DOCTORAL PROGRAM

HANDBOOK

The School of Teaching and Learning

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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 teachers' knowledge and skills, and for advanced degree programs that prepare leaders for the field of teacher education.

Our graduate programs in the School of Teaching and Learning prepare critically reflective professionals with a strong commitment to equity, diversity, inclusion, access, and justice in public education. Candidates will develop an understanding of research, theory, and practice by engaging in coursework and research in service to their educational goals.

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

The education of teacher educators who can respond to increased classroom diversity, higher expectations for promoting equity concerning student learning, and opportunities to use new educational technologies is a significant endeavor for 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 responsive and innovative models for professional education.

The Ed.D., in Teaching and Learning centers educational research and teacher preparation. It also takes into consideration students' goals and expectations while preparing them for various educational and research roles, such as community and four-year college and university instructors, curriculum specialists, 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 coursework and other professional experiences, so they may demonstrate the advanced knowledge and skills required to:
- Synthesize and critique a range of theories and research to demonstrate a broad understanding of methodologies and perspectives within an area of interest
- Design, conduct, and disseminate research that produces new knowledge in the field of education
- Pursue topics of research, theory, and practice that promote equity, diversity, inclusion, access, anti-racist pedagogies, and impact the greater good for schools, students, and the community
- Interrogate systemic bias, racism, discrimination, and other social inequities to develop structures, products, pedagogies, and humanizing practices that promote educational justice

Program Standards and Performance Indicators

Synthesizing and Critiquing Theories and Research

Synthesize and critique a range of theories and research to demonstrate a broad understanding of methodologies and perspectives within an area of interest: Candidates systematically examine trends, issues, theories, and/or policies that have or will impact teaching and teacher education. Candidates engage in written and verbal interaction to integrate and expand the knowledge base related to teacher education, curriculum, instruction, and assessment. This interaction includes: critically interpreting scholarly works; designing research methodology and collecting data; analyzing and synthesizing research; understanding research integrity and responsibility; and demonstrating ability to work both individually and collaboratively, contributing to a learning community through shared problem solving and decision-making.

Producing New Knowledge

Design, conduct, and disseminate research that produces new knowledge in the field of education: Candidates understand how curriculum theory and design produces new knowledge, which includes the following processes: critically examining principles of curriculum within socio-cultural, historical, racial, and political frameworks to design, analyze, and evaluate curricula, while relating assessment strategies to curricular theoretical foundations. Through these processes, candidates design, conduct, and disseminate their own research to produce new knowledge in the field of education.

Promoting Equity, Diversity, Inclusion, Access, and Anti-Racist Pedagogies

Pursue topics of research, theory, and practice that promote equity, diversity, inclusion, access, anti-racist pedagogies, and impact the greater good for schools, students, and the community: Candidates articulate and critically examine topics of research, theory, and practice to foster equity, diversity, inclusion, access, anti-racist pedagogies through relating instructional methods to curricular understandings; designing and evaluating instructional strategies; applying technology with diverse pedagogies; and analyzing and understanding diverse assessment strategies for the betterment of educational institutions, students, and the community.

Interrogating Systems of Inequality

Interrogate systemic bias, racism, discrimination, and other social inequities to develop structures, products, pedagogies, and humanizing practices that promote educational justice: Candidates interrogate systemic bias, racism, discrimination, and other social inequities in educational settings through critiquing conscious and unconscious bias, privilege, oppression, and underrepresentation in literature; investigating aggressions against and within underserved and underrepresented populations; and applying understandings of equity, diversity, and inclusion to facilitate explicit and meaningful conversations around developing structures, products, pedagogies, and humanizing practices that promote educational justice.

Generative Artificial Intelligence (AI)

The use of generative artificial intelligence (GenAI) can support innovative and creative scholarship. It is imperative that students uphold core principles of academic and research integrity through transparency when using AI. The usage of AI may vary between their

coursework, teaching, and scholarship, committee and school, as well as varying audiences in the community. Students must take responsibility for their own work, including using their own words and proper citations. All use of generative AI tools in the dissertation process must be disclosed to the student's committee by the student. Unauthorized use of generative AI may be considered a violation of Policy 1.8 Integrity in Research, Scholarly, and Creative Activities.

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 Master's degree or its equivalent.
2. 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."
3. A graduate grade point average of at least a B (3.0 based on a 4.0 scale).
4. 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.
5. 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.
6. 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 coursework 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.
7. If applicable, a Test of English as a Foreign Language (TOEFL) score of 79 on the Internet-based (iBT) exam, 230 on the Computer-based exam, 550 on the Paper-based exam, TOEFL Essentials 8.5, International English Language Testing System (EILTS) overall band score of 6.5, or Duolingo score of 105. Exceptions may be made if the applicant has completed a graduate degree at a college or university in the United

States, or has a waiver from an eligible anglophone country.

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 the 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 Optional Professional Practice experience, and meeting the scholarly development/residency requirement. The student, after interacting with departmental faculty, will select a major professor who will probably serve as dissertation committee Chairperson. (It may be that 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 coursework plus a dissertation (15 semester hours). Students entering the program with identified course-related deficiencies will be required to complete appropriate coursework 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 **21 Hours**	TCH 501 – Introduction to Doctoral Scholarship (3 hrs) TCH 562 – Foundations of Teacher Education (3 hrs) TCH 564 - Assessment in Education (3 hrs) TCH 574 - Social and Cognitive Theories in Education (3 hrs) TCH 576– Contemporary Curriculum Theory (3 hrs) TCH 579 - Critical Perspectives on Technology-Based Learning (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, bilingual, 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 that is deemed advantageous for the student by the advisor.
Research Courses **15 Hours**	TCH 533 - Scholarship in the Academy (3 hrs) TCH 536 - Conceptual Understandings of Educational Research (3 hrs) TCH 595A13 - Research Seminar in Education: Qualitative Research (3 hrs) TCH 595A14 - Research Seminar in Education: Quantitative Research (3 hrs) 3 Additional Hours for Research Methods (EAF, 508, 509, 510, 515 or other appropriate research methods courses from TCH, SED or other departments)

Optional Professional Practice 3 Hours	A student may complete a Professional Practice experience that bears directly upon their area of concentration and 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 to be completed after 18 credit hours and before Comprehensive Examination.
Dissertation 15 Hours	A student is expected to complete a dissertation in their 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.

Optional 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 them 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 coursework.
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 educational risks and responsibilities for the betterment of the student, school, and/or community.
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 their advisor or dissertation committee chairperson well in advance of the actual professional practice project dates in order to discuss their 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 they 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 they are 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 their current position so that it includes performing teacher education or development activities that are significantly different from, and are more challenging than, what their current job requires. For example, if the doctoral student spoke with their current supervisor and the supervisor was willing to allow the student to take on a new and more challenging professional activity as part of their 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 coursework. The purpose of the exam is twofold: the examination is one means by which students demonstrate that they are prepared for candidacy for the degree and the exam provides the dissertation committee insight into the student's ability to create in written and substantive form formal responses to one or more topics using professional and ethical research guidelines. In this way, the student uses the comprehensive examination to also prepare for dissertation research. Students who successfully pass the comprehensive examination are ready to undertake the dissertation study.

Before the final semester of coursework is complete, students need to be proactive in preparing for their comprehensive examination. 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 collaboratively by the chairperson and dissertation committee that relates to the student's goals and research prospectus. 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. The examination takes the form of two formal and written essays, each approximately 20 pages in length, complete with citations, references, and double-spaced with standard sized font.

Students complete the exam on their own time, using any resources available to them. It is expected that students complete the exam alone and without any assistance from colleagues, peers in the program, or other individuals who may have already taken their own exam. Students will have at minimum two weeks for each question in order 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 higher. 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 coursework 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 also be acquired from the Doctoral Program website.

Dissertation (TCH 599, 15 semester hours)

Introduction

A student is expected to complete a dissertation in their 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 their 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, in consultation with their advisor, chairperson, or Graduate Programs Coordinator, to construct their 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 but adheres to an empirical research process (see Research Involving Human Subjects). 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 stated problem and research questions, and the methodology 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: https://grad.illinoisstate.edu/students/thesis-dissertation/proposal/. 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 their dissertation until the Proposal Approval Form has been submitted to the Graduate School.

Guidelines for Optional Three Article Dissertation

The School of Teaching and Learning recognizes that dissertations are a unique genre of academic writing and that the traditional dissertation does not fit all students or study topics. In response, the School will allow students the option to write a Three Article Dissertation instead of the traditional dissertation. In a Three Article Dissertation, the student writes three publishable articles on a common theme, of which at least one is an empirical research study. The Three Article Dissertation is a change in format but not a substantial change in the work that is involved in a dissertation. This section provides guidelines for the process, format, proposal, and defense of a Three Article Dissertation (complete form in Appendix below).

General Guidelines

Students should decide as early as possible on the Three Article Dissertation and all committee members must agree to the use of the Three Article Dissertation before the student begins writing the proposal.

It is expected that all three articles in the dissertation are of publishable quality, as determined by the dissertation committee.

All three articles must have been written while the student was enrolled in the doctoral program at Illinois State University.

At least one of the articles must have been submitted for publication to an adjudicated (peer-reviewed) journal prior to the dissertation defense. The article does not need to have been accepted or published by the time of the dissertation defense.

If any articles are published before the defense, the student must obtain copyright permission from the journal that published the work to include the article in the dissertation. Students should work with the copyright officer at Milner Library to be sure they are adhering to all copyright policies.

It is expected that there may be some overlap in content between articles in the Three Article Dissertation. The student must be careful, however, to not engage in self-plagiarism as defined by the current edition of the American Psychological Association (APA). In some cases, it may be

necessary for the student to cite another article from their dissertation.

It is required that students are the first authors of all three articles. No other students (at ISU or elsewhere) can be co-authors on any of the three articles, as they are submitted for the dissertation. Any other co-authorships must be identified at the proposal defense and the contributions of each author must be made clear and justified by the student in the proposal defense. Co-authorships must be approved by the dissertation committee.

Format

The standard format for the Three Article Dissertation in the School of Teaching and Learning is as follows:

- Introduction: A short (several page) introduction that describes the purpose of and the relationship between the three articles.
- Article 1: A literature review that describes the significance of the problem, identifies key studies and conceptual/theoretical underpinnings in the area of dissertation research. The literature review should provide new connections and insights related to the problem and could be published in a scholarly journal.
- Article 2: A complete research study with methods, findings, and conclusions written as a manuscript that could be published in a scholarly journal.
- Article 3: A complete research study with methods, findings, and conclusions written as a manuscript that could be published in a scholarly journal that connects with or extends Article 2 OR a practitioner-focused article that applies the findings from Article 2 OR a conceptual manuscript that focuses on the same topic.
- Conclusion: A short discussion of connections between the three articles and implications for future research needs.

The formatting of the final dissertation must be in accordance with the policies of the Graduate School.

Proposal

The proposal defense for the Three Article Dissertation will be different in format, but similar in content as a traditional dissertation.

The Three Article Dissertation proposal must include:

- Completed Introduction.
- Completed Article 1: Literature Review.
- Proposed methodology for Article 2. The methodology should include standard sections such as research questions, framework, sample/participants, data collections and analysis methods, reliability/trustworthiness, and limitations.
- Proposed methodology (as described above) or framework for Article 3, depending on the type of article that is being proposed.
- Conclusion that includes a list of proposed journals and a timeline for completion of work.

Dissertation Defense

The dissertation defense for the Three Article Dissertation should include a candidate presentation that includes an overview of the topic and literature and a presentation of Articles 2 and 3. The candidate presentation should be followed by time for questions from attendees and the committee.

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 https://research.illinoisstate.edu/forms/index.php/. 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.
  - Their 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 their 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 their dissertation committee

chairperson and consult with them 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. 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 ISUReD. Consult the Graduate School for specific information on procedures and deadlines related to depositing the dissertation.

Coursework 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

400 and 500 Level Courses

At Illinois State University, courses at the 400 and 500 levels 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
- the course instructor agrees to require and supervise additional work beyond that required of master's degree students

No 300-level course can be taken for graduate credit.

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 graduate assistantship application may be obtained from the Human Resources office at: https://jobs.illinoisstate.edu/.

Appendices/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 <u>covered</u> 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:

- Collaborating with a faculty member on a teaching or research project
- Working with an educational agency, school, or faculty member 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 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, video recorded, 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)

<div align="center">FALL   SPRING   SUMMER   20</div>

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: _____ Date: _____ Date: _

_____

Dissertation   Chairperson's   signature:

_____

Coordinator's   signature:

_____

*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 coursework. 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: _____

Three Article Dissertation

Introduction

The School of Teaching and Learning recognizes that dissertations are a unique genre of academic writing and that the traditional dissertation does not fit all students or study topics. In response, the School will allow students the option to write a Three Article Dissertation instead of the traditional dissertation. In a Three Article Dissertation, the student writes three publishable articles on a common theme, of which at least one is an empirical research study. The Three Article Dissertation is a change in format, but not a substantial change in the work that is involved in a dissertation. This document is meant to provide guidelines for the process, format, proposal, and defense of a Three Article Dissertation.

General Guidelines

Students should decide as early as possible on the Three Article Dissertation and all committee members must agree to the use of the Three Article Dissertation before the student begins writing the proposal.

It is expected that all three articles in the dissertation are of publishable quality, as determined by the dissertation committee.

All three articles must have been written while the student was enrolled in the doctoral program at Illinois State University.

At least one of the articles must have been submitted for publication to a peer-reviewed journal prior to the dissertation defense. The article does not need to have been accepted or published by the time of the dissertation defense.

If any articles are published before the defense, the student must obtain copyright permission from the journal that published the work to include the article in the dissertation. Students should work with the copyright officer at Milner Library to be sure they are adhering to all copyright policies.

It is expected that there may be some overlap in content between articles in the Three Article Dissertation. The student must be careful, however, to not engage in self-plagiarism. In some cases, it may be necessary for the student to cite another article from their dissertation.

It is required that students are the first authors of all three articles. No other students can be co-authors on any of the three articles, as they are submitted for the dissertation. Any other co-authorships must be identified at the proposal defense and the contributions of each author must be made clear and justified by the student in the proposal defense. Co-authorships must be approved by the dissertation committee.

Format

The standard format for the Three Article Dissertation in the School of Teaching and Learning is:

- Introduction: A short (several page) introduction that describes the purpose of and the relationship between the three articles.
- Article 1: A literature review that describes the significance of the problem, identifies key studies and conceptual/theoretical underpinnings in the area of dissertation research. The literature review should provide new connections and insights related to the problem and could be published in a scholarly journal.
- Article 2: A complete research study with methods, findings, and conclusions written as a manuscript that could be published in a scholarly journal.
- Article 3: A complete research study with methods, findings, and conclusions written as a manuscript that could be published in a scholarly journal that connects with or extends Article 2 OR a teacher/practitioner-focused article that applies the findings from Article 2 OR a conceptual manuscript that focuses on the same topic.

- Conclusion: A short discussion of connections between the three articles and identifies future research needs.

The formatting of the final dissertation must be in accordance with the policies of the Graduate School.

Proposal

The proposal defense for the Three Article Dissertation will be different in format, but similar in content as a traditional dissertation.

The Three Article Dissertation proposal must include:

- Completed Introduction.
- Completed Article 1: Literature Review.
- Proposed methodology for Article 2. The methodology should include standard sections such as research questions, framework, sample/participants, data collections and analysis methods, reliability/trustworthiness, and limitations.
- Proposed methodology (as described above) or framework for Article 3, depending on the type of article that is being proposed.
- Conclusion that includes a list of proposed journals and a timeline for completion of work.

Dissertation Defense

The dissertation defense for the Three Article Dissertation should include a candidate presentation that includes an overview of the topic and literature and a presentation of Articles 2 and 3. The candidate presentation should be followed by time for questions from attendees and the committee.