverse community of scholars with a commitment to fostering a small-college atmosphere with large-university opportunities. We promote the highest academic standards in our teaching, scholarship, public service and the connections we build among them. We devote all of our resources and energies to creating the most supportive and productive community possible to serve the citizens of Illinois and beyond.

Approved by the Academic Senate on February 6, 2002, and amended on May 7, 2008

College of Education

Vision

Our vision is to lead the nation in advancing the teaching profession by cultivating educational leaders.

Mission

Our mission is to purposefully allocate intellectual and financial resources to develop talented graduates and professionals, establish meaningful partnerships, foster innovative faculty and staff, advance academic excellence, and embrace the principles of Realizing the Democratic Ideal.

The College of Education will:

1. Cultivate leaders for the education profession: Develop and support graduates who are globally-minded, socially and culturally competent, and knowledgeable; and professionals who are learner/school/district/university-ready, competent in integrating technology to enhance learning and differentiated instruction, and proficient in intentional, outcomes-driven instruction, assessment, and administration. Supports Educating Illinois Goals 1, 2.
2. Create the standard for educator preparation: Establish and promote the standard for comprehensive educator and educational leader preparation by celebrating our strong reputation, developing strategic clinical experiences and partnerships, strengthening our commitment to diversity and equity, and responding to changing needs of students and the field. Supports Educating Illinois Goals 2.
3. Support faculty and staff with diverse expertise: Recruit and retain college faculty and staff with diverse expertise through valuing a balance of effective teaching, scholarship, and service; promoting a positive and respectful professional workplace; and supporting scholarly and professional development. Supports Educating Illinois Goals 2, 1.
4. Foster a culture of prioritization: Cultivate and allocate College resources purposefully by fostering a culture of shared governance and resource allocation by priority to create academic environments conducive to engaging students in learning and enhancing scholarly productivity. Supports Educating Illinois Goals 4, 1, 2, 3.
5. Advance the virtues of public education and the teaching profession: Advance and celebrate the virtues of public education and the teaching profession to support the principles of Realizing the Democratic Ideal by promoting rich, positive dialogue among stakeholders and deliberately engaging them in pressing and future issues. Supports Educating Illinois Goal 3.


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Educational Administration and Foundations Department

Mission

The mission of the Department of Educational Administration and Foundations is to prepare people of diverse backgrounds for leadership roles in education. The academic programs in the department are based on the assumption that leadership in educational systems is essential for the society successfully to produce an enlightened citizenry. The programs and degrees are grounded in the belief that educational leaders require knowledge, skills, values, and commitment appropriate for administrative, policy, instructional, and research roles in societies striving to realize the democratic ideal. (EAF Department: passed 10/23/01).

Doctoral Programs

The doctoral programs with concentrations in P-12, Education Research and Foundations, and Higher Education Administration at Illinois State University prepare individuals from both the United States and abroad for leadership positions in education. Required courses in educational finance, education law, organizational planning, foundations, and research (among others) help students gain a critical understanding of educational organizations from multiple perspectives. With this expertise, graduates are prepared for leadership positions in colleges, universities, P-12 schools and districts, educational associations, and state education agencies. The Department has designed two complementary doctoral programs (Ph.D. and Ed.D.). The Ph.D. and Ed.D. programs have two goals in common:

1. A doctoral graduate will have acquired the skills, knowledge, values, and commitment necessary to lead educational organizations and institutions.
2. A doctoral graduate will develop and demonstrate understanding, appreciation, and application of appropriate knowledge, skills, values, and commitment within the respective administrative, policy, instructional, and research roles identified for educational leadership.
3. In the fall of 2015 the Department of Educational Administration adopted a cohort-only, fall admissions-only model to deliver its programs

Although many courses, procedures, and objectives overlap, major distinctions exist between the programs:

The Ph.D. program (for the Higher Education Administration concentration) is designed for individuals who want to focus on the critical examination and study of educational organizations and practices. These individuals will focus on expanding their knowledge of theory, educational practices, and research methods, as well as the social, philosophical, historical, political, and economic influences that shape the educational enterprise. The program is structured around these areas, but allows flexibility for students to focus on breadth of knowledge across areas or depth of knowledge within particular areas. In addition, Ph.D. candidates focus on developing an in-depth knowledge of selected research methodologies so they can conduct research.

The Ed.D. program (for the CPED P-20 concentration) is designed for individuals who want to focus on the practice of educational administration. Because of the focus on practice, all Ed.D. students are required to complete a 6-hour field-based professional practice that may or may not lead to certification or endorsement and that helps them meet their goals for improving the practice of educational administration. In addition, Ed.D. candidates focus more on how to use and interpret research rather than developing an expertise in a particular research methodology.

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The Ph.D. program (for the Education Research and Foundations concentration) Education Research and Foundations is an interdisciplinary Ph.D. concentration focused on preparing critical leaders and researchers committed to the principles and ideals of social justice. Who will take their place in society across a wide variety of professional roles. This concentration curriculum is centered in deep-dive courses in equity issues in education and research, paying careful attention to preparing not just critical consumers of research, but producers of research. This content-rich Ph.D. is designed to prepare graduates for many potential career paths, within schools and beyond schools: from think-tank work to work in the public sphere, and from community advocacy to social justice-committed and focused leadership. This concentration is designated for off-campus locations.

All Concentrations are subject to the 8-year maximum limit between the first course that counts toward the doctorate and the date of the dissertation defense.

The completion of 75 hours beyond the master’s degree—60 hours of course work, and 15 hours of dissertation credit (EAF 599). Specific components of the curriculum are briefly described below, but each cohort may have a more prescriptive plan of study, depending on the catalog at the time of admission (see Appendix A for a complete list of courses and their descriptions). EAF does not apply work experience in exchange for course credit, the department only considers transfer credits from courses listed on an official transcript from an accredited post-secondary institution.

Required Core Courses (30 hours)

All doctoral students in the EAF department, whether in the P-20 or higher education concentrations, are asked to complete a core curriculum of 30 hours that focus on administrative theory and educational leadership (6 hours), qualitative and quantitative research design (6 hours), key issues in doctoral-level scholarship (3 hours), and – at the dissertation stage – work on dissertation research itself (15 hours).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAF 582</td>
<td>Administrative Theory in Education</td>
</tr>
<tr>
<td>EAF 583</td>
<td>Seminar in Educational Leadership</td>
</tr>
<tr>
<td>EAF 509</td>
<td>Research Design in Education</td>
</tr>
<tr>
<td>EAF 415</td>
<td>Qualitative Research in Educational Settings</td>
</tr>
<tr>
<td>EAF 594</td>
<td>Doctoral-level Scholarship</td>
</tr>
<tr>
<td>EAF 599</td>
<td>Dissertation Research (15 semester hours)</td>
</tr>
</tbody>
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See Appendix A for Plans of Study for all Concentration

- Higher Education Administration
- Carnegie Project P-12 Doctorate
- Leadership, Equity, and Inquiry
SECTION 2
EAF DEPARTMENT DOCTORAL PROCEDURES

First Steps

Students admitted to the program are required to attend a Doctoral Orientation and are assigned an initial Cohort Leader who will respond to their questions and concerns about all program issues. The Cohort Leaders and the Department Chair will inform students of their scheduled courses, and be available for consultation and advice throughout the program. All official information about policies and procedures will come from the cohort coordinator and the department chair.

The Doctoral Orientation provides a brief overview of the important policies and procedures related to the program, as well as to provide an opportunity to meet the EAF faculty and fellow students. A comprehensive overview of the following topics (among others) are presented in EAF 594 later in the year:

a. The Plan of Study for the Cohort (Ph.D. & Ed.D.) and how it ties to the goals of the program (see EAF website under Degree Requirements). (Note: The Cohort Leaders will make sure students have developed a plan of study within a year. Plans of study are internal working documents that remain in the Department.)

b. Residency form procedures, which must be completed BEFORE the first residency semester (http://education.illinoisstate.edu/downloads/doctoral/eaf/Doctoral%20Residency%20Form.pdf) (Note: Forms go to the Graduate School and may be subsequently amended.)

c. Review of the eight year time limit

d. Overview of the doctoral exam norms and procedures

e. Overview of dissertation procedures

f. Discussion of the process for likely transition from initial Cohort Leader to an advisor the semester before final courses, who will advise doctoral exam and dissertation processes

g. Discussion of endorsement procedures (if part of doctoral work)
h. For transfer courses only – During the first semester of enrollment be sure official transcripts are sent to the EAF office to the attention of EAF Staff in charge of student records and notify her about the purpose of the transcript. The Cohort Leader and Coordinator will work together to properly assign transfer credit hours.

i. Discussion of continuous registration procedures at ISU (Note: Students MUST be enrolled for at least two semesters EVERY year, or they will be dropped from the university system and must reapply to the program. Semester schedules are provided by the Cohort Leaders)

j. Discussion of the necessity of maintaining a 3.0 GPA to be a student in good standing (Note: A 3.0 at the graduate level is like a 2.0 at the undergraduate level—it is the MINIMUM GPA. A typical doctoral student GPA is around 3.5 or higher (a mix of A’s and B’s). If a student is receiving only B’s, s/he should discuss this with his/her advisor.)

k. An overview of scholarships and graduate assistantships (Note: Details available on the EAF website.)

During the Doctoral Coursework

Students should stay in close contact with the Cohort Leader throughout coursework, and are encouraged to learn more about each EAF faculty member and his/her areas of research. It is an expectation that doctoral students and faculty engage in scholarship and other creative professional projects together to continue to build our learning community.

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A. Plans of Study

Students should work with their advisor or Cohort Leader to develop a plan of study, which is to be kept in their file in the EAF office. This provides an important curricular guide which provides direction and intention for course-taking within a coherent plan of study, and helps to ensure timely completion. Any changes to the plan, either as a result of student goals or departmental curricular revisions, should be clearly documented in the student file.

B. Independent Study

Independent studies can be useful to explore unique scholarship areas more deeply. All independent study requests must be overseen by an EAF faculty member, include a complete description of learning goals and intended outcomes (including final products and due dates), and receive approval from the Higher Education faculty and the Chair of EAF (see Appendix D). Tuition waivers (if available) may be used to fund only 6 hours of Independent Study.

EAF Policy on Independent Studies:

1. An independent study allows a student to pursue a unique research interest that is not covered by curriculum, but that may help the student prepare for his or her dissertation.
2. Independent study opportunities are not substitutes for courses in the published curriculum.
3. Faculty members directing student work on independent study projects must be experts on that topic covered by the independent study.
4. Students proposing an independent study project must prepare a prospectus delineating “important theoretical questions that student wishes to examine, explain how the research will shed light on these questions, and describe a final project” The syllabus proposal should be submitted to area faculty group for discussion and approval. The final approval comes from the Department chair.
5. The prospectus should also define 3-5 key learning outcomes that align with the curriculum and support its broader learning goals.
6. Faculty members working with the student must meet with the student on a regular basis to discuss progress on the project.
7. Once the project has been completed to the satisfaction of the supervising faculty member, the student will be required to present key findings before the entire faculty or before a subgroup of the faculty (e.g. higher education area faculty group, foundation faculty group, Research faculty group, P-12 faculty group).

Procedural Guidelines for Independent Studies

All proposals for independent study must be made available to all EAF faculty and must be approved by Chair’s Advisory Council. Independent study is recommended only in those instances in which a student desires to do further research or explore special interests. Such study may not be undertaken in lieu of regularly scheduled coursework which covers the same topics, except under special circumstances and with the approval of the Department Chair. A student wishing to pursue independent study must make arrangements with a member of the faculty to supervise the independent study prior to registration. It is understood that the effort expended in an independent study should be comparable to formal coursework; a syllabus reflecting this must be submitted. Students taking a three-credit college course are expected to spend three hours per week in class and to spend approximately two hours in study and preparation for each hour spent in the classroom. Students taking independent study credit are expected to devote comparable time and effort for the credits earned.

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C. Residency

The purposes of Doctoral Residency in the Department of Educational Administration and Foundations are to:

- orient and prepare graduate students to meet academic expectations and engage in activities which are associated with involvement in a scholarly environment as they pursue their doctoral degree in this Department and University;
- engage graduate students in the process of inquiry appropriate to their area of interest, discipline of study, and method of investigation;
- stimulate the intellectual, personal, and social development of graduate students to the educational administration profession through mentoring and other activities involving faculty, other students and other professionals;
- provide access to libraries, laboratories and other instructional materials, including computers and other technologies, which support the intellectual development of students.

A doctoral student (Ph.D., Ed.D.) must be enrolled for at least two terms in residency in an 18 month period. A term is defined as a semester or an 8 week summer session. Residency is defined as successful completion of at least 9 semester hours in the 18-week semester and 6 hours in the traditional eight-week summer session. With the advisor’s recommendation, 599 hours may be included as part of the student’s requirement for residency.

Each student will file a declaration of residency for approval of the department chairperson prior to entering into residency, and the department chairperson will verify the completion of the residency. The declaration shall specify: (1) how the student will allow adequate time to concentrate on doctoral level study and research during residency; (2) how the student will become involved in the professional activities of the department; (3) how the student will obtain accessibility of libraries, laboratories and research tools necessary for doctoral level study.

Sometimes students encounter unique circumstances that may require them to deviate from the cohort structure and other procedural guidelines. When that is the case, the student advisor must present the matter before the higher education faculty for approval. Any exceptions to the above requirements must have the approval of the department chairperson and the director of the graduate school.

D. Tuition Waivers

The Department of Educational Administration and Foundations has the opportunity to provide a limited number of tuition waiver to cover the cost of tuition for graduate students. To qualify for a tuition waiver:

1. A student must be working toward a graduate degree program within the Department of Educational Administration and Foundations.
2. Student be must in good academic standing with the department and in compliance with all department and graduate school requirements.
3. Students may use tuition waivers for a maximum of 6 hours of independent study instruction within a degree-seeking program within the department.
4. Students must complete and submit an application for a tuition waiver to EAF.
5. Tuition waivers may be utilized for no more than 15 hours of EAF 599 and tuition waivers will not be awarded to students who have incomplete grades on their transcripts. Tuition waiver may be used a maximum of 6 hours of Independent Study
6. Equity considerations will be applied when awarding tuition waivers to minimize skewed distributions among student applicants

E Cohort Leadership

1. Faculty Cohort Leaders
Cohort Leaders may play a vital role in building, promoting, and sustaining cohort cohesion by enhancing oversight and care for the delivery of courses and events for the personal and professional development of students. They serve as a point of contact and advice relating to program and departmental issues and concerns cohort member may have. Cohort leaders perform no functions associated with courses instructed by individual faculty; students will take great care to refer those items to the faculty member of record.

Responsibilities

- To support students in an academically challenging environment and to be a source of advice and reassurance
- To facilitate cohort cohesion by organizing and attending some regularly scheduled cohort events, meetings & activities (The frequency of these meetings/activities will vary based on the cohort’s year of study, e.g., more regular activities/meetings in the first year, and cohort location)
- To encourage and facilitate social and professional networking
- To encourage appropriate levels of cooperation and competition
- To be a point of contact for student issues and concerns about program logistics, facilities, etc. To be a role model and to inspire professionalism and emotional maturity
- To report to relevant content areas or committee (within the limits of confidentiality) any matters among the students that relate to the overall delivery of their program of study
- To secure retention of students in the cohorts, minimize individual student isolation
- To communicate to students the value of the entire curriculum but, also acknowledge the department operates in a continuous improvement framework
- Model for students ways to sustain win-win relationships with their peers and program faculty

2. Cohort Captain/Community Liaisons

Responsibilities

- Retain this role throughout the end of coursework.
- Serve as the liaison with the Cohort Leader, Program Coordinators, and the Department Chair
- Facilitate the resolution of concerns or needs of the cohort that represent the entire membership; (note that issues with course requirements and personnel are issues are beyond the purview of Cohort Co-captains). Ultimately provide accurate, clear, and concise line of communication for your peers.
- Assist with any other cohort needs as they might evolve throughout the program.
Semester Before The End of Coursework

1. Students should select and notify the program coordinator of their choice of individual advisor and should meet (in person or by phone) with him/her at least once each semester until students have completed their dissertation or transitioned to a different doctoral advisor. Developing a relationship of mutual accountability and respect is vital.

2. Students are encouraged to learn about all faculty members outside of class time to discuss research interests, possible dissertation topics, and participation in faculty research projects. Upon agreement to serve, the department chair will approve or disapprove the choice of comprehensive exam-dissertation chair (advisor).

3. If a student is put on probation, s/he must meet with his/her advisor within 10 days and create a plan to get off probation within 2 terms.

4. Unless different arrangements have been made for a specific cohort, advisors discuss the doctoral exam with advisees and select an exam committee of a minimum of 2 additional current EAF fulltime faculty. Initial membership, as well as any change in the membership of the exam-dissertation committee must be approved by the department chair. The department chair will work with committees to resolve disputes. Cohort Leaders monitor advisees through coursework while individual advisors monitor advisees’ comprehensive exams efforts and development of dissertation topics, and assist the student in establishing a dissertation committee.

5. Cohort Leaders monitor advisees through coursework while individual advisors monitor advisees’ comprehensive exam efforts and development of dissertation topics, and assist student in establishing dissertation and comprehensive exam committees.

6. To change advisors, a student should talk with the current and potential advisor. Once all agree, the student must complete the “change in advisor form”, and submit it to the Department Chair for approval. Documentation of the change is placed in student’s official file by EAF office staff.

The Last Semester of Coursework

1. The doctoral advisor and student review the Plan of Study and Residency Forms, and amend as necessary.

2. Students submit to their advisors an electronic degree audit form after all courses (except dissertation hours) are completed. Advisors forward it to the Department Chair via email; who then reviews the document for accuracy and sends it to the Graduate School.

3. If a student is going to go beyond the 8-year limit, the advisor and student complete the Request for Extension form (http://grad.illinoisstate.edu/). This is to be submitted to the Chair for approval; it is the Chair’s responsibility to forward the request to the Graduate School.

The Doctoral Exam

In addition to taking courses, doctoral candidates must have the opportunity to draw connections between materials covered in various classes and apply the diverse themes and modes of inquiry that drive educational thought and practice. The doctoral exam provides one such opportunity.

Examination questions are individualized (developed by the dissertation chair and at least one other faculty member), requiring each student to relate the concepts and skills learned in the curriculum to his or her particular area of interest. The area of interest may encompass the broad arena from which the student’s dissertation topic will be drawn, but work on the examination should not be confused with work on the dissertation itself.

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For example, a student interested in community college education may write an examination that focuses broadly on the administrative, leadership, and assessment problems associated with open-access institutions. In this scenario, the doctoral examination serves as a transition between coursework and preparation of the dissertation proposal. Eventually, this student might complete a dissertation on a specific research problem related to community college education. In such a case, work on the examination aids the student in grappling with broad conceptual frameworks that may guide the dissertation. The doctoral advisor and student prepare for the doctoral exam.

1. The advisor creates a doctoral exam committee consisting of 2 additional current fulltime EAF faculty members for approval by the Department Chair and notifies EAF Staff in charge of student records so names can be added to database.
2. The advisor makes sure student is registered for EAF 599, drafts the doctoral exam questions and circulates them to all EAF faculty members to solicit their input 10 business days in advance of the questions being sent to the student.
3. A final copy of the doctoral exam is sent to the student by the advisor or EAF Staff in charge of student records. The EAF Staff keep a copy of the exam and answers on the Department server.
4. Students send an electronic copy of their answers to their advisors who forward it to other committee members. (If the exam committee wants paper copies, the advisor will notify the student to send the number of hard copies needed.)
5. Doctoral exam committee members should provide feedback within three weeks when the university is in session or notify the advisor if exams cannot be assessed within that time. Committee members decide whether the student has passed or needs to rewrite one or more sections. The student must obtain a pass rating from all committee members. The department chair will work with the committee to resolve all disputes.
6. The student’s examination must obtain a pass rating from all committee members. The advisor completes the doctoral exam form indicating whether the student has passed the exam or needs to rewrite. This form is submitted to the department Staff in charge of student records. The Department Chair will write a formal letter informing the student of the decision and time limits (if a rewrite is needed). If the exam is passed within the one-year time limit, the student is sent a letter notifying him/her of the fact. A copy is sent to the Graduate School.
7. Note the One Year Rule – There are a maximum of three (3) tries within one year of starting the exam. If the exam is not passed within three tries (one original and two rewrites), the student is dismissed from the program.

The Dissertation

The dissertation is the culminating scholarly project of the doctorate

A. Proposal Hearing

The student selects dissertation committee members in consultation with the dissertation chair. The minimum committee size is four. Two must be current full time faculty from the Department, of which one must be EAF faculty who teach research courses. If a member of the research faculty serves as the final advisor, another member of the research faculty must be added to the committee. At least half of the committee members must have full graduate faculty status. The chair must have full graduate faculty status as well, or have a co-chair with status. The advisor/chair of the committee completes the “Request for Exception to the Graduate Council Bylaws” for any committee member who does not have full graduate faculty status (http://grad.illinoisstate.edu/).

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1. Students work with their advisor to complete their dissertation proposal. Many committees want the first three chapters during the hearing. The student should work with his/her advisor to determine the format appropriate for the proposal hearing.

2. Students (and Dissertation Chair and methodologist) must complete CITI training prior to submitting protocol to IRB (http://rsp.illinoisstate.edu/research/), if the study involves human participants.

3. IRB approval for the research study must be secured and the approval number included on the Proposal Approval Form before the latter can be submitted to the Graduate School. Students may apply for IRB approval before the proposal hearing. However, if the committee changes the research questions, survey, or interview protocol during the hearing, the advisor and student will need to submit a request for modification to IRB (http://rsp.illinoisstate.edu/research/).

4. The student works with the advisor to finalize the proposal and submit a copy to all committee members at least 10 days prior to the hearing. (If hard copies are needed, the student provides them to faculty).

5. The advisor schedules the Proposal Hearing and a room through EAF Staff in charge of student records.

6. The advisor sends EAF Staff in charge of student records an email with names of dissertation committee members, the title of dissertation, the date and time of hearing.

7. EAF Staff in charge of student records fills out a Proposal Approval Form for the day of the hearing. For a successful proposal hearing, all committee members and the student must sign the Proposal Approval Form. Make sure the student signs the form before leaving.

8. At the hearing, the role of each of the committee members should be clarified. Topics to discuss are: Who will be the lead faculty for each chapter, how the methodologist will work with student and advisor, general turn-around timelines for feedback, etc.

9. The Proposal Approval form cannot be forwarded to the Grad School until the proposal research is approved by all committee members and receives IRB approval (if applicable). The IRB protocol number must be on the Proposal Approval Form.

10. The EAF Staff in charge of student records submits the Proposal Approval Form to the Graduate School and keeps copies in the department file. (NOTE: Data collection may not begin until the proposal form has been received and approved by the Graduate School.)

11. The advisor checks student records to see if the student took EAF 592 (students admitted prior to 2014)). If necessary, a Change of Grade Form (from DE to the actual grade) should be filled out for EAF 592.

B. Dissertation Hours (EAF 599) (See the Grad School site that provides information: http://grad.illinoisstate.edu/)

1. After the Proposal Approval form is forwarded to the graduate schools, the advisor notifies EAF Staff in charge of student records to provide override for the first set of EAF 599 hours when appropriate. This is a good time to complete degree audit form. When completed, email to Chair to send to Grad School.

2. Students currently enrolled in EAF 599 hours will automatically be given an override for the fall and spring semesters unless notified otherwise by the advisor.

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3. Once the Proposal Hearing has been held, students MUST be continuously enrolled in
dissertation hours (at least 1) until they graduate. Summers may be excluded if that is not
the semester the Defense will be held. For continuous enrollment and dissertation audit
procedures, see the ISU Graduate Catalog.
4. Students must complete 15 hours of EAF 599 to graduate from the university. Only
students who have completed their coursework will be permitted to enroll in EAF 599.
5. If a student completes 15 hours, but is not ready for graduation, he/she must contact the
Graduate School to register for 599.01 (audit hours).
5. Students should keep in regular contact with their advisor on dissertation progress. The
time spent on the dissertation for each 3 hours registered would be equivalent to time
spent on a 3-credit hour course (9 to 12 hours a week), but any number of credit hours is
permissible).

C. Dissertation Defense

When the dissertation chair, methodologist, and the rest of the committee members determine that
the student’s dissertation is ready, the final defense is scheduled.

1. The advisor checks the student’s file to be sure all required forms and transcripts have been
updated, submitted, and approved by the Graduate School. Student and advisor should check
deadlines at http://grad.illinoisstate.edu/dates. Students should have written all chapters and
submitted them to their committee early enough to expect to be able to meet graduation
deadlines that semester. The committee must have time to read all chapters and give feedback,
and the student must have time to revise and resubmit the dissertation to the committee. In
addition, the final dissertation draft must be on file 10 working days prior to the
defense.
2. To schedule a defense date that meets graduation deadlines, students should follow the
following guidelines: http://grad.illinoisstate.edu/dates. Students cannot defend a
dissertation in the same semester of a proposal defense. Once the student successfully
defends the dissertation, he or she is referred to as “Dr.” The Department, if asked, will
write letters to employers or other agencies verifying completion prior to an end of a
semester.
3. Student meets with Graduate School staff member for format check and to pick up the Right to
Defend Form.
4. Dissertation chair emails EAF Staff in charge of student records
requesting the conference room to be scheduled.
5. EAF Staff in charge of student records then completes the “Outcome of Dissertation Defense”
form (http://grad.illinoisstate.edu/).
6. EAF Staff in charge of student records sends a memo to the faculty 10 days prior to the
defense notifying them of the author, title, date, time, and place of the defense and where
the dissertation is available for review.
7. The student provides the Graduate School with a formatted copy of the dissertation 10
days prior to the defense.
8. The student provides the Department with a hard copy of the dissertation 10 days
prior to the defense to be made available for the faculty to review, along with a copy
for each committee member (avoid using departmental resources for copying).
9. At the conclusion of a successful defense the committee members will sign the “Outcome
of Dissertation Defense Form” and the student should deliver the signed paperwork to the
Graduate School.

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10. Typically there are minor revisions the student needs to make to the dissertation after the defense. The advisor and the student will work closely together to be sure that the final version is ready for publication. Once the dissertation is fully approved the student must submit the final copy to ProQuest, and complete the “Final Deposit Checklist” as indicated on the Graduate School website.

11. After the successful passing of the dissertation, the student is presented with a certificate and a department gift, along with an envelope with an exit survey and a request for a picture.

12. The student takes the signed paperwork to the Graduate School.

13. The student decides whether or not to attend commencement and notifies advisor about hooding (http://grad.illinoisstate.edu/).

Dissertation defenses are open to the public; however, near the end of the defense the guests will be asked to leave the room so the dissertation committee members may deliberate on their final decision regarding the study.

Final Degree Audit and Graduation

The EAF Chair (after a final review at the department level) sends the preliminary degree audit to the Graduate School. Once the audit is finalized by the Registrar’s Office, the student is cleared to graduate.

Students should review the important dates and deadlines for applying for graduation (usually at the beginning of the semester of anticipated graduation).

Note: If a student is going to go beyond the 8-year limit for completion of the program, the advisor and student complete the Request for Extension form and submit it to the EAF department chair. Graduate School approval for an extension beyond the 8-year limit is not guaranteed. See the Graduate School website for specific policies and forms at http://grad.illinoisstate.edu/.

Graduate School Policy Waivers

There are always extenuating circumstances that may require waiving any of the procedures listed above. Any waivers will considered by the program and faculty; the final decision for any waiver will be made by the Department Chair.

a. Only the Department Chair may petition the Graduate School for a waiver of any of its policies in consultation with the Director of the Graduate School.

b. These procedures will be reviewed annually by the Chair’s Advisory Council.

c. Requests for waivers of graduate school policies will be minimal and highly discouraged.

Celebrate!
SECTION 3.
INSTITUTIONAL POLICIES

Academic Integrity

All EAF students are expected to maintain the highest level of academic integrity and professional behavior. The Office of Student Conduct and Conflict Resolution provides services, solutions and support to aid students’ understanding of responsibility and citizenship within the Illinois State University and Bloomington-Normal communities. http://deanofstudents.illinoisstate.edu/conflict/

The Code of Student Conduct details the rules and regulations for students and student organizations (http://deanofstudents.illinoisstate.edu/conflict/conduct/code/). The Code of Student Conduct allows for Student Conduct and Conflict Resolution to address academic integrity violations. While faculty members retain the right to determine grade penalty, the official University disciplinary response is handed down through the disciplinary process.

Student Bereavement Policy

Students who experience the death of an immediate family member or relative as defined in the University Student Bereavement Policy will be excused from class for funeral leave, subsequent bereavement, and/or travel considerations. Students are responsible for providing appropriate documentation to the Dean of Students office and for contacting the instructor as soon as possible to make arrangements for completing missed work.

Disability Concerns

Illinois State University provides a welcoming atmosphere for individuals with disabilities by assisting each in functioning independently within the University community and providing equal access and opportunity in accomplishing educational, professional and personal goals. As a unit of the Student Affairs Division, Disability Concerns is the designated office to provide approved accommodation services for students and guests with disabilities. Disability Concerns obtains and maintains documentation of disability, certifies eligibility for services, determines reasonable accommodations, and develops plans for providing such accommodations. This is accomplished in a confidential manner to ensure equal opportunity for participation in all courses, programs, and activities offered by Illinois State. (See http://disabilityconcerns.illinoisstate.edu/ for more information).

Grade Challenges

A student may challenge a final course grade if the student has a reasonable belief the grade was assigned in an arbitrary or capricious manner and is unable to resolve his or her concerns with the faculty member who assigned the grade (refer to Policy 3.3.12A Faculty Responsibilities to Student, in particular items 5 and 6). This policy applies only to final course grades and does not apply to course work, mid-terms or other grades awarded during a semester. Qualifying and comprehensive examinations and defense of theses or dissertations during the progression toward the graduate degree are handled under the Graduate School Policies. Before filing a challenge under this policy, the student must discuss his or her concerns with the faculty member and make every effort to resolve the situation. Faculty members must carefully consider the student’s concerns and make a reasonable effort to resolve the issues raised by the student.
Official Means of Communication

As an Illinois State University student you’ll be assigned a ULID (university login ID) which will also be used as your email address. It is important that you monitor that address consistently as all official communication will be sent to that address. You can take steps to forward your email to another address, however. Find information on managing your official ULID account through the Technology Support Center at http://helpdesk.illinoisstate.edu/.

The University Catalog

The University Catalog allows individuals to learn more about programs of study, determine the courses needed for graduation, or compile a plan of study. Remember, course catalogs vary from year to year. Be sure to confirm your catalog year with your advisor and consult that year’s course catalog for degree requirements. For specific questions, see your academic advisor in EAF. Download the Graduate Catalog 2014-2016 from the Graduate School website at http://illinoisstate.edu/catalog/index.php#tabs_catalog=2, and check for updates and supplements as your program progresses.

SECTION 4.
ACADEMIC and FINANCIAL RESOURCES

ReggieNet

ReggieNet is Illinois State University's web-based learning and collaboration system. ReggieNet is powered by the University's installation of the Sakai learning management system, a feature-rich environment that provides tools for communication, assignment submission, tests and quizzes, project collaboration, and much more. Most, if not all, of your classes will use ReggieNet in some way. You’ll need your ULID and password to access the site, and once logged on you’ll see all courses in which you are registered for each semester.

Library Resources

Milner Library is an active partner in the teaching, learning, research, and service activities of Illinois State University. Milner librarians provide research assistance and library instruction customized to meet the needs of students and faculty. Reference collections include general, as well as subject-specific, print and electronic research tools including indexes, handbooks, dictionaries, bibliographies, directories, and bibliographic and full text databases.

Milner’s Web site serves as an electronic guide to library resources, services, facilities, and staff. In addition, Milner’s “Ask a Librarian” service provides online reference assistance through chat, text, and e-mail. EAF’s dedicated librarian is Sarah French (sfrench@ilstu.edu); she is an important and helpful resource for all EAF students and faculty.

Online Tools

All Students are expected to have frequent and convenient access to a computer and high speed Internet, and should have access to the required software and hardware needed to complete all coursework. The university offers substantial savings and access to support through the TechZone (http://techzone.illinoisstate.edu/) and the Technology Support Center (http://helpdesk.illinoisstate.edu/).
Dates to Remember

Important dates and deadlines can be found on the Graduate School website at http://grad.illinoisstate.edu/academics/thesis-dissertation/deadlines.shtml

The university’s academic calendar can be found on the Office of the Provost website at http://provost.illinoisstate.edu/calendar/

Financial Assistance

Financial resources are often available through endowed scholarships, graduate assistantships, and tuition waivers (doctoral level waiver by application only). EAF Department Scholarships offered to students are awarded by the Department in conjunction with the Financial Aid Office and the Illinois State University Foundation. Applications for EAF Scholarship are due each fall on the last business day of October by 5pm and are awarded the following month in November. College of Education Scholarship Program contains scholarships which are available to graduate education students and the application period is March 1-31 of each year. ISU scholarship finder operates exactly like Google search but is confined to scholarships for college students attending ISU.

See the EAF Financial Assistance webpage at: http://education.illinoisstate.edu/edd_highered/financial/ for more information.

SECTION 5.
PROFESSIONAL DEVELOPMENT

There are many opportunities to interact with colleagues across the institution (students, staff, and faculty) throughout your educational journey. See the Student Life link on the Graduate School website for more information: http://grad.illinoisstate.edu/life/rsos/

_The Graduate Student Association (GSA) is the representative body for graduate students at Illinois State University. The Graduate Student Association is dedicated to the professional and scholarly advancement of ALL graduate students at Illinois State University through the collaborative efforts of students, faculty, and staff on the Illinois State University campus and the Bloomington-Normal Community at large. The purpose of the Graduate Student Association is to dedicate time and resources to the support, development, and implementation of activities beneficial to graduate student life. The Graduate Student Association will coordinate student activities and programs aiming to enhance the intellectual, educational, social, and/or cultural interests of graduate students._

_The Black Graduate Student Association (BGSA) is dedicated to addressing issues of concern for Black graduate students at Illinois State University (ISU) through the union of black students, black faculty and staff, and similar black organizations._

Additionally, there are multiple professional organizations that may be of interest to students within higher education.

See a list of potential affiliations at http://education.illinoisstate.edu/edd_highered/organizations/

EAF faculty are happy to discuss how involvement in these organizations (and others) can enhance your career.

Revised October 2016
<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Title</th>
<th>Phone</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guy Banicki</td>
<td><a href="mailto:gbanick@ilstu.edu">gbanick@ilstu.edu</a></td>
<td>Assistant Professor</td>
<td>309-438-3223</td>
<td>DeGarmo Hall 332</td>
</tr>
<tr>
<td>Diane R. Dean</td>
<td><a href="mailto:drdean@ilstu.edu">drdean@ilstu.edu</a></td>
<td>Associate Professor</td>
<td>309-438-2028</td>
<td>DeGarmo Hall 343</td>
</tr>
<tr>
<td>Lucille Eckrich</td>
<td><a href="mailto:lteckri@ilstu.edu">lteckri@ilstu.edu</a></td>
<td>Associate Professor</td>
<td>309-438-2048</td>
<td>DeGarmo Hall 324</td>
</tr>
<tr>
<td>Marcia Escott-Hickrod</td>
<td><a href="mailto:mescot@ilstu.edu">mescot@ilstu.edu</a></td>
<td>Advisor</td>
<td>309-438-7951</td>
<td>DeGarmo Hall 340B</td>
</tr>
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<td>Venus Evans-Winters</td>
<td><a href="mailto:vevansw@ilstu.edu">vevansw@ilstu.edu</a></td>
<td>Associate Professor</td>
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<td>DeGarmo Hall 335</td>
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</tr>
<tr>
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<td><a href="mailto:phoff@ilstu.edu">phoff@ilstu.edu</a></td>
<td>Associate Professor</td>
<td>309-438-3873</td>
<td>DeGarmo Hall 337</td>
</tr>
<tr>
<td>Lisa Hood</td>
<td><a href="mailto:lhodd@ilstu.edu">lhodd@ilstu.edu</a></td>
<td>Instructional Assistant Professor</td>
<td>309-438-3034</td>
<td>DeGarmo Hall 320A</td>
</tr>
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<td>Erika Hunt</td>
<td><a href="mailto:elhunt@ilstu.edu">elhunt@ilstu.edu</a></td>
<td>Instructional Assistant Professor</td>
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<td>DeGarmo Hall 318</td>
</tr>
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<td>Brad Hutchison</td>
<td><a href="mailto:bkhutch@ilstu.edu">bkhutch@ilstu.edu</a></td>
<td>P12 Coordinator</td>
<td>309-438-1301</td>
<td>DeGarmo Hall 340F</td>
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<td>Laura Kalmes</td>
<td><a href="mailto:lekalme@ilstu.edu">lekalme@ilstu.edu</a></td>
<td>Instructional Assistant Professor</td>
<td>309-438-2046</td>
<td>DeGarmo Hall 319</td>
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<tr>
<td>Lydia Kyei-Blankson</td>
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<td>Associate Professor</td>
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<td>DeGarmo Hall 336</td>
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<td>309-438-2105</td>
<td>DeGarmo Hall 344</td>
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<td>Ashley Long</td>
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<td>Associate Professor</td>
<td>309-438-8989</td>
<td>DeGarmo Hall 339</td>
</tr>
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<td>Professor</td>
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</tr>
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<tr>
<td>Mohamed Nur-Awaleh</td>
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<td>Editorial Assistant</td>
<td>309-438-2399</td>
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</tr>
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<td>Associate Professor</td>
<td>309-438-2040</td>
<td>DeGarmo Hall 331D</td>
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<td>John Rugutt</td>
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<td>309-438-2051</td>
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<td>Neil Sappington</td>
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<td>Department Chairperson/Professor</td>
<td>309-438-4630</td>
<td>DeGarmo Hall 331E</td>
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<td>Wendy Troxel</td>
<td><a href="mailto:wgtroxel@ilstu.edu">wgtroxel@ilstu.edu</a></td>
<td>Associate Professor</td>
<td>309-438-8575</td>
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<tr>
<td>Linda Wall</td>
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<td>Administrative Assistant</td>
<td>309-438-5262</td>
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LEADERSHIP, EQUITY, AND INQUIRY CONCENTRATION
Working Plan of Doctoral Courses

The semester before the student graduates, the student and advisor will submit formal degree audit form to the Department chair that is sent to the Graduate School for approval.

Name ___________________________ UID # ___________________________

Date of first course used on plan of study __________ 8-year time limit from first class __________

NOTE: Any courses originally accepted in the plan that exceed the 8-year limit will need to be retaken, or another newer substitute course must be taken, or an exception must be submitted to the Grad School for approval.

Students must complete a minimum of 60 hours of coursework and 15 dissertation hours.

### Required Core Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Hrs</th>
<th>Course Title</th>
<th>Projected DATE</th>
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<tbody>
<tr>
<td>EAF 582</td>
<td>3</td>
<td>Administrative Theory in Education</td>
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<tr>
<td>EAF 583</td>
<td>3</td>
<td>Seminar in Educational Leadership</td>
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<td>EAF 509</td>
<td>3</td>
<td>Research Design in Education</td>
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<td>EAF 415</td>
<td>3</td>
<td>Qualitative Research in Educational Settings</td>
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<tr>
<td>EAF 493</td>
<td>3</td>
<td>Introduction to Doctoral-level Scholarship</td>
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<tr>
<td>EAF 599</td>
<td>15</td>
<td>Dissertation Research</td>
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<td>Total</td>
<td>30</td>
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### Education Research and Foundation Concentration (12 Research Hours & 15 Foundations Hours)

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<th>Hrs</th>
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<tr>
<td>EAF 411</td>
<td>3</td>
<td>Educational Evaluation &amp; Assessment</td>
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<td>EAF 510</td>
<td>3</td>
<td>Research Meth &amp; Stats in Ed. II</td>
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<tr>
<td>EAF 512</td>
<td>3</td>
<td>Advanced Topics: Research Methods</td>
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<tr>
<td>EAF 515</td>
<td>3</td>
<td>Methods of Qualitative Inquiry</td>
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<td>EAF 521</td>
<td>3</td>
<td>Moral and Political Foundations of Educational Policy</td>
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<tr>
<td>EAF 523</td>
<td>3</td>
<td>Seminar in Educational Policy</td>
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<tr>
<td>EAF 525</td>
<td>3</td>
<td>Cultural Foundations of Education</td>
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<tr>
<td>EAF 526.10</td>
<td>3</td>
<td>Educational Thought: Political Economy and Education</td>
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<td>EAF 526.11</td>
<td>3</td>
<td>Educational Thought: Education as Resistance</td>
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<td>EAF 526.3</td>
<td>3</td>
<td>Educational Thought: Socio Cultural Issues in Education (Latino Studies)</td>
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<td>EAF 526.4</td>
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### Cognate Courses. (18 Credit Hours)

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<tr>
<td>EAF 469</td>
<td>3</td>
<td>Comparative Higher Education</td>
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<tr>
<td>EAF 526.10</td>
<td>3</td>
<td>Political Economy and Education</td>
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<tr>
<td>EAF 526.11</td>
<td>3</td>
<td>Education as Resistance</td>
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<tr>
<td>Cognate #1</td>
<td>3</td>
<td>Post Masters Hours from another institution</td>
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<td>Cognate #3</td>
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Ph.D. Plan (Updated September 2016)
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<td>Education Research and Foundations Courses</td>
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<td>Cognate Courses</td>
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<td><strong>TOTAL</strong> - Must add up to at least 75 hours</td>
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The semester before student graduates, the student and advisor will email a formal degree audit form to the Department chair that is sent to the Graduate School for approval. Go to http://grad.illinoisstate.edu/downloads/doctoraldegreeaudit.doc

1. Name_________________________ UID # __________________________

If P12, is the student seeking certification in Superintendency  Y  N  or CSBO?  Y  N

If Yes, work with Department Certification officer to be sure student is advised by that person as well and meets certification requirements.

2. Date of first course used on plan of study ______ 8-year time limit from first class ______

Any courses originally accepted in the plan that exceed the 8-year limit will need to be retaken or another newer substitute course must be taken or an exception must be submitted to the Grad School for approval.

Students must complete a minimum of 60 hours or coursework and 15 dissertation hours.

Required Courses for all students ( ) = general semester course is offered spring, fall, summer

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<th>Course #</th>
<th>Hrs</th>
<th>Course Title</th>
<th>Projected DATE</th>
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<td>Administrative Theory in Education (s )</td>
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</tr>
<tr>
<td>EAF 583</td>
<td>3</td>
<td>Seminar in Educational Leadership*S  (f, u) Take early</td>
<td></td>
</tr>
<tr>
<td>EAF 509</td>
<td>3</td>
<td>Research Design in Education (s rotate u) take early</td>
<td></td>
</tr>
<tr>
<td>EAF 415</td>
<td>3</td>
<td>Qualitative Research in Educational Settings (f, s u)</td>
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<tr>
<td>EAF 599</td>
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<td>Intro to Doctoral Studies</td>
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<td>EAF 594</td>
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<td>Dissertation Research</td>
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<td>Total</td>
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Foundations Classes – at least 2 courses (6 hours)

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<tr>
<td>EAF 521</td>
<td>3</td>
<td>Moral and Political Foundations of Educational Policy (f) *S *CSBO</td>
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<td>EAF 523</td>
<td>3</td>
<td>Seminar in Educational Policy (TBD)</td>
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<td>EAF 524</td>
<td>3</td>
<td>Educational Advocacy(TBD)</td>
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<td>EAF 525</td>
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<td>Cultural Foundations of Education (TBD)</td>
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<td>Educational Thought (TBD)</td>
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Courses for P12 Concentration-at least 5 courses or all *S below if one is seeking Superintendent Endorsement

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<th>Course</th>
<th>Hrs</th>
<th>Title</th>
<th>Projected DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAF 548</td>
<td>3</td>
<td>Advanced Seminar on Legal Basis of Education (u) *S *CSBO</td>
<td></td>
</tr>
<tr>
<td>EAF 576</td>
<td>3</td>
<td>Administration of Instructional Programs (other s, f) *S *CSBO</td>
<td></td>
</tr>
<tr>
<td>EAF 580</td>
<td>3</td>
<td>Educational Facilities *S *CSBO (u)</td>
<td></td>
</tr>
<tr>
<td>EAF 584</td>
<td>3</td>
<td>Superintendent and Central Staff *S *CSBO—capstone (s other u)</td>
<td></td>
</tr>
<tr>
<td>EAF 585</td>
<td>3</td>
<td>Management of Educational Funds *S *CSBO (other f)</td>
<td></td>
</tr>
<tr>
<td>EAF 586</td>
<td>3</td>
<td>Administration of Human Resources *S *CSBO (other f)</td>
<td></td>
</tr>
<tr>
<td>EAF 587</td>
<td>3</td>
<td>Community Relations Seminar *S *CSBO (f,s)</td>
<td></td>
</tr>
</tbody>
</table>

PhD Plan
<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAF 598</td>
<td>6</td>
<td>Professional Practice (6 hours—take after completing state certification test and all required *S classes.) Complete a Superintendent Endorsement Plan of Study as well (f,s,u)</td>
</tr>
<tr>
<td>EAF 575</td>
<td>3</td>
<td>Sem. School Business Mgt (*CSBO) (other f)</td>
</tr>
<tr>
<td>EAF 596</td>
<td>3</td>
<td>Negotiated Agreement (*CSBO) (other u)</td>
</tr>
<tr>
<td>EAF 579</td>
<td>3</td>
<td>Research Sem. Public Finance (*CSBO) (other s)</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>hours</td>
</tr>
</tbody>
</table>

Research Tool Courses. After completing the basic 509 and 415 courses listed in the first section, students must take 3 additional research courses (9 hours). The courses should reflect the skills needed to address the research questions/problem posed in CPED dissertations.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quant options</td>
<td>1 Course</td>
<td></td>
</tr>
<tr>
<td>EAF 493</td>
<td>3</td>
<td>Directed Readings</td>
</tr>
<tr>
<td>EAF 511</td>
<td>3</td>
<td>Research Meth &amp; Stats in Ed. III (s)</td>
</tr>
<tr>
<td>EAF 410</td>
<td></td>
<td>Research Meth/Stats I</td>
</tr>
</tbody>
</table>

| Qual options    | 1 Course |
| EAF 515         | 3   | Methods of Qualitative Research* (rotate f, s) |
| EAF 512         | 3   | Advanced Topics: Research Methodology (qualitative) every other year |

| AssessEval options | 1 Courses |
| EAF 411           | 3   | Educational Evaluation & Assessment s       |
| EAF 513           | 3   | Educational Evaluation & Assessment II other u |

TOTAL 12 hours

**TOTALS**

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
</tr>
<tr>
<td>Foundations Courses</td>
</tr>
<tr>
<td>P12 Core Concentration</td>
</tr>
<tr>
<td>Research Courses</td>
</tr>
<tr>
<td>TOTAL Must add up to at least 75 hours</td>
</tr>
</tbody>
</table>
HIGHER EDUCATION ADMINISTRATION CONCENTRATION
Working Plan of Doctoral Courses

The semester before the student graduates, the student and advisor will submit formal degree audit form to the Department chair that is sent to the Graduate School for approval.

Name__________________________________________ UID # ________________________

Date of first course used on plan of study_________ 8-year time limit from first class _________

NOTE: Any courses originally accepted in the plan that exceed the 8-year limit will need to be retaken, or another newer substitute course must be taken, or an exception must be submitted to the Grad School for approval.

Students must complete a minimum of 60 hours of coursework and 15 dissertation hours.

### Required Core Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Hrs</th>
<th>Course Title</th>
<th>Projected DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAF 582</td>
<td>3</td>
<td>Administrative Theory in Education</td>
<td></td>
</tr>
<tr>
<td>EAF 583</td>
<td>3</td>
<td>Seminar in Educational Leadership</td>
<td></td>
</tr>
<tr>
<td>EAF 509</td>
<td>3</td>
<td>Research Design in Education</td>
<td></td>
</tr>
<tr>
<td>EAF 415</td>
<td>3</td>
<td>Qualitative Research in Educational Settings</td>
<td></td>
</tr>
<tr>
<td>EAF 493</td>
<td>3</td>
<td>Introduction to Doctoral-level Scholarship</td>
<td></td>
</tr>
<tr>
<td>EAF 599</td>
<td>15</td>
<td>Dissertation Research</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td>Hours</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

### Foundations Classes – at least 2 courses (6 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Hrs</th>
<th>Title</th>
<th>Projected DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAF 521</td>
<td>3</td>
<td>Moral and Political Foundations of Educational Policy</td>
<td></td>
</tr>
<tr>
<td>EAF 523</td>
<td>3</td>
<td>Seminar in Educational Policy</td>
<td></td>
</tr>
<tr>
<td>EAF 525</td>
<td>3</td>
<td>Cultural Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>EAF 526</td>
<td>3</td>
<td>Educational Thought – repeatable for up to 9 hours of credit if different topics</td>
<td>Other Title:</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
<td>Hours</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

### Courses for Higher Education Concentration (15 hours minimum – may also be elective choices)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Hrs</th>
<th>Title</th>
<th>Projected DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAF 561</td>
<td>3</td>
<td>Organization and Governance in Higher Education (prerequisite for all other HE courses)</td>
<td></td>
</tr>
<tr>
<td>EAF 468</td>
<td>3</td>
<td>Seminar on the History of American Higher Education</td>
<td></td>
</tr>
<tr>
<td>EAF 469</td>
<td>3</td>
<td>Comparative Higher Education</td>
<td></td>
</tr>
<tr>
<td>EAF 473</td>
<td>3</td>
<td>Organization and Administration of Community Colleges</td>
<td></td>
</tr>
<tr>
<td>EAF 563</td>
<td>3</td>
<td>Special Topics in Higher Education -- repeatable for up to 9 hours of credit if different topics</td>
<td>Other Title:</td>
</tr>
<tr>
<td>EAF 564</td>
<td>3</td>
<td>Planning in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EAF 570</td>
<td>3</td>
<td>Public Finance in Higher Education</td>
<td></td>
</tr>
<tr>
<td>EAF 578</td>
<td>3</td>
<td>Legal Bases of Higher Education</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td>Hours</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Ph.D. Plan (Updated September 2016)
Research Tool Courses. After completing three required research courses (EAF 415, EAF 509) students must take 4 additional research courses (12 hours). The courses should reflect the skills needed to address the research questions/problem posed in the dissertation either quantitative, qualitative, or assessment and evaluation. One may select to go in depth with one research tool (i.e.: quantitative research only) or one may select 2 different tools to address a study that would require mixed methods. Faculty advisor input is crucial in finalizing research course selection due to the variety of courses available. Only the most frequently selected course options EAF offers are listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Title</th>
<th>Projected DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAF 510</td>
<td>3</td>
<td>Research Meth &amp; Stats in Ed. II</td>
<td></td>
</tr>
<tr>
<td>EAF 511</td>
<td>3</td>
<td>Research Meth &amp; Stats in Ed. III</td>
<td></td>
</tr>
<tr>
<td>EAF 512</td>
<td>3</td>
<td>Advanced Topics: Education Policy</td>
<td></td>
</tr>
<tr>
<td>EAF 515</td>
<td>3</td>
<td>Methods of Qualitative Research</td>
<td></td>
</tr>
<tr>
<td>EAF 411</td>
<td>3</td>
<td>Educational Assessment</td>
<td></td>
</tr>
<tr>
<td>EAF 513</td>
<td>3</td>
<td>Educational Evaluation</td>
<td></td>
</tr>
<tr>
<td>EAF 594</td>
<td>3</td>
<td>Capstone Research Course (recommended)</td>
<td></td>
</tr>
<tr>
<td>Other 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>Hours</td>
<td></td>
</tr>
</tbody>
</table>

Complementary Electives. Select courses from any Department or College that supports academic or research goals, and/or area of specialization (including up to 9 credit hours of transfer courses).

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>Title</th>
<th>Projected DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core Courses</td>
<td>30</td>
</tr>
<tr>
<td>Foundations Courses</td>
<td>6</td>
</tr>
<tr>
<td>Higher Ed or P12 Courses</td>
<td>15</td>
</tr>
<tr>
<td>Research Courses</td>
<td>15</td>
</tr>
<tr>
<td>Electives (3 classes)</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTAL - Must add up to at least 75 hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

Ph.D. Plan (Updated September 2016)
DECLARATION OF DOCTORAL RESIDENCY
Department of Educational Administration and Foundations
College of Education - Illinois State University

Name ___________________________________________ UID, # ________________

Email ______________________________________________________________________

Address ______________________________________________________________________

Semesters for Residency (1) __________________________ (2) _______________________

Date of Filing Declaration of Residency __________________________________________

Please answer the following questions:

1. How will you allow adequate time to concentrate on doctoral level study and research during residency?

2. Describe how you will take part in the professional activities of the department.

3. Describe your access to libraries, laboratories and other research tools necessary for doctoral study while you are in residency.

Required Signatures:

Student _________________________________ Date ____________________________

Advisor ________________________________ Date _____________________________

Department Chairperson_________________________Date ______________________

(See Reverse Side for Residency Policy) Department will forward original to the Graduate School for Student File.

Revised 9/97
POLICY 92-05
(Effective April, 1992)

RESIDENCY POLICY

The residency policy for doctoral students in the Department of Educational Administration and Foundations at Illinois State University states the following:

The purposes of Doctoral Residency in the Department of Educational Administration and Foundations are to:

• orient and prepare graduate students to meet academic expectations and engage in activities which are associated with involvement in a scholarly environment as they pursue their doctoral degree in this Department and University;

• engage graduate students in the process of inquiry appropriate to their area of interest, discipline of study, and method of investigation;

• stimulate the intellectual, personal, and social development of graduate students to the educational administration profession through mentoring and other activities involving faculty, other students and other professionals;

• provide access to libraries, laboratories and other instructional materials, including computers and other technologies, which support the intellectual development of students.

A doctoral student (Ph.D., Ed.D.) must be enrolled for at least two terms in residency in an 18 month period. A term is defined as a semester or an 8 week summer session. Residency is defined as successful completion of at least 9 semester hours in the 18-week semester and 6 hours in the traditional eight-week summer session. With the advisor's recommendation, 599 hours may be included as part of the student's requirement for residency.

Each student will file a declaration of residency for approval of the department chairperson prior to entering into residency, and the department chairperson will verify the completion of the residency. The declaration shall specify: (1) how the student will allow adequate time to concentrate on doctoral level study and research during residency; (2) how the student will become involved in the professional activities of the department; (3) how the student will obtain accessibility of libraries, laboratories and research tools necessary for doctoral level study.

Any exceptions to the above requirements must have the approval of the department chairperson and the graduate dean.

Passed by EAF Faculty 9-24-91
COMMITTEE CHANGE FORM

For Research Leading to a Doctoral Dissertation or Master's Thesis
Submit original to the Graduate School Office, Hovey 309. After review and approval in the Graduate School, copies will be returned via ISU email to the committee chair, the department/school, and to the student.

Student's Name @ilstu.edu
UID Student's ISU email

Department/School Degree Expected (e.g. M.A., M.S., Ph.D.)

Has student received Right to Defend from the Graduate School?  □ Yes  □ No
(No changes can be made to committee after the Right to Defend has been issued)

Original Members Who Will Remain on Student’s Committee

Chair of committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept./School</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU Graduate faculty:  □ full member  □ associate member  □ not a member</td>
<td></td>
</tr>
</tbody>
</table>

Co-chair: (if applicable)

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept./School</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU Graduate faculty:  □ full member  □ associate member  □ not a member</td>
<td></td>
</tr>
</tbody>
</table>

Committee Members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept./School</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU Graduate faculty:  □ full member  □ associate member  □ not a member</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ISU Graduate faculty:  □ full member  □ associate member  □ not a member</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept./School</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU Graduate faculty:  □ full member  □ associate member  □ not a member</td>
<td></td>
</tr>
</tbody>
</table>

Original Member/s who will be Removed from Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept./School</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept./School</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept./School</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept./School</th>
</tr>
</thead>
</table>
Member/s to be Added to Student’s Committee

The following members have been appointed to serve on this committee and have approved the proposal. Their signatures here do not guarantee approval of the finished project.

Will a new member serve as committee chair or co-chair?

☐ YES  ☐ NO  Name ________________________________

Signature/s of new member/s required

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept./School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISU Graduate faculty: ☐ full member ☐ associate member ☐ not a member</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept./School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISU Graduate faculty: ☐ full member ☐ associate member ☐ not a member</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept./School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ISU Graduate faculty: ☐ full member ☐ associate member ☐ not a member</td>
</tr>
</tbody>
</table>

University regulations for committee
* All members of the ISU Graduate faculty
* At least one chair and a majority of all members hold full membership on ISU Graduate Faculty
* Majority of members come from the student's department/school

If any member of the committee does not meet the above criteria, complete the exception information below.

If the committee members proposed above do not meet all requirements listed above, indicate exception/s requested.

☐ chair not a full member
☐ majority not full members of ISU Graduate Faculty
☐ majority not from within the department/school
☐ includes a member not on the ISU graduate faculty (attach copy of outside member's vita)

Brief rationale for each exception sought:

Approvals for the Changes to This Committee

Department Chair/School Director or designee should not sign this form until IRB/IACUC/IBC approval has been obtained, if applicable.

Chairperson/School Director Name ______________________ Signature ______________________ Date __________

Graduate School ______________________ Date __________

The proposal is not approved until department/school, committee chair and student have received an approved copy via email. Incomplete forms will be returned without approval for completion and resubmission.

Revised July 2014
PROPOSAL APPROVAL FORM

For Research Leading to a Doctoral Dissertation, Master's Thesis or MFA
Submit the original to the Graduate School, Hovey 309. After review and approval in the Graduate School, copies will be returned via ISU email to the committee chair, to the department/school, and to the student.

Follow the instructions below to complete each section of this form. Submit this form after your committee has approved your proposal. The form consists of seven sections. Complete all sections and seek out all signatures before submitting this form.

(1) Check whether this is a first-time submission or a revision to this form.

(2) Student Information: Please complete all fields.

(3) Tentative Title of Research Project: Include the tentative title of your research project in this space.

(4) Protocol/Compliance: Check one response for each question. Be sure to answer all questions. If you answer yes to any of the questions, obtain and include the IRB, IACUC, and/or IBC protocol number.

(5) Copyright Checklist and Approval: You must seek permission from the rights holder whenever you reprint or adapt any work protected by copyright. It is your responsibility to follow all applicable laws regarding copyright as you prepare your thesis or dissertation. We encourage you to contact the university copyright officer who will be happy to discuss your responsibilities with you.

Fortunately, no one expects you or your committee to be an expert on copyrights. The checklist in this section will help you determine, for the most part, which material you need permission to use. If you plan to use any of the material described in this section, obtain the signature of the university copyright officer for the material you are using. Note that if after starting your research you later insert any of the items listed in this section into your work, you will need to schedule a further consultation with the university copyright officer, discuss the new item, obtain her/his signature, and, if necessary, obtain a further permission. This includes items you may insert between your defense and the final deposit with the Graduate School of your work. If at any time you are unsure how to proceed, check with the university copyright officer.

For more information regarding copyright, permissions, and thesis/dissertations, please view Copyright Law & Graduate Research.

(6) Graduate Committee Information: List the graduate faculty members who have been appointed to serve on your committee and who have approved the proposal. Please secure their signatures. These signatures do not indicate approval of the finished project.

University regulations require that members of the committee conform to the following:
* all are members of the ISU Graduate faculty
* at least one chair and a majority of all members hold full membership on ISU Graduate Faculty
* the majority of members come from the student's department/school

If any member of the committee does not meet the above criteria, complete the exception information in this section.

To check ISU graduate faculty status, see the lists of full and associate members in the Graduate Catalog. Confirm additions and changes of status not yet in the catalog with the Graduate School.

(7) Required Signatures - Please be sure you have signed this form. Obtain the additional signatures required before submitting to the Graduate School for the final approval. This includes the copyright officer's signature in section 5 of this form, if applicable, as well as the signatures of each member of your committee in section 6, and the signature of your department chair/school director.
PROPOSAL APPROVAL FORM

(1) First Time Submission/Revision

☐ This is the first-time submission  ☐ This is a revised submission

(2) Student Information

Student's Name  UID  Student's ISU email  Department/School

Degree Type Expected (e.g. M.A., M.S., Ph.D.)  Phone Number

Mailing address

(3) Tentative Title of Research Project

(4) Compliance Requirements

Does your research involve living human subjects or human subject records?  □ Yes/Protocol# __________ or □ No
Does your research involve living animals in any way?  □ Yes/Protocol# __________ or □ No
Does your research involve recombinant DNA and/or Infectious Agents?  □ Yes/Protocol# __________ or □ No
Does your research involve radioactive materials?  □ Yes/Protocol# __________ or □ No
If yes, name of faculty member who holds University approval for use of radioactive material

(5) Copyright Checklist

Please check the box preceding the statement if your thesis or dissertation does (or will) contain any of the following items. Check the box whether or not you purchased the item, received permission to use it in the research, and/or believe you may use it without permission).

☐ Image/s originally produced by another person (including but not limited to photographs, graphs, graphics, charts, diagrams, ads, artwork, maps or drawings) whether found in print or online
☐ Image/s that you traced, redrew, adapted from or based on images originally produced by someone else whether found in print or online
☐ Survey/s, instrument/s, questionnaire or tool/s originally prepared by someone else, whether found in print or online
☐ Any survey, instrument, questionnaire, tool, or image that you modified from, adapted from, or otherwise based on an item originally created by someone else, whether found in print or online
☐ Entire poem/s or song/s, whether found in print or online
☐ Segment/s from poems or songs, whether found in print or online
☐ Significant portions of books or articles, whether literary or non-literary, whether found in print or online (generally "significant" is more than one and one half single-spaced pages)
☐ Work that you produced for an employer or on a grant
☐ Work that you previously published
☐ Work that has been accepted for publication
☐ Work produced with co-authors, whether published or unpublished

☐ I have not used or expect to use any of the items described above in my paper. Skip to section 6 if you did not check any of the items above.

If you checked one or more items, you are required to consult with the copyright officer for advice and to obtain her/his signature before you submit this form. You may need to obtain permission letters to use the material described above.

To be completed by copyright officer:

☐ I have discussed this checklist with the student, and advised her/him that no permissions letters are required.
☐ Permissions are required. The student has now obtained all appropriate and necessary permission in writing and has attached them to this form.
<table>
<thead>
<tr>
<th>Copyright Officer Name, Printed</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Proceed to the next page
(6) Graduate Committee Information

The following members have been appointed to serve on this committee and have approved the proposal. These signatures do not indicate approval of the finished project.

- Please type or print legibly -
- Please sign -

<table>
<thead>
<tr>
<th>Chair of committee</th>
<th>Name</th>
<th>Dept./School</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU Graduate faculty:</td>
<td>full member</td>
<td>associate member</td>
<td>not a member</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-chair: (if applicable)</th>
<th>Name</th>
<th>Dept./School</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU Graduate faculty:</td>
<td>full member</td>
<td>associate member</td>
<td>not a member</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Members</th>
<th>Name</th>
<th>Dept./School</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISU Graduate faculty:</td>
<td>full member</td>
<td>associate member</td>
<td>not a member</td>
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</tr>
</tbody>
</table>

If the committee members proposed above do not meet all requirements, listed on the instruction page of this form, indicate exception/s requested.

- chair not a full member
- majority not full members of ISU Graduate Faculty
- majority not from within the department/school
- includes a member not on the ISU graduate faculty (attach copy of outside member’s vita)

Brief rationale for each exception sought:

(7) Signatures

**Student:** I have read and understood the thesis/dissertation assistance information on the Graduate School web site. I have read and understood the copyright checklist and have sought approval from the copyright officer as necessary. As I prepare my thesis or dissertation, it is my responsibility to follow all applicable laws regarding copyright. I will only include items in my thesis or dissertation for which I have obtained permission. If necessary I have obtained IRB/IACUC/IBC approval for my research.

<table>
<thead>
<tr>
<th>Student's Name, Printed</th>
<th>Signature</th>
<th>Date</th>
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</thead>
</table>

**Department Chair/School Director or Designee:** I approve the committee composition and the exceptions to the committee membership requirements.

<table>
<thead>
<tr>
<th>Department Chair/School Director Name, Printed</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

**Graduate School**
For Research Leading to a  □ Doctoral Dissertation,  □ Master’s Thesis, or  □ MFA Statement

Follow the instructions below to receive your right to defend your dissertation, thesis, or MFA Supportive Statement. Submit to the Graduate School, Hovey 309. Your right to defend will be emailed to your ISU email address. Students must wait at least 7 days after approval of the Right to Defend form to hold the defense.

Student's Name________________________Student ISU Email___________@ilstu.edu

Department/School

Committee Chair________________________Chair ISU Email_______________@ilstu.edu

a) Upload a complete draft of your dissertation, thesis or MFA Supportive Statement including all preliminary pages and appendices to Proquest.
Note: You may schedule an optional format review for your entire dissertation, thesis, or MFA Supportive Statement before the final deposit. This is available by reservation only. You do not need to be on campus. To schedule, call or visit the Graduate School (309 438-2583, 309 Hovey Hall) to reserve an available time.

b) The members of my committee:
   □ are identical to those listed on my approved Proposal Approval Form.
   □ have changed since I filed my Proposal Approval Form. Complete the Committee Change Form and return with this form.

c) I have reviewed the copyright checklist in section 5 of the Proposal Approval Form. Since the time I filed my Proposal Approval Form,
   □ I have NOT included any new material in my dissertation/thesis/MFA Statement which requires copyright permission.
   □ I have included new material in my dissertation/thesis/MFA Statement which requires copyright permission. Complete sections 1, 5, and 7 on the Proposal Approval Form and return with this form.

Student: I have read and understood the thesis/dissertation assistance information on the Graduate School web site. I have read and understand the copyright checklist and have sought approval from the copyright officer as necessary. As I prepare my dissertation, thesis, or MFA Supportive Statement, it is my responsibility to follow all applicable laws regarding copyright. I will only include items in my thesis or dissertation for which I have obtained permission. If necessary, I have obtained IRB/IACUC/IBC approval for my research.

Student Signature: ___________________________________________ Date: ______________

Committee Chair Signature: ______________________________________ Date: ___________
OUTCOME OF DEFENSE

The information supplied below will communicate to the Graduate School the outcome of the student's final oral defense of their thesis/dissertation/MFA Supportive Statement.

**Instructions:** After form is complete, student will submit to the Graduate School along with the Final Deposit Checklist. The student will also upload the final version of the thesis/dissertation/MFA Supportive Statement to ProQuest.

(1) **Student Information:** To be completed by the student.

(2) **Signatures:** To be signed by student's thesis, dissertation, or MFA committee members after the final oral defense has been completed.

(1) **Student Information**

<table>
<thead>
<tr>
<th>Student's name</th>
<th>UID#</th>
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<tbody>
<tr>
<td>Student's ISU e-mail</td>
<td>Department/School</td>
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</tbody>
</table>

<table>
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<tr>
<th>Title of (check one)</th>
<th>Thesis</th>
<th>Dissertation</th>
<th>MFA Supportive Statement</th>
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(2) **Signatures**

Each committee member named below has individually examined the thesis/dissertation under review, has participated in the final oral defense, and has assessed the defense as indicated. (Note: Pass indicates both approval of the oral defense and final acceptance of the thesis/dissertation; Fail indicates either disapproval of the oral defense or rejection of the thesis/dissertation.) **Student must earn “Pass” from at least 60% of the members of his/her committee in order to pass the defense (unless a higher standard for pass is required by the department).**

<table>
<thead>
<tr>
<th>Committee members (please type or print)</th>
<th>Committee members' signatures</th>
<th>Pass</th>
<th>Fail</th>
<th>Date</th>
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<tr>
<th>Committee chair or co-chairs</th>
<th>Committee chair or co-chairs' signature/s</th>
<th>Pass</th>
<th>Fail</th>
<th>Date</th>
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Rev 5 Feb. 14
Instructions:
1. Please do not submit this form until the student has enrolled for his or her final semester.
2. Coordinators may choose to electronically fill in course names and numbers themselves, or they may delegate that task to the student or a staff member, who will then electronically forward the form to the coordinator for review. Rationales and requests for exceptions need to be completed by the coordinator.
3. After reviewing this form with the student, the graduate coordinator emails it, along with any required attachments, to Grad.Degree.Audit@ilstu.edu. Submission directly from the graduate coordinator's ISU email account serves as the coordinator's signature on the form and is required for the degree audit.

Semester of first enrollment in this program

Catalog year for degree audit

- Follow catalog for year of admission
- Follow catalog for year of graduation

Time limitation

- This student is graduating within the time limit stated in the catalog.
- This student is NOT graduating within that time limit. Degree audit requires extension form. http://www.grad.ilstu.edu/downloads/ExtensionofTime.pdf

Currency of ISU credits

- All ISU credits listed in this plan will be no more than 8 years old at the time of graduation.
- Some ISU credits listed here will be OVER 8 years old at the time of graduation. Degree audit requires a letter or email message from the department in which each class was offered, stating that the student's knowledge from the class is still current.

Coursework from another University

- Plan contains no coursework from another university.
- Plan contains coursework from another university. An official transcript must be submitted to the Graduate School.

University limits on general courses

- No more than 12 hours of Independent Study 500.
- Plan exceeds university limits on general courses; program requests an exception. Degree audit requires a letter or message from the program explaining the rationale for counting excess general courses, and Graduate School approval.

Substitutions or exceptions

- Courses listed below meet all catalog requirements.
- Courses listed below do NOT meet all catalog requirements; program requests a substitution or exception. Degree audit requires a letter or message from the program, describing all requested substitutions or exceptions and the program’s rationale for each one, and Graduate School approval.

Additional University Requirements

- GPA is 3.0 or higher; students with gpa's lower than 3.0 will not graduate
- Only graduate level courses with a grade of A, B, or C, may be used. (C's are not allowed in some programs or in some courses.)
- If 300 level courses were taken they must be for graduate credit.
- Syllabi must be submitted for courses offered under the same number but with different content (e.g. Seminars, Topic Courses, Studies, Workshops).
- If choosing the dissertation option, a minimum of 15 dissertation hours (599.00) is
required, and a maximum of 15 hours is allowed to be used in the degree audit.

See next page to list courses taken for degree requirements.
By submitting this form and the required attachments from his or her ISU email account, the graduate coordinator confirms that:

- any additional departmental or school requirements for graduation not listed on this form have been met,
- the student has seen this plan and concurs with it,
- this plan is ready to be audited for completion of the degree.
Please use this page, if needed, to list additional courses required for the degree.

### ADDITIONAL ISU GRADUATE COURSES

<table>
<thead>
<tr>
<th>Dept. No. and Course No.</th>
<th>Course Title</th>
<th>Sem. Hrs.</th>
<th>Grade</th>
<th>Sem/Yr</th>
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Total Hours Transferred ________

Total Graduate Hours ________

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<thead>
<tr>
<th>University</th>
<th>Course number and Title</th>
<th>Sem. Credit Hours</th>
<th>Grade</th>
<th>When Taken</th>
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</tbody>
</table>

Total Hours Transferred ________

Total Graduate Hours ________

(ISU courses & courses from other Universities)

By submitting this form and the required attachments from his or her ISU email account, the graduate coordinator confirms that:

- any additional departmental or school requirements for graduation not listed on this form have been met,
- the student has seen this plan and concurs with it,
- this plan is ready to be audited for completion of the degree.
Final Deposit Checklist

Check one: ☐ Thesis ☐ Dissertation ☐ MFA Supportive Statement

Name _______________________________ ISU email address
(check university email daily: all messages regarding your document will be sent to this address)

Long-term contact information for 6 months in case there are issues with binding: Best phone number to contact you

Committee chair __________________________ ISU email __________________________

Date proposal was approved by Graduate School: (check proposal form to assure accuracy)

Date oral defense was completed

☐ Completed, signed Outcome of Defense form from Graduate School web site

☐ Only if you added any material after the Right to Defend submission that resulted in a new yes answer on the Copyright Authority Checklist: a new signed copy of that checklist (section 5 of the Proposal Approval form) along with any additional required letters

☐ If you are using a journal style for your dissertation/thesis: a copy of the journal with the format you are using

Continue to check your ISU email account until your thesis/dissertation is finalized. All communication regarding necessary formatting corrections will be sent to this address.

THIS SECTION TO BE COMPLETED BY DOCTORAL STUDENTS ONLY

☐ Only if you are participating in Commencement, submit a Commencement Data Form to dissert@ilstu.edu or the Graduate School no later than November 19th for participation in the December ceremony or April 5th for participation in the May ceremony.

☐ Only if you wish the university to notify press of your graduation, submit a completed Graduation Announcement Form to dissert@ilstu.edu or the Graduate School.
REQUEST TO EXTEND TIME TO COMPLETE MASTERS/DOCTORAL DEGREE PROGRAM

To be used by master’s students whose six year time to degree has expired or by MFA or doctoral students whose eight year time to degree has expired.

Note: If readmittance to the degree program is also being requested, submit this form with your readmission application to Admissions Office 2200.

Instructions

Student: Complete Part I using another sheet if necessary. Then forward to your graduate coordinator or thesis/dissertation chair to complete Part II.

Graduate Coordinator and/or the thesis/dissertation chair: Complete Part II of this form and forward the entire form to 2202 Evaluations Office.
ILLINOIS STATE UNIVERSITY

REQUEST TO EXTEND TIME TO COMPLETE MASTERS/DOCTORAL DEGREE PROGRAM

PART I: STUDENT'S REQUEST

Student's Name: __________________________________________ UID #: _______________________

Address: _____________________________________________________ (Street)

___________________________________________________________ (City)

(State) ________ (Zip) ISU Email: ______________________________

Phone Number: _______—_______—_______ Admissions Date: ____________________________

Degree Program: __________________________________________ Graduate Coordinator: ______________________

Thesis/Dissertation committee chair (if applicable): ________________________________

1. Please give a brief historical account of your progress toward degree completion from your date of admission to the current date.

2. Explain briefly your reason(s) for not completing the program requirements within the allotted time limit of 6 years for a masters, or SSP; 8 years for an MFA or doctoral degree.

3. Have you requested a previous extension? If so, what work was completed during this extension? Briefly explain your reasons for not completing your program requirements during the previous extension.

4. What progress have you made during the past two years toward completion of your degree?

5. Itemize all remaining requirements necessary to complete your degree and propose an explicit timetable for completing them. The timetable must conclude with a proposed graduation date (month and year).

Extension requested to (semester/year): ________________________________

Graduate School
309 Hovey Hall
Campus Box 4040
Normal, IL 61790-4040
Telephone: (309) 438-2583
Fax: (309) 438-7912
www.grad.illinoisstate.edu
PART II:
GRADUATE COORDINATOR EVALUATION
THESIS / DISSERTATION CHAIR EVALUATION (if applicable)

<table>
<thead>
<tr>
<th>Has the student made any progress toward degree completion in the:</th>
<th>Has the student made any progress toward thesis/dissertation completion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>last two years? ☐ YES ☐ NO</td>
<td>last two years? ☐ YES ☐ NO</td>
</tr>
<tr>
<td>last year? ☐ YES ☐ NO</td>
<td>last year? ☐ YES ☐ NO</td>
</tr>
<tr>
<td>last six months? ☐ YES ☐ NO</td>
<td>last six months? ☐ YES ☐ NO</td>
</tr>
</tbody>
</table>

* If no progress has been made, are there extenuating circumstances? If so, please describe.

* Provide evidence of currency in all course work more than 6 years old (8 years for MFA or doctoral). Evidence may take the form of a proficiency test, having completed higher level courses in the same content that are current, current work experience that directly relates to all course requirements, or repeating the course. How has currency been assessed?

* Comment on the student's remaining requirements and the student's proposed timetable for degree completion.

* If the proposed timetable is not reasonable, please recommend an alternate timetable.

Request for extension: approved ☐ denied ☐ _______________________________ Date
Graduate Coordinator

Request for extension: approved ☐ denied ☐ _______________________________ Date
Thesis/Dissertation Chair

(If the extension request includes the completion of a thesis or dissertation, the chair of the thesis or dissertation committee should also indicate a recommendation and provide a signature in addition to that of the graduate coordinator.)

OFFICE USE ONLY

Recommendation by the Graduate School:

Extension approved through: _______________________________ Date
Sem./Year Graduate School

Extension Denied:

_______________________________ Date
Sem./Year Graduate School

Admissions Office use only: Please route to Graduate Evaluator in Evaluation Services, Campus Box 2202.
INDEPENDENT STUDY REQUEST
(type or print clearly)

Office of Admissions and Records
Illinois State University

Print Name

Last First Middle Maiden

UID: - - Current Cumulative GPA

Session Applying For Year

Independent Study: 400 or 500 Course Title

Sem. Hrs.

Previous Independent Study Course(s):

Course No.(s) Professor Sem. Hrs. Year(s)

Provide a description of the course requested. List objectives, responsibilities and evaluation procedures in this space. (Use the back of this form or an attachment for additional space or attach additional pages.)

Get all signatures before returning this form. This paper should be signed only after instructor and student have agreed to the objectives, student responsibilities and evaluation of student work.

Date Student Signature

Date Approved by Instructor

Date Approved by Adviser

Date Approved by Department Chairperson
APPLICATION FOR GRADUATE TUITION WAIVER

Graduate tuition waivers are awarded on a competitive basis by departments/schools offering graduate programs to students who show promise for success and who have not received a fellowship or other award funding tuition costs. Tuition waivers cover tuition only. The student is responsible for paying the required fees.

Minimum Graduate School Criteria; See your department website for additional requirements:

1. Students with an established GPA, must maintain a minimum 3.0 GPA. Students without a graduate GPA, must have a minimum of 2.8 for the last 60 hrs. of undergraduate GPA.

2. Student must be fully admitted into a degree program. Students on probation and visiting students are ineligible for tuition waivers unless they are teaching a course for a department.

3. Tuition waivers may only be used to cover coursework that will be placed on the degree audit and count towards the student's degree.

4. No more than 3 thesis/dissertation audit hours per degree may be covered by tuition waivers.

5. Students must be in academic good standing.

6. Submitted on time (Deadlines): August 20 (fall) January 20 (spring) May 20 (summer)

STUDENT INFORMATION

Name________________________________________ UID#_____________________

Local address__________________________________________________________Email address ________________________________

City_________________________ State__________ Zip ______________

CURRENT STATUS AT ILLINOIS STATE UNIVERSITY

☐ Illinois resident ☐ Illinois non-resident (For residency guidelines see http://policy.illinoisstate.edu/students/2-1-17.shtml)  

Admission status ☐ Admitted to graduate school Note: Seniors admitted to a graduate program taking graduate courses are not eligible. ☐ Applying for admission ☐ Fall (August) ☐ Spring (January) ☐ Summer 20☐

Have not applied for admission

Degree in which you will be enrolled ☐ Master's ☐ MFA ☐ Specialist ☐ Doctoral ☐ Other

Degree program ____________________________Current Grad. GPA / Last 60 hr. GPA _

Graduate hours completed at ISU ___

TUITION WAIVER INFORMATION

Term applying for a waiver?

Number of credit hours for which you expect to register______ Hours for which you are requesting a tuition waiver______

Reason for requesting a tuition waiver? ☐ Academic/performance merit ☐ Financial need ☐ Other (specify) ______

Is your tuition being paid by any other source? ☐ no ☐ yes If yes, please explain

I certify that the information on this application is correct. I authorize release for university use of this and other information to verify my eligibility for a graduate tuition waiver.

X ________________________________________________________________________ Date __________________

Student signature

Please complete Statement of Compliance Form on next page and any supplemental pages from the department.
Please complete this form and return it to your department/school with the tuition waiver application. Failure to do so will keep your military awards(s) and/or other state scholarship(s) from being credited to your student account. If funds have already been credited to your account, they will be debited and your next bill will show a balance owed.

UID Number: __________ - ______ - __________

Name: ____________________________________________

Selective service registration. You will not receive federal, state or other financial aid offered you unless you complete this form and, if required, furnish proof to Illinois State University supporting your answer. **Mark ONE response. Do not leave this section blank.**

1. [ ] I certify that I am registered with the Selective Service; OR

2. I certify that I am not required to be registered with the Selective Service because:
   a. [ ] I am female.
   b. [ ] I have not reached my 18th birthday.
   c. [ ] I was born before 1960.
   d. [ ] I am in the armed services of the United States, on active duty. NOTE: Members of the Reserves or National Guard are not considered to be "on active duty."
   e. [ ] I am a permanent resident of the Federated States of Micronesia, the Marshall Islands, or Palau.
   f. [ ] I am not a citizen of the United States of America.
   g. [ ] I am age 26 or over and gained United States citizenship on or after age 26.

WARNING: If you purposely give false or misleading information on this form, you may be fined, sentenced to jail, or both.

Signing this statement certifies that all information reported is true, complete and accurate.

__________________________________________________________________________  __________
Student's signature (in black ink)                Today's date
FOR GRADUATE DEPARTMENT USE ONLY

(This section must be completed and kept on file in the department/school along with the completed application.)

Each department/school is required to have their own criteria for awarding that is updated each year. Please be sure that either the department/school's website or a coversheet outlining the criteria is available to applicants.

Admitted to degree program:  □ Y  □ N  *Note: Seniors admitted to a graduate program taking graduate courses are not eligible.

Type of admission:  □ Full  □ Conditional

GMAT / GRE score (If applicable) ________________________  TOEFL / IELTS score________

This section must be completed by the Graduate Coordinator.

Student meets university and department/school criteria for award  □ Y  □ N

Student is recommended for the award:  □ Y  □ N

If denied, state reason: ____________________________

X ____________________________  Signature of Graduate Coordinator  Date

This section must be completed by the Department Chair/School Director.

Student is recommended for award  □ Y  □ N

If denied, state reason: ____________________________

X ____________________________  Signature of Department Chair/School Director  Date

Notification sent to student  □ Y  □ N  Date sent ____________________________

Reminder: All documents are to be kept on record for 5 years after the student ceases to be enrolled at Illinois State University. Departments/Schools must also keep all documents for all rejected waiver applicants and document why the student was not selected. All documents related to the tuition waiver programs must be readily available in an audit. Documents can be kept electronically in the department/school.
Application for EAF Scholarships
Mail application to: Ms. Carol Pfoff capfoff@ilstu.edu or EAF-Attn: Scholarships
Campus Box 5900, Illinois State University, Normal, IL 61790-5900

All applications must be currently admitted and enrolled as a major in a graduate program in the Department of Educational Administration and Foundations before their application will be considered.

PLEASE CHECK ALL THE SCHOLARSHIP(S) YOU ARE APPLYING FOR:

☐ M.M. CHAMBERS ENDOwed SCHolarship – Higher Ed. Doctoral Students ($600)
☐ EDWARD R. HINES ENDOwed SCHolarship – Higher Education doctoral student ($1,000)
☐ HUBBARD/HICKROD ENDOwed SCHolarship – School or Higher Ed. Finance interest-Doctoral ($1,000)
☐ PATRICIA H. KLASS & LINDA L. LYMAN ENDOwed SCHolarship – P12 Doctoral student ($1,000)
☐ THE REVEREND DR. JOANNE PEPPARD-COOKE DOCTORAL GRANT – Female Doctoral Student ($2,500)
☐ ODESSA MEYER ENDOwed SCHolarship FOR UNDERREPRESENTED GROUPS go to: http://education.illinoisstate.edu/downloads/doctoral/eaf/odessa.pdf
☐ ELWOOD EGELESTON ENDOwed SCHolarship – Full-time graduate student ($600)
☐ ELDEN A. LICHTY ENDOwed SCHolarship – Community College interest ($600)
☐ WILLIAM L. & CREATa D. SABINE ENDOwed SCHolarship – Promise as administrator ($1,000)
☐ MARCIA ESCOTT HICKROD NON-TRADITIONAL STUDENT ENDOwed SCHolarship – Non-traditional CSPA student $1,000)
☐ MCCLUSKEY FAMILY CSPA TRAVEL AWARD – CSPA Students’ conference travel (5 @ $200)
☐ ADAM KENT REIGLE PROFESSIONAL DEVELOPMENT AWARD – CSPA Student ($200)
☐ LEADS Endowed P12 Fellowship information to: http://education.illinoisstate.edu/downloads/doctoral/eaf/LEAD.pdf

All scholarships are processed through financial aid and student account, which may affect the actual amount received.

Student Name: ____________________________

Home Address: ____________________________

Contact: ISU Email________________________@ilstu.edu Phone: (W)____________________ (H)____________________

Reference Name: __________________________

For each of the first nine scholarships listed above please attach:

1. This page along with
2. A current vitae or resume that includes any professional presentations, publications, leadership roles, previous award(s)
3. Your essay that address the following criteria: [For the Odessa Meyer or LEADS awards, use separate criteria as noted in the specific scholarship description]
   ☐ Evidence of academic success in graduate work
   ☐ Evidence of leadership ability
   ☐ Evidence of commitment to a career either in P-12 Education, Higher Education, College Student Personnel Administration, or Community College Administration
   ☐ Specific scholarship criteria (check scholarship descriptions for required criteria such as evidence of financial need, academic success, particular program or focus, and/or career interest).
4. Ask one reference to send a recommendation letter addressing the criteria above to Ms. Carol Pfoff (see address above). Be sure to share the scholarship description and request the reference to address the criteria for each scholarship you are applying for in the letter. (Only 1 recommendation letters is required even if you are applying for multiple scholarships).

Submit all materials as attachments via email or US mail to be received by 5:00 p.m. on the last workday of October.
EAF Scholarship Criteria

M.M. Chambers Endowed Scholarship
In 1986, Ralph Chambers, and his sister, Doris, made a more contribution in memory of their uncle Dr. Merritt M. Chambers. He was the founder and editor of Grapevine that reports data on annual state tax appropriations for higher education. Candidates must be graduate students in the EAF doctoral program with a demonstrated interest in higher education administration, have a proven record of academic success in graduate work, show demonstrated financial need and be committed to a higher education career.

Edward R. Hines Higher Education Endowed Scholarship
Edward Hines came to Illinois State University in 1981. Among Dr. Hines’s many honors at Illinois State is his appointment to Distinguished Professor in 1997. He served as editor and publisher of Grapevine for 15 years up until the date of his retirement In 2003. Candidates must be doctoral students enrolled in the Higher Education concentration, have completed at least 24 semester credit hours of EAF courses, have at least a 3.25 GPA and demonstrate integrity, a commitment to a career in higher education, and leadership on behalf of the higher education community.

Hubbard-Hickrod Endowed Scholarship
This scholarship honors Dr. Benjamin Hubbard and Dr. Alan Hickrod, distinguished professors emeritus whose careers were dedicated to improving financial resources for Illinois schools and all the children they serve. The purpose of this scholarship is to assist students who are seeking a career as professors of educational administration, particularly those interested in teaching and research on K-12 school finance. Candidates must be current EAF graduate degree program students who rank high scholastically. It is preferred that applicants demonstrate promise of a career in higher education or school finance. Financial need is NOT of primary important but may be considered.

The Patricia H. Klass/Linda L. Lyman Endowed Scholarship
This scholarship is provided by an anonymous donor for P12 doctoral students who have demonstrated service to children in P12 schools. Candidates must be current P12 doctoral students in good standing (at least 3.0). They must demonstrate 1) service to children in P12 school setting and 2) a history of commitment to an education career. Preference will be given to candidates serving rural public school populations.

The Elwood Egelston Endowed Scholarship
This fund is established in 1978. Grants made from this fund honor Dr. Elwood Egelston’s significant contribution to educational administration. Candidates must be full-time graduate students enrolled in educational administration. They must have a good record of academic achievement, demonstrated leadership ability, intend to make a career in education, and demonstrate financial need.

Elden A. Lichty Endowed Scholarship
Dr. Lichty came to ISU as a principal of Thomas Metcalf Laboratory School in 1945. Two years later he became a member of the department of education at ISNU. He was one of a seven member national committee on the junior college which drew up the model plan for Illinois prior to 1965 and which served as a model for junior college legislation. Candidates for the Lichty Scholarship must be graduate students admitted either to the masters or doctoral program with demonstrated interest in or previous experience in teaching or administration at community college. They must demonstrate financial need and have a proven record of academic success in graduate work and show a specific interest in employment in a community college.

William L. & Creta B. Sabine Endowed Scholarship
William Sabine is a 1931 graduate of ISU and Creta Sabine was a member of the faculty in the department of Education Administration for seven years. Candidates must be current EAF graduate students who rank high scholastically and show promise of being administrators. Financial need is NOT a primary importance but may be considered.

The Reverend Dr. Joanne Peppard-Cooke Doctoral Grant
Dr. Joanne Peppard “Pep” Cooke was the first Ph.D. graduate of Illinois State University’s EAF program in 1966, a major accomplishment for her and a significant event for the University in moving toward becoming a major doctoral-granting institution. She was a strong supporter of the campus, donating scholarship funds to both the EAF Department and the Athletics program. Dr. Cooke, supported at least one female doctoral student by providing significant funds to help the student complete her dissertation. In addition, Dr. Cooke supports a student on the women’s basketball team. Her generosity goes beyond Illinois State University as she supports women at other higher education institutions to continue their degrees. In addition to earning a doctorate, Dr. Peppard Cooke was an ordained minister who, before retirement, used her leadership and educational skills to support her congregations. She accomplished many “firsts” in her academic, athletic, and professional career. The Reverend Dr. Joanne Peppard-Cooke Doctoral Grant provides financial assistance to a female graduate student in the Department of Educational Administration and Foundations, who has completed her dissertation proposal and all course work related to the doctoral program. The student must complete her dissertation and graduate within two years of receiving this grant.

Marcia Escott Hickrod Non-Traditional Student Endowed Scholarship
The Marcia Escott Hickrod Non-Traditional Student Scholarship Award provides financial assistance to adult learners in the Master’s degree program in College Student Personnel Administration at Illinois State University. This fund was established by Dr. Marcia Escott Hickrod, who was the first administrator and primary leader of the adult learner program at Illinois State University during the years 1980-1993. Candidates must be a current CSPA master’s student in good standing, having completed at least 9 credit hours in the program. To be considered “nontraditional” one must meet one or more of the following: 1) financially independent, 2) works full-time while enrolled, 3) is a parent, or 4) other extenuating circumstances. Preference will be given to part-time students. The essay should discuss goals for professional work in College Student Personnel, how he/she meets the criteria above, and how receiving this award will assist the applicant.

McCluskey Family Travel Award
This scholarship, provided by June McCluskey, provides funding for up to 5 CSPA master’s students in good standing to attend a professional association conference as part of his/her professional development. Priority will be given to students who make a presentation, serve on a committee or
task force, and/or who will not receiving funding to attend the conference form another source. Submit a brief description of the professional development conference or workshop you wish to attend (where, when, your role in the conference, topics covered in the program). The application should include an explanation of how your participation will affect your professional development and how your participation will complement your graduate studies.

Adam Kent Reigle Professional Development Award
This award, established in 2015, will be given annually in Adam’s memory and provides funding for CSPA master’s students in good standing to attend a professional conference, enroll in a class; Workshop/webinar, or purchase educational materials as part of their on-going professional development program. Applicants should submit a brief description of the professional development conference, workshop/class, or materials you wish to register for or purchase (where, when, topics covered in the program/conference/materials) and how conference or workshop participation/use of materials will support your professional development.