Educational Administration & Foundations

Illinois State University

EAF Doctoral Program

Student Handbook
Fall 2021

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SECTION 1
INTRODUCTION AND OVERVIEW

Illinois State University

Mission Statement

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

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

College of Education

Vision

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

Mission

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

Strategic Plan

Goal 1
Support, recruit, and retain educators (faculty and students) who work to eliminate systemic inequities and promote inclusion in education

OBJECTIVES

1. Develop an intentional plan with strategies and incentives for increasing the recruitment and retention of underrepresented and historically marginalized students, faculty, and staff
2. Establish opportunities for COE students, faculty, and staff to learn about and engage in efforts that promote equity and inclusion in education and communities that are historically marginalized

Goal 2
Develop and support innovative, exceptional, and globally-minded educators and administrators

OBJECTIVES

1. Prepare students, faculty, and staff to utilize pedagogically-driven and culturally responsive practices for teaching with technology
2. Encourage teaching and research efforts that lead to effective practices in education that help schools and colleges adapt to a changing world
3. Increase opportunities to connect students, faculty, and staff with educators and educational institutions around the world

Goal 3
Build partnerships that reflect a shared commitment to excellence in educator preparation

OBJECTIVES

1. Encourage interdisciplinary teaching and research across departments and schools
2. Incentivize research and teaching collaborations between COE faculty and faculty associates
3. Develop structures to involve all stakeholders (schools, colleges, private industry, professional associations, and others) in the COE including but not limited to periodic reviews of COE curriculum development and assessment
4. Involve school and college leaders/educators in the education and mentoring of COE students
5. Initiate relationships with organizations that support underrepresented and historically marginalized communities

Goal 4
Provide a supportive and engaging graduate student experience

OBJECTIVES

1. Renovate designated classrooms and other learning spaces for the use of graduate students
2. Provide a wider range of financial support for graduate students
3. Facilitate faculty development emphasizing best practices in adult education, distance learning, and blended/online learning
4. Facilitate mentorship opportunities that will engage students in ongoing research and teaching with faculty

Goal 5
Affirm the reputation of the College of Education as the leader in educator preparation

OBJECTIVES

1. Publicize the contributions and accomplishments of students, faculty, staff, and alumni
2. Partner with all stakeholders (schools, colleges, private industry, professional associations, and others) to increase COE presence in statewide policy making concerning education at all levels
3. Establish the COE as the state's primary center for inquiry in educational equity

Source: College of Education Five-year Plan (2019-2024). See more about the College of Education at Goals and Accomplishments | College of Education - Illinois State

Educational Administration and Foundations Department

Mission

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

Doctoral Programs

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

1. A doctoral graduate will have acquired the skills, knowledge, values, and commitment necessary To lead educational organizations and institutions.
2. A doctoral graduate will develop and demonstrate understanding, appreciation, and application of appropriate knowledge, skills, values, and commitment within the respective administrative, policy, instructional, and research roles identified for educational leadership.

3. In the fall of 2015, the Department of Educational Administration adopted a cohort-only, falladmissions-only model to deliver its programs

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

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

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

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

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

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

Required Core Courses (30 hours)

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

Course #	Course Title
EAF 582	Administrative Theory in Education
EAF 583	Seminar in Educational Leadership
EAF 509	Research Design in Education
EAF 415	Qualitative Research in Educational Settings
EAF 594	Doctoral-level Scholarship
EAF 599	Dissertation Research (15 semester hours)

See Appendix A for Plans of Study for all Concentration & Sequences

- Higher Education Administration
- Carnegie Project P-12 Doctorate
- Leadership, Equity, and Inquiry

SECTION 2
EAF DEPARTMENT DOCTORAL PROCEDURES

First Steps

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

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

a. The Plan of Study for the Cohort (Ph.D. & Ed.D.) and how it ties to the goals of the program (see EAF website under Degree Requirements). (Note: The Cohort Leaders will make sure students have developed a plan of study within a year. Plans of study are internal working documents that remain in the Department.)
b. Residency form procedures, which must be completed BEFORE the first residency semester (http://education.illinoisstate.edu/downloads/doctoral/eaf/Doctoral%20Residency%20Form.pdf) (Note: Forms go to the Graduate School and may be subsequently amended.)
c. Review of the eight-year time limit
d. Overview of the doctoral exam norms and procedures
e. Overview of dissertation procedures
f. Discussion of the process for likely transition from initial Cohort Leader to an advisor the semester before final courses, who will advise doctoral exam and dissertation processes
g. Discussion of endorsement procedures (if part of doctoral work)
h. For transfer courses only – During the first semester of enrollment be sure official transcripts are sent to the EAF office to the attention of EAF Staff in charge of student records and notify her about the purpose of the transcript. The Cohort Leader and Coordinator will work together to properly assign transfer credit hours.
i. Discussion of continuous registration procedures at ISU (Note: Students MUST be enrolled for at least two semesters EVERY year, or they will be dropped from the university system and must reapply to the program. Semester schedules are provided by the Cohort Leaders
j. Discussion of the necessity of maintaining a 3.0 GPA to be a student in good standing (Note: A 3.0 at the graduate level is like a 2.0 at the undergraduate level—it is the MINIMUM GPA. A typical doctoral student GPA is around 3.5 or higher (a mix of A's and B's). If a student is receiving only B's, s/he should discuss this with his/her advisor.)
k. An overview of scholarships and graduate assistantships (Note: Details available on the EAF website.)

During the Doctoral Coursework

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

A. Plans of Study

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

B. Independent Study

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

EAF Policy on Independent Studies:

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

Procedural Guidelines for Independent Studies

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

C. Residency

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

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

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

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

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

D. Tuition Waivers

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

1. A student must be working toward a graduate degree program within the Department of Educational Administration and Foundations.
2. Student be must in good academic standing with the department and in compliance with all department and graduate school requirements.
3. Students may use tuition waivers for a maximum of 6 hours of independent study instruction within a degree-seeking program within the department.
4. Students must complete and submit an application for a tuition waiver to EAF

5. Tuition waivers may be utilized for no more than 6 hours of EAF 599 and tuition waivers will not be awarded to students who have incomplete grades on their transcripts. Tuition waivers may be used a maximum of 6 hours of Independent Study
6. Equity considerations will be applied when awarding tuition waivers to minimize skewed distributions among student applicants

E Cohort Leadership

1. Faculty Cohort Leaders

Cohort Leaders play a vital role in building, promoting, and sustaining cohort cohesion by enhancing oversight and care for the delivery of courses and events for the personal and professional development of students. They serve as a point of contact and advice relating to program and departmental issues and concerns cohort members may have. Cohort leaders performno functions associated with courses instructed by individual faculty; students will take great care to refer those items to the faculty member of record.

Responsibilities

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

2. Cohort Captain/Community Liaisons

Responsibilities

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

Semester Before the End of Coursework

1. Students should select and notify the program coordinator of their choice of individual advisor and should meet (in person or by phone) with him/her at least once each semester until students have completed their dissertation or transitioned to a different doctoral advisor. Developing a relationship of mutual accountability and respect is vital.
2. Students are encouraged to learn about all faculty members outside of class time to discuss research interests, possible dissertation topics, and participation in faculty research projects. Upon agreement to serve, the department chair will approve or disapprove the choice of dissertation chair (advisor).
3. If a student is put on probation, s/he must meet with the Graduate Coordinator within 10 days andcreate a plan to get off probation within 2 terms.
4. Cohort Leaders monitor advisees through coursework while individual advisors monitor advisees' development of dissertation topics and assist the student in establishing a dissertation committee.
5. To change advisors, a student should talk with the current and potential advisor. Once all agree, the student must complete the "change in advisor form" and submit it to the Department Chair for approval. Documentation of the change is placed in student's official file by EAF office staff.

The Last Semester of Coursework

1. The Cohort faculty leaders and student review the Plan of Study and Residency Forms andamend as necessary.
2. Students submit to Cohort Leader an electronic degree audit form after all courses (except dissertation hours) are completed. Cohort leaders forward it to the Department Chairvia email, who then reviews the document for accuracy and sends it to the Graduate School.
3. If a student is going to go beyond the 8-year limit, the advisor and student complete the Request for Extension form (http://grad.illinoisstate.edu/). This is to be submitted to the Chair for approval; it is the Chair's responsibility to forward the request to the Graduate School.

The Doctoral Exam (Blind Review Process)

EAF 563 taken at the end of a plan of study, is intended to assist doctoral candidates in preparing to draw connections between materials covered in various classes and apply the diverse themes and modes of inquiry that drive educational thought and practice. The doctoral exam provides students an individual opportunity to demonstrate readiness for participating in advanced research. To that end, examination questions are developed by the department exam committee and distributed to all faculty members for consultation and input. The exam allows students to draw from their research area of interest or dissertation topic but should not be confused with work on the dissertation itself.

For example, a student interested in community college education may successfully write an examination that focuses broadly on the administrative, leadership, and assessment problems associated with open-access institutions. In this scenario, the doctoral examination serves as a transition between coursework and preparation of the dissertation proposal but may require substantially more work, depending on the direction provided by the faculty member you choose to Chair your dissertation committee. Eventually, this student might complete adissertation on a specific research problem related to community college education. In such a case,work on the examination aids the student in grappling with broad conceptual frameworks that may guide the dissertation.

1. Prior to accepting a Comprehensive Exam for scoring, the Graduate Coordinator makes sure all students
    A. have completed all coursework on the plan of study (no incomplete grades)
    B. have no grade of C or less in any required course
    C. have a minimum grade point average of 3.0
    D. have registered for at least 1 credit hour of EAF 599
2. A final copy of the doctoral exam is sent to the student by the instructor for EAF 563 or EAF Staff in charge of student records. Students will then submit answers to the exam questions by advertised due dates to EAF staff in charge of student records free of any information that may reveal their identity. The EAF Staff shall keep a copy of the exam and answers on the Department server.
3. The EAF staff sends an electronic copy of student answers to the department exam committee (If the exam committee wants paper copies, the EAF staff in charge of student records will notify the student to send the number of hard copies needed.)
4. Doctoral exam committee members should provide feedback within three weeks (15 working days) when the university is in session or notify the students if exams cannot be assessed within that time. Committee members decide whether the student has passed or needs to rewrite one or more sections. The student must obtain a pass rating from all committee members. The department chair will work with the committee to resolve all disputes.
5. The Chair of the department exam committee completes the doctoral exam form indicating whether the student has passed the exam or needs to rewrite. This form is submitted to the department Staff in charge of student records. The Department Chair will write a formal letter informing the student of the decision and time limits (if a rewrite is needed). If the exam is passed within the one- year time limit, the student is sent a letter notifying him/her of the fact. A copy is sent to the Graduate School.
6. Note the One Year Rule – There are a maximum of three (3) tries within one year of starting the exam. If the exam is not passed within three tries (one original and two rewrites), the student is dismissed from the program.

The Dissertation

The dissertation is the culminating scholarly project of the doctorate

A. Proposal Hearing

The student selects dissertation committee members in consultation with the dissertation chair. Three must be current full-time faculty from the Department, of which one must be EAF faculty who teach research courses. If a member of the research faculty serves as the final advisor, another member of the research faculty must be added to the committee. At least half of the committee members must have full graduate faculty status. The chair must have full graduate

faculty status as well or have a co-chair with status. The advisor/chair of the committee completes the "Request for Exception to the Graduate Council Bylaws" for any committee member who does not have full graduate faculty status (http://grad.illinoisstate.edu/).

Student Progress

After passing the comprehensive exam, the candidate must complete one of the designated products below, each year, to remain active in the capstone assessment sequence, with one additional year without a product before the candidate is recommended for dismissal from the program. Recommended products include:

a. For proposals:

. Literature review

ii. Draft of a chapter

iii. Full proposal offered for feedback

iv. Scheduled proposal hearing with a completed proposal draft.

b. For dissertations in progress

i. Evidence of data collection and analysis

ii. Revisions to previous drafts

iii. Chapters 4 and/or 5

iv. A completed document offered for feedback; or

v. Scheduled dissertation hearing with a completed dissertation draft

1. Students work with their advisor to complete their dissertation proposal. Many committees want the first three chapters during the hearing. The student should work with his/her advisor to determine the format appropriate for the proposal hearing.
2. Students (and Dissertation Chair and methodologist) must complete CITI training prior to submitting protocol to IRB (http://rsp.illinoisstate.edu/research/), if the study involves human participants.
3. IRB approval for the research study must be secured and the approval number included on the Proposal Approval Form before the latter can be submitted to the Graduate School. Students may apply for IRB approval before the proposal hearing. However, if the committee changes the research questions, survey, or interview protocol during the hearing, the advisor and student will need to submit a request for modification to IRB (http://rsp.illinoisstate.edu/research/).
4. The student works with the advisor to finalize the proposal and submit a copy to all committee members at least 10 days prior to the hearing. (If hard copies are needed, the student provides them to faculty).
5. The advisor schedules the Proposal Hearing and a room through EAF Staff in charge of student records.
6. The advisor sends EAF Staff in charge of student records an email with names of dissertation committee members, the title of dissertation, the date and time of hearing.
7. EAF Staff in charge of student records fills out a Proposal Approval Form for the day of the hearing. For a successful proposal hearing, all committee members and the studentmust sign the Proposal Approval Form. Make sure the student signs the form before leaving.
8. At the hearing, the role of each of the committee members should be clarified. Topics to discuss are: Who will be the lead faculty for each chapter, how the methodologist will work with student and advisor, general turn-around timelines for feedback, etc.

9. The Proposal Approval form cannot be forwarded to the Grad School until the proposal research is approved by all committee members and receives IRB approval (if applicable). The IRB protocol number must be on the Proposal Approval Form.
10. The EAF Staff in charge of student records submits the Proposal Approval Form to the Graduate School and keeps copies in the department file. (NOTE: Data collection may not begin until the proposal form has been received and approved by the Graduate School.)
11. The Graduate Coordinator checks student records to see if the student took EAF, 590, 591 or 592 (students admitted prior to 2014)). If necessary, a Change of Grade Form (from DE to the actual grade should be filled out for EAF 592. The final grade should be issued by the original instructor in consultation with the dissertation chairperson and the Graduate School Coordinator.

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

1. After the Proposal Approval form is forwarded to the graduate schools, the advisor notifies EAF Staff in charge of student records to provide override for the first set of EAF 599 hours when appropriate. This is a good time to complete degree audit form. When completed, email to Chair to send to Grad School.
2. Students currently enrolled in EAF 599 hours will automatically be given an override for the fall and spring semesters unless notified otherwise by the advisor.
3. Once the Proposal Hearing has been held, students MUST be continuously enrolled in dissertation hours (at least 1) until they graduate. Summers may be excluded if that is not the semester the Defense will be held. For continuous enrollment and dissertation audit procedures, see the ISU Graduate Catalog.
4. Students must complete 15 hours of EAF 599 to graduate from the university. Only students who have completed their coursework will be permitted to enroll in EAF 599.
5. If a student completes 15 hours, but is not ready for graduation, he/she must contact theGraduate School to register for 599.01 (audit hours).
6. Students should keep in regular contact with their advisor on dissertation progress. The time spent on the dissertation for each 3 hours registered would be equivalent to time spent on a 3-credit hour course (9 to 12 hours a week), but any number of credit hours is permissible).

C. Dissertation Defense

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

1. The advisor checks the student's file to be sure all required forms and transcripts have been updated, submitted, and approved by the Graduate School. Student and advisor should check deadlines at http://grad.illinoisstate.edu/dates. Students should have written all chapters and submitted them to their committee early enough to expect to be able to meet graduation deadlines that semester. The committee must have time to read all chapters and give feedback, and the student must have time to revise and resubmit the dissertation to the committee. In addition, the final dissertation draft must be on file 10 working days prior to the defense.
2. To schedule a defense date that meets graduation deadlines, students should follow the following guidelines: http://grad.illinoisstate.edu/dates. Students cannot defend a dissertation in the same semester of a proposal defense. Once the student successfully defends the dissertation, he or she is referred to as "Dr." The Department, if asked, will write letters to employers or other agencies verifying completion prior to an end of a semester.

3. Student meets with Graduate School staff member for format check and to pick up the Right to Defend Form.
4. Dissertation chair emails EAF Staff in charge of student record requesting the conference room to be scheduled.
5. EAF Staff in charge of student records then completes the "Outcome of Dissertation Defense" form (http://grad.illinoisstate.edu/).
6. EAF Staff in charge of student records sends a memo to the faculty 10 days prior to the defense notifying them of the author, title, date, time, and place of the defense and where the dissertation is available for review.
7. The student provides the Graduate School with a formatted copy of the dissertation 10 days prior to the defense.
8. The student provides the Department with a hard copy of the dissertation 10 days prior to the defense to be made available for the faculty to review, along with a copy for each committee member (avoid using departmental resources for copying).
9. At the conclusion of a successful defense the committee members will sign the "Outcome of Dissertation Defense Form" and the student should deliver the signed paperwork to the Graduate School.

10. Typically, there are minor revisions the student needs to make to the dissertation after thedefense. The advisor and the student will work closely together to be sure that the final version is ready for publication. Once the dissertation is fully approved the student must submit the final copy to ProQuest, and complete the "Final Deposit Checklist" as indicated on the Graduate School website
11. After the successful passing of the dissertation, the student is presented with a certificate and a department gift, along with an envelope with an exit survey and a request for a picture.
12. The student takes the signed paperwork to the Graduate School.
13. The student decides whether or not to attend commencement and notifies advisor about hooding (http://grad.illinoisstate.edu/).

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

Final Degree Audit and Graduation

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

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

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

Graduate School Policy Waivers

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

a. Only the Department Chair may petition the Graduate School for a waiver of any of its policies in consultation with the Director of the Graduate School.
b. These procedures will be reviewed annually by the Chair's Advisory Council
c. Requests for waivers of graduate school policies will be minimal and highly discouraged.

Curriculum Protest Procedure

Introduction (Purpose and Intent)

The purpose of the Curriculum Protest Procedure is to provide all students enrolled in courses within the Department of Educational Administration and Foundations an opportunity for an objective review of facts and events relevant to the cause of the curriculum Protest. The review will be carried out in a collegial, non-judicial, and non-adversarial environment; permitting all parties an opportunity to be heard. All parties will be expected to act in an adult, professional, and civil manner. The procedures that follow are designed to ensure respectful, objective, and fair treatment of both students and faculty.

I. Terms and Guidelines

- A "curriculum Protest" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures or has been applied to the student in a manner different from that used for other students.

- Curriculum Protests will not address the assignment of a grade seen by the student as incorrect or issues of academic integrity. Curriculum Protests will deal with general and procedural student concerns.

- "Faculty" shall mean any EAF faculty member, full-time or Non-Tenure Track (NTT) serving as thesis/dissertation/directed study supervisor, committee member or chair, cohort leaders or advisor who interacts with the student in an academic environment.

- "Department Chair" shall mean the academic head of the Department of Educational Administration and Foundations or in all cases a "Department's designee" appointed to handle academic Protests.

- "Chair's Advisory Council" (CAC) shall mean EAF faculty selected by faculty and approved by the Department Chair for a 4-year term to represent the Foundations, Higher Education, P-12, and Research areas of EAF.

- "Time" shall mean "academic time," that is, periods when University classes are in session. The person vested with authority at the appropriate level may extend any of the time periods contained herein for good cause. Any extensions must be communicated in writing to all parties. For the purposes of this policy, each step shall be afforded three (3) weeks as a standard time limit.

- Written communication" shall mean communication by hard copy to the recipient's address of record and university issued email address.

- The "burden of proof" shall be upon the student such that the student filing the Protest has the burden of supplying evidence that proves that the advisor/cohort leaders/instructor/department chair's decision was incorrect or unfair.

- Neither party shall be entitled to bring "legal representation" to any actual Protest proceeding as this is an internal review of an academic decision.

Policy Statement

EAF is an adult learning space where adult students will be encouraged to use their leadership skills and emotional intelligence to resolve conflicts that may arise.

The student shall first make a reasonable effort to resolve his or her Protest with the instructor/advisor/ concerned, with the date of the incident triggering the start of the process and the instructor shall accommodate a reasonable request to discuss and attempt to resolve this issue.

If the situation cannot be resolved or the instructor is not available, the student shall file a notification letter within three weeks of the triggering incident to the department Chairperson. This shall be a concise written statement of particulars and must include information pertaining to how, in the student's opinion, EAF policies or procedures were violated. The department Chairperson shall provide a copy of this statement to the instructor.

The department Chairperson shall discuss the statement jointly or individually with the student and the instructor to see if the Protest can be resolved. If the protest can be resolved, the Chairperson shall provide a statement to that effect to the student and the instructor with a copy to the College Dean and the Office of the Provost.

If the Protest cannot be resolved, the department Chair shall notify both the student and the instructor, informing the student of their right to file a written request within three weeks to advance the Protest to the CAC. The instructor may file a written response to the Protest petition.

Upon receipt of the student's request to move the process to the CAC and the instructor's response to the Protest (if provided), the Chairperson shall immediately notify the College Dean of the Protest, providing copies of the student's initiating Protest statement, any instructor's written response to the Protest, and the written request from the student to have the process advanced to the CAC (which may include additional responsive or final statements by the student). Should the student not file a written request to move the Protest to the CAC within the prescribed time, the Protest will end.

If the Protest concerns the Chairperson, the student has a right to bypass the departmental process and proceed directly to the university level.

1. The membership of the CAC shall be constituted as follows: EAF faculty selected by faculty and approved by the Department Chair for a 4-year term to represent faculty from the Foundations, Higher Education, P-12, and Research areas. Wherever practical, the CAC considering the protest shall not include faculty directly involved with the Protest. The student or faculty may address the CAC.

2. The CAC will operate in the following manner: Upon receipt of the Protest, the CAC shall either determine whether the matter is an academic Protest for their consideration The Department Chair of EAF shall be responsible for scheduling meetings, overseeing the deliberations of the CAC and ensuring that full and fair consideration is provided to all parties. The Department Chairperson shall vote on CAC decisions only when required to break a tie. The CAC will operate accordingly:

- The Department Chairperson shall notify the student and instructor of the date and time of the meeting.

- The student and instructor may submit a list of questions to the Department Chair to be answered by the student and instructor. If submitted, the questions will be disseminated by the Department Chairperson who will ensure that the questions are answered in writing and submitted for review by the CAC, student, and instructor before the initial meeting.

- The student or instructor may request to attend a CAC meeting as designated by the Chairperson to present any final statement and either may be present during the other's final statement.

- Neither the student nor instructor may be present during the deliberations. The student or instructor may bring an advisor (not to act as legal counsel or to participate in the meetings) to the meeting.

- All deliberations shall be in private and held confidential by all members of the CAC. The recommendation of the CAC shall be based on the factual evidence presented to it.

- Within four weeks of the start of the process, the Department Chair shall deliver in writing to the student and instructor the findings and a recommended resolution. Within 3 working days of receipt of the Committee recommendation, the student shall inform the CAC of their agreement/disagreement with the recommendations.

- At any time, the student may choose to terminate this process and seek resolution at the university level. However, this process and resolution efforts outside of the department will not proceed concurrently.

SECTION 3.
INSTITUTIONAL POLICIES

Academic Integrity

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

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

Student Bereavement Policy

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

Disability Concerns

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

Grade Challenges

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

Official Means of Communication

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

The University Catalog

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

SECTION 4.
ACADEMIC and FINANCIAL RESOURCES

ReggieNet

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

Library Resources

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

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

Online Tools

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

Dates to Remember

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

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

Financial Assistance

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

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

SECTION 5.
PROFESSIONAL DEVELOPMENT

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

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

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

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

See a list of potential affiliations at http://education.illinoisstate.edu/edd_highered/organizations/ EAF faculty are happy to discuss how involvement in these organizations (and others) can enhance your career.

ROSTER
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