

DOCTORAL PROGRAM HANDBOOK

The School of Teaching and Learning

ILLINOIS STATE
UNIVERSITY



ILLINOIS STATE UNIVERSITY IS AN EQUAL OPPORTUNITY
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Program Rationale

The College of Education at Illinois State University historically has assumed significant responsibility for the preparation of professional educators at all levels. The School of Teaching and Learning has a strong reputation for preparing undergraduates for initial teaching positions, for graduate programs that improve the teacher's knowledge and skills, and for advanced degree programs that prepare leaders for the field of teacher education.

The Doctorate in Education (Ed.D) offered by the School of Teaching and Learning responds to the need to prepare practitioner leaders to better serve in a variety of educational leadership positions. The program focus is on preparing professionals for leadership roles in the initial preparation of teachers, on-going professional development of licensed teachers as well as positions centered on policy, practices, and research of teacher education.

The education of future teachers who can respond to increased classroom diversity, higher expectations for promoting student learning, and opportunities to use new educational technologies is a significant challenge to faculty and staff in schools of education. Teacher educators must be able to offer programs that meet accrediting agency standards and legislative mandates, as well as develop new programs that serve as models for professional education.

There is a pressing need to prepare knowledgeable teacher education curriculum specialists to fill leadership roles in educational reform efforts at the school, college, and university level. The development and implementation of learning standards at all levels of education creates a demand for professionals who can assume leadership on curriculum revision projects and provide evaluation services to assess the effectiveness of teacher educational reform efforts.

As a practitioner's degree, the Ed.D, in Teaching and Learning takes into consideration the student's expectations for future employment in leadership roles. Graduates hold responsible positions as curriculum specialists, community and four-year college and university instructors, teacher educators, academic administrators, and instructional specialists in government, business, and industry. Organizations, such as universities, community colleges, state boards of education, regional offices of education, curriculum centers, accrediting bodies, and professional development and publishing companies seek individuals with the preparation attained in this program.

Program Standards and Performance Indicators

Students in the Doctoral Program in Teaching and Learning engage in course work and other experiences so they may demonstrate the advanced knowledge and skills required to:

- Design curriculum, instruction, and assessment in appropriate educational contexts;
- Study complex problems within those educational contexts through research and reflective practice;
- Analyze contemporary issues related to teacher education from multiple perspectives; and
- Provide responsible leadership in professional teacher education

Program Standards and Performance Indicators

Research and Scholarship

Candidates systematically examine trends, issues, theories, and/or policies that have or will impact teacher education. Candidates engage in written and verbal interaction to expand the knowledge base related to teacher education and/or curriculum and instruction. This interaction includes: critically interpreting scholarly works; designing research methodology and collecting data; analyzing and synthesizing research; and understanding research integrity and responsibility. Candidates demonstrate ability to work both individually and with others, contributing to a learning community through shared problem solving and decision-making.

Curriculum

Candidates understand curriculum design and theory which includes the following processes: critically examining principles of curriculum within socio-cultural, historical, and political frameworks; designing and evaluating curricula; analyzing and comparing curricula; and relating assessment strategies to curricular theoretical foundations.

Instruction

Candidates articulate and critically examine principles of instruction and related technology issues by: relating instructional methods to curricular understandings; designing and evaluating instructional strategies; applying technology consistently with diverse pedagogies; and analyzing and understanding diverse assessment strategies in the evaluation of teaching.

Diversity

Candidates identify, comprehend, and analyze issues of diversity and equity in P-12 and higher education through processes which include but are not limited to the following: critiquing bias and underrepresentation in literature; investigating traditionally underserved and/or marginalized students and communities; and applying nontraditional understandings of diversity to scholarship, teaching and community.

Admission Criteria

The criteria for program admission are presented below. If any of the components fall below the stated criterion, the applicant should provide a written statement describing the reasons why the application should be accepted despite not meeting the criterion. The statement should contain information about exhibited ability in scholarly work, outstanding career accomplishments, and/or recognition in the field of study.

Criteria for admission in the Teaching and Learning Doctoral Program are the following:

1. A combined verbal and quantitative Graduate Record Exam Score of 298.
2. A Master's degree or its equivalent.
3. Three years of acceptable professional education experience beyond graduate assistantships. Three years of teaching experience in a school (PK-12) setting. If applicant does not have the exact level or type of professional experience, they may write an explanatory note regarding their professional experience and how this experience

relates to the admission criteria and the program's standards.”

4. A graduate grade point average of at least a B (3.0 based on a 4.0 scale).
5. Three positive letters of recommendation from persons who know the applicant in a professional capacity. These recommendations should document academic ability and professional performance. At least one of these recommendations should be from a person in a position to comment specifically on the applicant's ability to undertake advanced academic study.
6. A Professional Goals Statement of at least two pages that articulates well-defined professional goals. This goals statement should contain specific reasons that explain why study in the Teaching and Learning doctoral program would help meet those goals. Please identify one or two faculty members whose research aligns with your interests.
7. An academic writing sample such as:
 - a. A single-author published article or conference paper completed within the last five years.
 - b. A representative paper from graduate course work completed within the last five years.
 - c. A critical review (not less than three pages) of representative professional literature on a topic of interest.
 - d. A critical analysis (not less than three pages) of a journal article on a topic of interest.
 - e. A chapter or relevant section of a thesis.
8. If applicable, a Test of English as a Foreign Language score of 79 on the Internet-based exam, 230 on the Computer-based exam, or 550 on the Paper-based exam. Exceptions may be made if the applicant has completed a graduate degree at a college or university in the United States. Or, applicants may complete the International; English Language Testing System (EILTS) exam and score a minimum overall band score of 6.5.

Application Process

Admission materials are to be completed and submitted electronically through the Graduate Admissions Office web site@ <http://grad.illinoisstate.edu/>.

A student denied admission may reapply. Admission materials (including transcripts) are retained in Graduate Admissions Office for one year. To reapply, a new graduate admission application must be filed with the Graduate Admissions Office and other new supportive materials sent to the Graduate Admission Office or the TCH Graduate Secretary as described above.

Faculty Advisor

Upon admission, students will be assigned an initial faculty advisor, who will assist the student through the first year in choosing courses and planning the doctoral program process, coordination of the area of concentration, design of the Professional Practice experience, and meeting the scholarly development requirement. The student, after interacting with departmental faculty, will select a major professor who will probably serve as dissertation committee

Chairperson. (It may be a different person will serve as committee Chairperson). This process of selection will involve the student, the Faculty Advisor, and the intended major professor.

Before meeting with the Faculty Advisor for the first time the student should be prepared to discuss:

- Professional plans and how the degree applies to those plans
- Timeline for completion of the degree
- Special interests that might be enhanced by the area of concentration coursework

Degree Audit

The formal Degree Audit required by the Graduate School lists all of the courses the student will take in the program including Core, Educational Foundations, Area of Concentration, and Research courses. The Degree Audit can be found on the Graduate School website at <http://grad.illinoisstate.edu/plans/>.

The student will work closely with the Faculty Advisor during the formation of the Degree Audit. The Faculty Advisor may also ask the student to meet with other TCH faculty members or faculty from other university departments to assist in the planning process. In the semester prior to the completion of the program, the student must work with the major professor and/or Dissertation Committee Chairperson and the Graduate Programs Coordinator to have the Degree Audit approved.

The student completes the Degree Audit and then submits it electronically to the Graduate Programs Coordinator. Upon submission, the plan is reviewed. Adjustments may be needed for transfer courses, length of time to degree completion, and other issues. Once any issues have been addressed, the Graduate Programs Coordinator will submit the Degree Audit electronically to the Graduate School for review and approval. Once approved, the student will receive an email message with the attached approved Degree Audit. The program keeps a copy of the approved Degree Audit.

Program Requirements

Doctoral students will be expected to complete a minimum of 51 semester hours of course work plus a dissertation (15 semester hours). Students entering the program with identified course-related deficiencies will be required to complete appropriate course work at a pre-doctoral level, before enrolling for doctoral level courses. Any deficiency courses taken by the student will not be counted toward the degree program. Courses taken for another degree or licensure certificate will not be counted toward the doctoral degree program.

Ed.D Program in Teaching and Learning & Teacher Education 51 semester hours of coursework, a comprehensive examination, and 15 dissertation hours.	
Program Core 15 Hours	TCH 501 – Introduction to Doctoral Scholarship – (3 hrs) TCH 562 – Foundations of Teacher Education (3 hrs) TCH 576– Contemporary Curriculum Theory (3 hrs) TCH 407 – Learning in Educational Settings (3 hrs) TCH 580 – Critical Studies in Diversity and Education (3 hrs)
Area of Concentration 15 Hours	A student, in consultation with an advisor, will take 15 hours of coursework that will inform the candidate’s educational and professional goals. Coursework can include but may not be limited to the following areas: literacy, science, social studies, early childhood, middle level, secondary, education technology, supervision of instruction, and assessment. It is highly recommended that students complete at least one if not two independent studies (of three semester hours each) in support of faculty research projects. This is to provide meaningful research apprenticeship experiences before conducting the dissertation. In addition, it is recommended that students complete a three semester hour independent study under the direction of the dissertation chairperson before their Comprehensive Examination. Further, the area of concentration might include an additional 3 hours of Professional Practice if this is deemed advantageous for the student by the advisor.
Educational Foundations 6 Hours	A student will complete 6 hours graduate credit, in consultation with the advisor, from TCH, psychology, EAF, English, sociology, and/or other departments.
Research Courses 12 Hours	3 Hours Instructional Research (TCH 575) 3 Hours Research Methods (TCH 595—may be repeated with different content) 6 Hours Additional Hours Research Methods (EAF 415, 508, 509, 510, 515, or other appropriate research methods courses from TCH, SED or other departments)
Professional Practice 3 Hours	A student is expected to complete a Professional Practice experience that bears directly upon his/her area of concentration, is related to teacher education, and/or research. The Professional Practice experience is developed in consultation of an advisor, and it blends with the student's career plans. The Professional Practice experience is to be integrated fully into the student's sequence of experiences. A Professional Practice experience in conducting research with a faculty member is highly regarded. The Professional Practice is completed before Comprehensive Examination.
Dissertation 15 Hours	A student is expected to complete a dissertation in his/her area of specialization as a means of integrating theoretical and practical concerns. The dissertation for the Ed.D. in Teaching and Learning involves collection and analysis of data in relation to an educational problem or issue.

Professional Practice

Overview: Goals and Program Standards

The purpose of these guidelines is to assist faculty and students in designing, implementing, and administering meaningful professional practice projects.

The goals of the doctoral level professional practice (TCH 598 – Professional Practice) are to:

1. Provide an opportunity to broaden the doctoral student's experiences by exposing him or her to projects that extend program learning.
2. Emphasize the integration of substantive materials from the academic areas with the actual performance expected of professionals in the field.
3. Provide the opportunity to apply relevant ideas learned in course work.
4. Build the student's repertoire of skills in ways that can enhance professional placement after graduation.
5. Provide the opportunity to take on new responsibilities.
6. Enable cooperating agencies and organizations to benefit from the students' special talents and background thus enhancing the reputation of the student and the university.

Professional Practice Process

The major responsibility for developing a professional practice project belongs to the student. Each doctoral student should meet with his or her advisor or dissertation committee chairperson well in advance of the actual professional practice project dates in order to discuss his or her plan. This discussion should include specifics such as:

- Who will serve as the mentor/professional?
- What activities will comprise the professional practice project?
- What program standards and expected outcomes will be addressed?
- How much time will be spent in the professional practice project? A three-credit hour professional practice experience is a significant project, which should require 50-80 hours to complete.
- What is the plan for the professional practice project? A formal plan (see form in Appendix or online at http://education.illinoisstate.edu/edd_tch/requirements needs to be completed once an informal agreement has been reached with the faculty member overseeing the professional practice project and a mentor/professional has been contacted and has indicated a willingness to assist.

The professional practice project should require 50-80 hours of supervised professional experience. A student may enroll for three hours of professional practice project credit (TCH 598) during one semester or it can be divided across consecutive semesters. The distribution of time may vary in accordance to the nature of the assignment but should reflect project continuity as opposed to a series of unrelated work episodes.

The professional practice project is based upon the individual student's specialization and may be in a school system, college, university, governmental agency, business firm, community organization, or other suitable organization (Examples of Professional Practice Projects are

located in the Appendix). Student responsibilities should reflect the specific focus of the student's professional objectives. The faculty advisor must approve arrangements for the professional practice project experience. In addition, working collaboratively on research projects with faculty members is an appropriate option for a professional practice project experience.

The initial professional practice project proposal request should indicate the form and substance of supervisory service to be provided. Except in unusual circumstances, supervision will be provided by a designated person at the professional practice project placement site and by the faculty advisor or dissertation committee chairperson from the School of Teaching and Learning. The specific personnel and the frequency of supervisory activities will be outlined in the proposal and/or adjusted when the placement is finalized.

The Professional Practice Project Proposal form and the mandatory Professional Practice Health Insurance form are provided below.

Ideally, the student is part of a team with whom he or she can share and discuss emerging ideas. When a doctoral student is the only person working on a project, it is particularly important that the mentor/professional colleague is available to define and clarify the task and provide formative feedback.

The professional practice project may be undertaken concurrently with other employment. However, the professional practice project proposal must contain a description of the employment responsibilities and how these relate to the professional practice project. The professional practice project itself may be paid or unpaid, depending upon the project and the nature of the student's responsibilities.

Current Employment and Professional Practice Project Hours

A student cannot receive professional practice project credit for a job he or she is already doing. The professional practice project experience should be designed to allow the student to develop new skills and expertise. It may be possible, however, to receive professional practice project credit if a student can modify his or her current position so that it includes performing teacher education or development activities that are significantly different from, and are more challenging than, what his or her current job requires. For example, if the doctoral student spoke with his or her current supervisor and the supervisor was willing to allow the student to take on a new and more challenging professional activity as part of his or her current position, the hours spent fulfilling this new role could be used for professional practice project credit. Under these circumstances, a mentor must still be designated. While such an arrangement does have advantages, it is also important to consider the value of working with colleagues, parents and families, organizational structures, and communities away from one's normal setting. Such experiences provide professional breadth and may enhance the student's future employment options.

Comprehensive Examination

The comprehensive doctoral examination is commonly taken after the student has completed all course work. The examination is one of the means by which students demonstrate that they

are prepared for candidacy for the degree. Students must submit to their dissertation chairperson a request to take the examination. The chairperson along with members of the student's dissertation committee will prepare the examination and notify the Graduate Programs Coordinator of the examination date. A copy of the examination must be on file with the Coordinator prior to the examination date.

A comprehensive exam will be developed for each student that relates to the student's future professional work. The dissertation committee will work in collaboration to create an appropriate comprehensive examination experience. There is a minimum two-week time period between the student's written request and the examination date.

Students complete the exam on their own time, using any resources available to them. Students will have two weeks to complete the exam. Requests to amend this timeline may be requested by the dissertation chair but must be approved by the Graduate Programs Coordinator. A student may not make a request to amend the timeline.

Scoring

The exam is read and scored by the members of the dissertation committee and/or members of the graduate faculty. Reviewers will make a collective decision regarding the final score of the exam. Possible scores are as follows: Fail=1; Insufficient=2; Pass=3; High Pass=4. A student passes the examination, if the final score is 3 or better. A revision is required if the final score is 2 or below. Scores must be submitted to the Graduate Programs Coordinator. The Coordinator will notify the student and the Graduate School.

Revisions

Students who receive an insufficient mark may retake/revise the exam as requested by the reviewers. In accordance with Graduate School policy, the examination cannot be taken more than three times.

Scholarly Development Requirement (in lieu of Residency Requirement)

A doctoral student is expected to work with one or more faculty scholar-mentors to demonstrate scholarly development as a joint or single author. This demonstration is to be completed after 18 hours of course work and prior to undertaking the Comprehensive Examination. The demonstration of scholarly development may take the form of, but is not limited to, one of the following: prepare and submit a manuscript for publication; prepare and deliver a conference paper or presentation/prepare and submit a grant proposal for funding. Such scholarly work should be directed to at least a statewide audience. A Scholarly Development Requirement form must be submitted to the Doctoral Program Coordinator when this requirement has been met. This form is located in the appendix and can be also be acquired from the Doctoral Program Administrative Assistant.

Dissertation (TCH 599, 15 semester hours)

Introduction

A student is expected to complete a dissertation in his/her area of specialization as a means of integrating theoretical and practical concerns. During the dissertation, candidates systematically examine trends, issues, theories, and/or policies that have or will impact teacher education. The

dissertation includes critically interpreting scholarly works; designing research methodology and collecting data; analyzing and synthesizing research; and understanding research integrity and responsibility.

Each student will complete a dissertation that demonstrates his/her proficiency in the integration of theoretical and practical concerns. A dissertation for the Ed.D in Teaching and Learning will involve the collection and analysis of data regarding an educational problem or issue. It is to be an original contribution to the improvement of educational practice. Dissertation topics that clearly fall outside the student's area of concentration will not be approved.

Dissertation Committee

The committee for the dissertation consists of a minimum of three members, including the chairperson. A majority of the members must be from the School of Teaching and Learning. Other external or internal members may also serve, especially those with expertise in the candidate's subject matter specialization. These additional committee members may be from other departments in the university, other universities, or from private or public agencies and organizations. They must possess an earned doctorate or other appropriate terminal degree. A dissertation committee seldom exceeds five members.

It is the student's responsibility to construct his/her committee. Typically, the process involves contacting a member of the graduate faculty in the School of Teaching and Learning and asking that person to serve as chairperson of the dissertation committee. If the faculty member agrees to chair the dissertation committee, the chairperson and candidate agree upon other committee members. Candidates who are uncertain about which faculty members are eligible to serve as dissertation chairpersons or committee members should contact their Faculty Advisor for assistance. The Faculty Advisor is not necessarily the chair of the dissertation committee.

Dissertation Proposal

The student works closely with the dissertation committee chairperson and with committee members to prepare a dissertation proposal. The form of the proposal will vary depending upon the nature of the research study undertaken and the methodology employed; the department does not use a standard form. Once the proposal is completed, it is submitted to the dissertation committee for formal approval at an oral hearing. The dissertation committee chairperson leads this hearing. The committee approves the title, scope, and design of the dissertation, though modifications can subsequently be made, if the committee concurs. Many times candidates prepare a presentation that illustrates the connections between the research literature, their problem and research questions, and the methods to collect and analyze data.

A Proposal Approval Form must be completed after the proposal hearing and submitted to the Graduate Programs Coordinator. This form is available on the Graduate School website: <http://grad.illinoisstate.edu/plans>. The dissertation proposal must be approved, an IRB number assigned, and then the form is filed with the Graduate School. The student is prohibited from collecting data for his/her dissertation until the Proposal Approval Form has

been submitted to the Graduate School.

Approval for Research Involving Human Subjects

All proposed research, including dissertations, which involve the use of human subjects must be reviewed and approved by the Institutional Review Board (IRB) to determine if it meets federal and university standards for research with human subjects. The forms are available online at <http://www.rsp.ilstu.edu/forms/index.shtml#irb>. Research with human subjects includes interaction with human subjects for the purposes of research and data collection **and/or** the collection or mining of private, identifiable human subject data. Students at this point in the dissertation process should be mindful of the following:

- All students submitting a protocol for IRB approval must first complete CITI training.
 - Your CITI number must be included on the protocol.
- Participants cannot be recruited or any data collected until an official approval letter for the research protocol is received from the IRB.
- The IRB should be prepared in consultation with the dissertation chair along with the dissertation proposal process.
- If the IRB approval is received too early in the dissertation proposal process, the student will be responsible for submitting any “requests for modifications” to the IRB resulting from the proposal hearing process and waiting until those are approved to commence research. However, the IRB approval number will be needed when the proposal is officially submitted to the Graduate School.
- The dissertation chair must serve as the lead principal investigator (PI) on the protocol and the student as the Co-PI, according to university policy.
- Students with access to data due to their employment position must receive permission from their employer to access any data for research purposes.
- Once the IRB proposal is completed and signed by the faculty chair, it should be submitted to the Teaching and Learning IRB office. The protocol will then be forwarded by office staff to a department reviewer and then on to the IRB. The lead PI will be notified by email when approval has been granted and research can begin.

Dissertation Credit

Fifteen (15) semester hours of dissertation research are required for the Ed.D degree in the TCH department. After passing the Comprehensive Examination, a student may register for TCH 599: Dissertation Research, while preparing the dissertation proposal and while undertaking the research. Students must be registered during the semester or term in which services of academic staff or University facilities are used. In addition, students registered for dissertation credit must be working on their research under the direction of the dissertation chairperson. Registration for dissertation hours requires approval from your dissertation chairperson and an override by the Graduate Programs Coordinator. Overrides are granted only when the Coordinator receives the Dissertation Credit Registration Form (See Appendix and fillable form online at <http://ci.illinoisstate.edu/advising/doctorate/index.shtml>). It is the student’s responsibility to meet with his/her chairperson to complete this form and submit it to the Coordinator. Candidates should be aware that their advisors, dissertation committee chairpersons, and the Program Coordinator will not support registering for dissertation credits just to meet the candidate’s needs to maintain a graduate assistant position, health insurance, or financial aid status. There must be an alignment between credit hour registration and research production.

Students should consult the Graduate Catalog for further University requirements on continuous registration during and after obtaining the required 15 semester hours of dissertation credit. For each semester, a student must contact his/her dissertation committee chairperson and consult with him/her as to the appropriate number of TCH 599 credits for registration.

If a student has already taken 15 hours of TCH 599, has not yet defended his/her dissertation, and does not need health insurance through the university, this student should register for one hour every semester of TCH 599.01 instead of TCH 599, thus incurring only tuition costs and no fees. They must also have the prior approval by the Graduate Programs Coordinator. Students themselves cannot register for TCH 599.01. This is an audit course so health insurance through the university is not available. Students who are international and/or graduate assistants may not take TCH 599.01.

Dissertation Style

Dissertations in the School of Teaching and Learning follow the dissertation style as found in the *Guide for Writers of Doctoral Dissertations* published by the Graduate School and the latest edition of the American Psychological Association (APA) style manual (sixth edition for all dissertations beginning fall 2010). In the case of differences between the two, the Graduate School guide is followed. The dissertation examiner in the Graduate School is available for consultation on questions of dissertation form and style.

Final Oral Examination and Dissertation Defense

The School of Teaching and Learning combines the defense of the dissertation with the final oral examination for the degree. The dissertation is defended according to the following procedure:

1. The dissertation is reviewed and tentatively accepted by the dissertation examiner in the
2. Graduate School before the distribution of the final examination copies.
3. The dissertation chairperson notifies the Graduate School of the date, time, location, and title of the dissertation two weeks before the dissertation defense. The defense must take place before the deadline established by the Graduate School for a given semester or term to qualify for graduation in that semester or term. The Graduate School notifies the University community of the dissertation defense.
4. The student files one unbound OR one electronic examination copy of the dissertation to the Graduate Programs Secretary at least seven days before the defense. A notice is posted in the departmental office that the copies are available and of the date, time, and location of the dissertation defense.
5. The dissertation defense is conducted by the dissertation committee. University faculty members and other visitors may attend the dissertation defense. Subject to reasonable expectation by the dissertation chairperson, faculty members may participate in questioning and discussion relevant to the topic of the dissertation. During the defense, professional courtesy toward the student and faculty colleagues is expected at all times.

6. When the dissertation committee chairperson is satisfied that there has been sufficient time for questions and discussion, the student and visitors are asked to leave the room. The committee then arrives at a decision on accepting the dissertation. According to University regulations, Graduate School representatives and graduate faculty in the department may be present during the deliberations, but only committee members vote. The dissertation may be accepted as is, or pending minor changes.

Dissertation Deposit

The student submits a final version of the dissertation to ProQuest. Consult the Graduate School for specific information on procedures and deadlines related to depositing the dissertation.

Course Work Policies

Academic Good Standing

Students must maintain a minimum GPA of 3.0 in each semester and cumulatively. Students who do not meet this requirement in any given semester will be placed on academic probation.

Courses Taken as a Student-at-Large or as a Part of another Doctoral Degree Program

Courses taken while the student was enrolled in another doctoral degree program or as a student at large at Illinois State may be included in the Plan of Study. However, it should be understood that in accordance with Graduate School policy, the School of Teaching and Learning is under no obligation to accept these courses as part of a Plan of Study.

Courses from Other Universities

Credit for courses taken at other universities may be included in a student's Plan of Study. These courses may have been taken before admission to the program or they may be planned as part of the degree program itself. In the School of Teaching and Learning, the following restrictions apply:

- the course has not been included as part of another degree earned by the student
- the course credit was earned at an accredited college or university
- the course was completed within six years of the official date of admission to the Ed.D Program
- a grade of "B" or better was received in the course
- the course met for at least 37 1/2 hours of direct instruction
- a catalog description and course syllabus is available for inspection
- the course is acceptable in a graduate degree offered by the college of the university where the course was taken

300 Level Courses

At Illinois State University, courses at the 300 level can be taken for graduate credit. Such courses may be included in the doctoral Plan of Study, but only if:

- the content is integral to the student's professional plans
- the course is listed in the graduate catalog

- no 400 or 500 level graduate course with that content is offered at Illinois State
- the course instructor agrees to require and supervise additional work beyond that required of master's degree students

Professional Development Workshops

Workshops, short courses, and other "professional development" experiences, regardless of whether they generate graduate credit, are not accepted as part of the Plan of Study for the Ed.D. in Teaching and Learning.

Time Limit for the Degree

All requirements for the degree must be completed within 8 calendar years. The Graduate School interprets the start date to be the semester in which the student begins counting courses.

Financial Aid

Graduate Assistantships

Full-time graduate students may apply for graduate assistantships in the School of Teaching and Learning. To be considered for an assistantship, a student must be admitted to a graduate program in the department and have skills that match a departmental need. Generally, graduate assistantships are for the academic year (fall and spring semesters). A student in the TCH Department may NOT hold a graduate assistantship in another department or office of the University. A graduate assistantship application may be obtained from Human Resources office at:

<https://www.jobs.ilstu.edu/applicants/jsp/shared/frameset/Frameset.jsp?time=1263836811230>.

Tuition Waivers

Each semester, all active TCH graduate students in the three programs (Ed.D, MS in Reading, and MS in Teaching and Learning) will be sent an email message with a TCH Graduate Tuition Waiver application and a Selective Service Reporting form attached. This email message describes the qualifications and selection process for selecting TCH Graduate Tuition Waiver Awards.

All applicants for tuition waivers will be informed that their tuition and fees bills are their responsibility and that tuition waiver awards will not substitute for their timely payment of their account balances. The organizing, tabulating, and processing of tuition waiver applications and awards takes significant time; up to ten weeks of any given semester. With this timeline, students will likely see a credit posted to their student account during the final four weeks of the semester

Applications will be due by the end of the second week of classes for the fall and spring semesters, and by the end of the first week of April for summer semester. Students registered for three (3) credit hours of graduate coursework may receive a tuition waiver for up to two (2) credit hours. Students registered for six (6) credit hours of graduate coursework may receive a tuition waiver for up to four (4) credit hours, and students who are registered for nine (9) credit

hours of graduate coursework may receive a tuition waiver for up to six (6) credit hours. A student may be selected to receive tuition waivers for up to a maximum of fifty (50) credit hours for the doctoral program.

Each semester, the Graduate Coordinator and the School Director review and evaluate all tuition waiver applications. The selection criteria are:

1. Must be admitted to the program;
2. Must not be on academic probation;
3. Has a clearly expressed rationale for tuition waiver financial support;
4. Has provided special service or volunteer assistance to the School of Teaching and Learning;
5. Has a cumulative graduate GPA (higher rating for higher GPAs) that warrants selection;
6. Has registered for appropriate course hours that will count toward degree completion for the semester of application;
7. Total Tuition Waiver Awards are less than or equal to twenty (20) semester hours for MS students and fifty (50) semester hours for doctoral students.

Appendix/Forms

Professional Practice Project Proposal Form
TCH 598 – Professional Practice

Date _____

Name _____ UID _____

Home
Address _____

Phone Numbers – Home _____ Project Site _____

Email Address(es) _____

Proposed Dates for Professional Practice Project _____

Professional Practice Project Site _____

Professional Practice Project Address _____

Professional Practice Project Mentor _____

Advisor/Dissertation Committee Chairperson _____

Professional Practice Health Insurance Form is on file and attached: Yes _____ No _____

Please address (on a separate page) the following items:

1. Describe the goals/planned outcomes for the professional practice project experience.
2. Describe how these goals relate to program standards.
3. Describe proposed professional practice project activities.
4. Provide a calendar/timeline of activities for the professional practice project.
5. Provide a statement from your advisor/dissertation committee chairperson regarding the plans for supervision.
6. Describe whether this is a paying or non-paying professional practice project.

Student signature _____

Advisor/dissertation chairperson signature _____

Program Coordinator approval _____ Date _____

PROFESSIONAL PRACTICE HEALTH INSURANCE CERTIFICATION

One of the requirements for participation in Professional Practice (cooperative Education/Professional practice projects) is that each student has adequate health/accident insurance coverage in force during the entire period of participation. Coverage must be either privately procured or obtained through the University's Student Insurance plan.

Medical or dental expenses incurred while participating in the Professional Practice program are not the responsibility of Illinois State University, the Board of Trustees, or their agents or employees.

Student Insurance is automatically assessed with registration of 9 or more credit hours by the 15th calendar day fall/spring (8th day summer).

If you are registered for fewer hours, or not registered for sufficient hours by the deadline, you can apply to purchase Student Insurance through i-Campus portal by the 15th calendar day fall/spring (8th day summer). Students are eligible to purchase insurance on an optional basis no more than 4 terms.

If you are assessed an insurance fee and don't want the ISU Policy, you need to complete a request to cancel and submit evidence of other insurance, in room 230 SSB or phone 438-2515 to accomplish this by mail. Cancellation requests must be approved before the 15th calendar day fall/spring; 8th day summer.

If you will not have ISU's insurance, you should review your other policy's coverage to determine its adequacy. In this case, a copy of an insurance card or other verification of insurance coverage **MUST** be attached to this form demonstrating your coverage throughout the term of your professional practice.

Please select from the following statements, sign, and submit this form to your professional practice coordinator before the 15th calendar day fall/spring (8th day summer).

I will be covered for the entire period of my participation by ISU student insurance because I have:

_____ (1) enrolled for sufficient credit hours to be assessed the student health insurance fee, or

(2) purchased Student Insurance by applying through the i-Campus portal by the 15th calendar day fall/spring (8th day summer). The charge will be posted to your Student Account.

I am not covered by ISU student insurance and have attached verification of my privately secured policy applicable to my entire professional practice experience.

_____ I have both ISU's student group plan and another policy for maximum protection.

Your signature attests to your understanding of these terms and provisions. If you do not understand any of this content or have any questions as to how these terms apply to you please contact your coordinator.

Signature: _____ **Date:** _____

Print Name: _____

If your Practice begins before (or lasts beyond) these dates you need coverage for the previous (or following) term.
Note: This signed certification should be retained by the Professional Practice Coordinator for 1 year.

Example Types of Professional Practice Projects

Teaching and Learning Development Professional Practice Projects

Teaching and Learning development involves a complex range of decisions and activities related to both what is taught and how it is taught. It includes such tasks as an analysis of needs, designing learning experiences, developing resources, and evaluating outcomes. Some examples of curriculum and instructional development professional practice projects are listed below:

- Working with an educational agency or school on the development, implementation, or evaluation of a curriculum program.
- Developing and implementing a staff training program for an educational agency.
- Evaluating the implementation of a particular curriculum.
- Researching the merits of different course designs.
- Creating or evaluating online courses and resources.
- Developing or assessing the impact of an educational technology integration plan
- Collecting and analyzing data on the impact of a recent curriculum change.
- Assisting teachers in developing classroom activities that integrate technology resources in instruction

Supervision Professional Practice Projects

The purpose of a supervision professional practice project is to provide doctoral students opportunities to put theories of supervision into practice. Supervision professional practice projects should be focused on developing skills for promoting and sustaining learning environments conducive to student learning and staff professional growth. Sample ideas are listed below:

- Working with other educational leaders to determine how best to improve the learning environment at your school.
- Working with the mentor teachers to improve teaching.
- Implementing a cognitive coaching program.
- Working with the leaders of a professional organization to help it become more responsive to its members.
- Using focus groups to assess parental expectations of your school.
- Developing and implementing a study to assess whether or not there is any racial disparity in school discipline practices at your site.
- Assist teachers in applying effective methods and strategies for using educational technology in a variety of authentic educational settings.
- Creating and heading an advisory board to address the achievement gap as it relates to diverse populations.
- Working to help develop and implement a school improvement plan.

Research Professional Practice Projects

The purpose of a research professional practice project is to provide doctoral students opportunities to put theories, designs, and methods of research into practice. Research

professional practice projects should be focused on developing skills for designing research projects, as well as collecting, analyzing, and reporting data regarding education and teacher education issues. Sample ideas are listed below:

- Working with other educational leaders to develop and implement a research design regarding in an educational environment.
- Working with the mentors and agencies to conduct a research project.
- Implementing a data collection protocol
- Completing IRB proposal
- Completing statistical analysis of quantitative data
- Completing qualitative analysis of observational, videotaped, or interview data
- Preparing data for reports
- Preparing data for presentations at professional meetings
- Developing and implementing a study plan

Professional Practice Project Report

A detailed written summary of professional practice project activities is to be prepared by the student following the completion of the project and submitted to the faculty supervisor. The report should:

1. Describe the scope and content of the professional practice project.
2. Describe the degree to which the planned goals/outcomes for the professional practice project experience were accomplished.
3. Analyze how the professional practice project has extended skills and/or knowledge related to program standards.
4. Describe and analyze the challenges in meeting the professional practice project planned goals/outcomes and timeline.
5. Describe the process and results of the supervision of professional practice experience.

Dissertation Credit Registration Form

Candidates should submit this form completed to their dissertation committee chairperson and then to the Ed.D Program Coordinator for review and signature prior to the beginning of the semester for which credit is desired.

Candidate's name _____
 Applying for dissertation credit hours for semester/year (circle the appropriate response)

FALL SPRING SUMMER 20

1. Date of successful completion of Comprehensive Exam *	
2. Date of Dissertation Proposal Hearing *	
3. Date of Dissertation Proposal Approval *	
4. Proposed number of dissertation credit hours (TCH 599 for upcoming semester), or go to #6	
5. Cumulative number of dissertation credit hours (TCH 599) previously completed	
6. Proposed number of dissertation credit hours – audit (TCH 599.01) See Graduate Catalog for description of 599.01 – Dissertation Audit.	
7. Cumulative number of dissertation credit hours - audit (TCH 599.01) previously completed	

Brief statement of progress toward completion from the previous semester:

Brief statement of intended outcomes for the semester in which dissertation credit is requested:

Candidate's signature: _____ Date: _____

Dissertation Chairperson's signature: _____ Date: _____

Coordinator's signature: _____ Date: _____

*Items 1-3 above are verified by the Program Coordinator

SCHOLARLY DEVELOPMENT REQUIREMENT or

DECLARATION OF DOCTORAL RESIDENCY

STUDENT NAME: _____

University I.D. Number: _____

Dates for Residency or Scholarly Development Requirement: _____

_____ **SCHOLARLY DEVELOPMENT REQUIREMENT:** Please describe in detail how this has been met (attach any supporting documentation such as conference program):

_____ **RESIDENCY:** Please answer the following questions:

1. What will be the nature and extent of your employment during residency? If you are employed other than as a graduate assistant, attach a written statement from your employer indicating the nature and extent of your employment.

2. Describe how you will take part in professional activities that will contribute to your doctoral experiences.

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

Required Signatures:

Student _____

Date _____

Program Coordinator _____

Date _____

Comprehensive Examination Request Form

Candidates should submit this form to their dissertation committee chairperson to request a date for their comprehensive examination. The comprehensive doctoral examination is commonly taken after the student has completed all course work. The chairperson along with members of the student's dissertation committee will prepare the examination. The chairperson will submit this form along with a copy of the exam to the Graduate Programs Coordinator. The Coordinator will send the exam to the candidate on the requested date. There is a minimum two-week time period between the student's written request and the examination date. Students will have two weeks to complete the exam. Requests to amend this timeline may be requested by the dissertation chair but must be approved by the Graduate Programs Coordinator.

Date of Request: _____

Candidate's name _____

Candidate's Email Address for Exam Distribution: _____

Examination Dates Requested (14 days maximum): _____

Description of Comprehensive Exam (describe below or attach a separate sheet):

	Dissertation Chairperson Initials	Coordinator Initials
Coursework is completed		
Full Committee Identified (please list names)		
Exam on File		

Required Signatures:

Candidate's signature: _____ Date: _____

Dissertation Chairperson's signature: _____ Date: _____

Coordinator's signature: _____ Date: _____