

Doctoral Student Handbook

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I. Introduction

Welcome to the College of Education at UIC! We are pleased that you have chosen to study with us. Your work toward a doctoral degree can be exciting, personally fulfilling, and professionally rewarding. It is a time for you to expand your horizons, challenge your assumptions, and develop intellectually. It is a time to work hard, learn the field in which you will develop and claim expertise, and conduct original inquiry that will contribute to the knowledge and practice of your chosen area of interest. Your work toward a doctoral degree is also a time for you to make new friends and colleagues and to work with program faculty, many of whom are national leaders in their fields of study.

The purpose of this handbook is to help you successfully navigate your way through your program. Following this introduction, Section II provides an overview of doctoral studies in the College of Education. Section III presents detailed requirements of each doctoral program offered by the College and various concentrations and specializations within them. Section IV provides information about dissertation research. Section V introduces the Institutional Review Board (IRB) and the processes students must follow to have their research approved for the ethical treatment of human subjects. Section VI provides information about the UIC Library and the College of Education's Educational Technology Laboratory. Section VII contains information about financial aid. Finally, Section VIII provides some tips for prospering as a doctoral student in the College of Education at UIC.

In addition to this handbook, it is a good idea to become familiar with the academic requirements and regulations of the UIC Graduate College. These may be found in the Graduate Catalog, which is available at the UIC bookstore and online at <http://grad.uic.edu/cms/?pid=1000209>. The catalog provides information about such topics as transfer of credit, registration requirements, leaves of absence, academic ethics and regulations, and grievance procedures.

Finally, your most important source of information and support is your faculty program advisor. When you were admitted to your program, you were assigned to a faculty member who shares some of the same interests that you do. Your advisor will help you develop your program of study, select courses, and plan your program of research. Your advisor will also help you answer questions and solve problems you may encounter in your work.

In accordance with the Americans with Disabilities Act, students with documented disabilities may request reasonable accommodations to enable them to participate fully in their programs. Such accommodations may include, but are not limited to:

- Exam modifications
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- Assistance with academic modifications
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A. Advising Covenant

“The advisor nourishes a dream in the student and sets the student into creative flight, tempering idealism with wisdom of experience” (Davis et. al., 1997, p. 61). “The advisee understands that advising is a ‘two-way street” (Johnson and Huwe, 2003, p. 101)

It is well known that success in Ph.D. programs is connected to the quality of advising received (Adams, 1992; Heinrich, 1995; Johnson and Huwe, 2003; Tuttle, 2000; Zhao et. al., 2005). This success is largely dependent on the development of the advisor-advisee relationship. It is not an exaggeration to say that the single most important factor in the successful and timely completion of a Ph.D. program is an open and productive relationship with your advisor. Your relationship with your advisor in your Ph.D. Program is likely to be qualitatively different from the advising you may have had in your undergraduate or Master's program. Of course, information, support and advice can be provided by many people, including staff in the College of Education Student Services Office, the Graduate College, your course instructors, and your classmates. However, there is no substitute for the mentoring that a Ph.D. advisor can provide. This mentoring can take many forms, ranging from helping you to complete necessary paperwork, to select courses, and to develop conceptual frameworks for your research.

One metaphor often used to capture the nature of the advisor-advisee relationship is the “apprenticeship” model, in which the student works closely and individually with one faculty member who shares his/her research interests. The student's goal is not only to acquire the knowledge and skills that are central to the profession, but also to become a member of an intellectual community. However, Walker et al. (2008) make the important point that mentoring involves reciprocal roles, and that students should be “apprenticed with” rather than “apprenticed to” (p. 115) their advisors. To develop this kind of relationship, they recommend some strategies that apply to both advisor and advisee.

Know One's Self and Each Other Well. As each mentoring relationship must be tailored to two sets of needs, motivations and working styles, it is important for the advisor and advisee to understand their separate and mutual goals and negotiate the similarities and differences.

Communicate Clearly and Provide Regular Feedback. Understanding the expectations of each side of the mentoring relationship entails early, frequent, and clear communication. Especially valuable are explicit conversations about expectations about the frequency and format of communication (for example, e-mail, monthly meetings), as well as the range of appropriate topics (for example, advice about coursework, financial aid, career guidelines, teaching, research goals). These negotiations may head off later misunderstandings. Most doctoral program faculty members work together to provide a formal and annual process for evaluating students' progress and giving feedback. However, more frequent and regular feedback between the advisor and advisee is critical to sustaining momentum and avoiding pitfalls in developing a research program.

Take Time. An “apprenticeship with” relationship entails a considerable investment of time and energy from both advisor and advisee. Of course, the amount and nature of the time spent together may vary at different points of the student's program.

The Advisor/Advisee Match

Most programs assign new doctoral students to advisors based on a match in research interests and experiences, using the goal statements that are included in admission portfolios. This first-year advisor will help you develop your program of study, select courses, and plan your program of research. Your advisor will also help you answer questions and solve problems you may encounter in your program.

Of course, students' research goals often develop and change directions during coursework. If so, it is not unusual for students to change to an advisor whose interests and expertise are a better fit for the new focus. Your department's Director of Graduate Studies or your doctoral program's coordinator can provide guidance if you are considering such a change. After communication with both your current and prospective advisors, you may change your advisor at any time during your program. (To change your program advisor, you must complete a Change of Advisor Form. This form may be obtained from the College of Education Office of Student Services.)

Advising Covenant

The purpose of the Advising Covenant is to support the advising relationship, which is undergirded by an ethical agreement that the advising process is built upon dynamic mutual expectations in good faith. The Advising Covenant represents a set of expectations for both the advisor and advisee, along the dimensions of sharing professional knowledge, and responsible collaboration. It aims to serve as a guide that is flexible enough so that the advisor and advisee can meet their particular needs. (From 2007-2009, Graduate Students in Education (GSE) and other graduate students in Master's and Doctoral programs at UIC began the process of creating a document intended to provide academic advising guidelines. In 2008, the Doctoral Programs Steering Committee collaborated with the students to bring this document into its current form.)

Role of Advisors

Share Professional Knowledge:

- Advisors are knowledgeable about their advisees' department/program requirements, policies and procedures.
- Advisors provide constructive feedback on program progress and alert advisees when they are or are not meeting expectations. If not meeting expectations, advisor and advisee discuss a plan of action. When needed, advisors provide counsel to advisees regarding the balance of academics and other obligations.
- Advisors help advisees develop their research interests. They guide advisees by familiarizing them with different paradigms, perspectives, approaches, and resources that may be helpful.
- Advisors provide information on various career paths open to advisees and in the process discuss advisees' career goals.
- Advisors help advisees with search for employment by providing leads and references.
- In cases where there are mutual research interests, advisors invite/provide advisees with co-participation in advisors' research and teaching activities. Examples are co-authorship of a conference presentation, journal article or book chapter, assistance in teaching a course, or help with finding opportunities to do so if the advisees so choose.

Collaborate Responsibly – Advisors and Advisees:

- Advisors respond to advisees' questions within 72 hours (via email, phone or in person, if only to let them know that they have received the message and will respond by a certain date).
- Advisors keep commitments and meet mutually negotiated deadlines.
- Advisors work with advisees to plan the course of their study (for example, course schedule and dissertation timeline) to ensure a timely completion of programs.
- Advisors work with advisees on a meeting schedule that works for advisees based on their stage in their studies. For example, the closer to the dissertation stage, the more often they might need to communicate.
- Advisors help advisees make connections and "network" with other students, with other faculty, and with other scholars in their respective fields outside of UIC. For example, advisors may invite all their advisees for a group meeting each semester, so advisees can discuss common issues/concerns to create an advising community.
- Advisors show an interest in their advisees' interests and/or point them to faculty who may be more appropriate if necessary.
- Advisors advocate for advisees with others when necessary and appropriate.

Role of Advisees

Share Professional Knowledge:

- Advisees familiarize themselves with departmental/program policies and procedures. They consult with their advisors for clarification about issues specific to their cases. Advisees note suggestions so as to minimize repeat visits/issues.
- Advisees are self-directed in the sense that they know what their goals are and work towards them. They periodically share their goals with the advisor, including revisions, so that if they need help in terms of direction, guidance, or feedback, their advisors will be better prepared to serve them.
- Advisees do their best at all times. They maintain high standards of excellence, allowing for the development of more challenging and creative goals.

Collaborate Responsibly - Advisors and Advisees:

- Advisees respond to advisors' inquiries within 72 hours (via email, phone or in person, if only to let them know that they have received the message and will respond by a certain date).
- Advisees keep commitments and meet deadlines.
- Advisees work with their advisors to plan the course of their study (for example, course schedule and dissertation schedule) to ensure a timely completion of program.
- Advisees plan a meeting schedule with their advisors.
- Advisees are mindful of their advisors' investment in their own goals and seek ways to also support their advisors.
- Advisees communicate directly and honestly. Advisees and advisors discuss reasonable time requirements for the review of advisees' written work. Advisees keep advisors abreast of any changes in their plans and let them know what they need as well as suggest how their advisors can help them.
- Advisees admit to challenges so that advisors can help with assessment and develop a plan so that these problems do not arise in the future.
- Advisees are coachable and willing to learn from their advisors. Advisees are open to suggestions by their advisors. If they do not agree, advisees can communicate with their advisors further to work on the issues at hand.

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II. Overview of Doctoral Programs in the College of Education

The College of Education offers four separate Ph.D. degree programs and several concentrations of study within them. The four Ph.D. programs are (a) the Ph.D. in Education: Curriculum and Instruction, (b) the Ph.D. in Education: Special Education, (c) the Ph.D. in Educational Psychology, and (d) the Ph.D. in Policy Studies in Urban Education. The College of Education also offers an Ed.D. program for the preparation and development of school and system level leaders.

The Ph.D. in Education: Curriculum and Instruction is divided into two areas of concentration to which students apply and are admitted:

- The concentration in Curriculum Studies focuses on the study of curriculum theory, history, and development; and philosophical and practical issues in teaching and teacher education related to school subject matter, such as mathematics, science, social studies, history, etc., as well as across subjects.
- The concentration in Literacy, Language, and Culture engages students in the study of topics such as literacy, analysis and design of texts, and theories and practices of literacy instruction and assessment.

The Ph.D. in Education: Special Education emphasizes theory and research in early intervention, emotional and behavioral disorders, learning disabilities, and developmental disabilities, as well as research on professional preparation and models of special education services. Within this program students have the opportunity to study a wide variety of issues pertaining to the field of special education.

The Ph.D. in Educational Psychology is concerned with the study of topics such as learning and cognition, social and moral development, early childhood education, and statistics and measurement.

The Ph.D. in Policy Studies in Urban Education focuses primarily on how educational institutions are organized, led, and improved; and on social and cultural contexts—particularly urban contexts—that influence educational institutions. This program has two areas of concentration to which students apply and are admitted:

- The concentration in Educational Organization and Leadership focuses on leadership, administration, and improvement of elementary and secondary schools, school districts, and institutions of postsecondary education.
- The concentration in Social Foundations of Education focuses on the historical, social, cultural, political, and economic contexts of education in American society.

The Ed.D. in Urban Educational Leadership provides advanced professional study for the preparation and development of school leaders. Three strands of study within the program provide opportunities for (a) preparation for the Illinois Type 75 General Administrative Certificate; (b) preparation for the Illinois Superintendent Endorsement; and (c) general advanced professional studies of educational leadership for practicing school leaders at the building or system levels who do not seek the Type 75 Certificate or Superintendent Endorsement as well as for educational professionals in postsecondary institutions.

Doctoral students in the College of Education are a diverse group and come from many different backgrounds. They have wide-ranging interests, and aspire to a variety of post- doctoral careers. Our programs are designed to help students meet their individual needs and career goals. All doctoral programs in the College of Education share high expectations for student learning and performance, are intellectually rigorous, and embody the highest standards of academic scholarship.

Each doctoral program in the College of Education requires that students complete a minimum of 96 semester hours of graduate work beyond the bachelor's degree or minimum of 64 semester hours beyond the master's degree. Different programs require different numbers of hours beyond these minimums. Students typically take additional hours of coursework beyond the minimum specified by their degree programs in order to meet their scholarly and professional goals. According to Graduate College regulations, students entering with a master's degree must complete all degree requirements within seven years

of matriculation into their doctoral programs. Those entering with a bachelor's degree may take nine years to complete their requirements. Program requirements may change at any time, at the discretion of the College, but students may always opt to adhere to the requirements in place when they entered the program.

Students are considered to be in good standing in the Graduate College if they meet all of the following conditions:

- Have removed any conditions of limited status placed on their admission.
- Maintain a minimum Graduate Progress Index (GPA) of 3.00.
- Make satisfactory progress toward completing degree requirements, including the dissertation or thesis.

A student who violates any of the continuation and probation rules specified in the UIC Graduate Catalog may be dropped at any time from the Graduate College, and thus the student's degree program. Violations include but are not limited to failure to fulfill conditions of limited status admission, a GPA of less than 3.0, failure to make satisfactory progress toward the completion of degree requirements, and failure to register for credit hours during the academic year (see the Graduate College website for the policy on leaves of absence: http://grad.uic.edu/pdfs/form_leave_of_absence.pdf). For more information about any of these policies, contact the College of Education Office of Student Services.

As noted above, it is important that you plan your program of study and select your courses in close consultation with your faculty program advisor. Your program advisor will help you refine and develop your sense of direction through your program, and will recommend courses you should take to achieve your scholarly and professional goals. Your program advisor will also help you to identify a chair for your preliminary examination and dissertation or thesis committees. You should consult with your advisor at least once each term. You may change your faculty program advisor at any time during your program, provided your current and prospective advisors agree to the change. To change your program advisor, you must complete a Change of Advisor Form. This form may be obtained from the College of Education Office of Student Services.

III. Program Requirements

This section of the handbook describes the requirements of each doctoral program offered by the College of Education and their different areas of concentration. You are encouraged to turn to the description of the program and, if relevant, the concentration to which you were admitted. This section of the handbook provides some introductory information about Ph.D. and Ed.D. dissertation research. Additional information is contained in Section IV.

Recent Program Additions and Revisions

Several of the doctoral programs and concentrations described in this handbook have been added recently or are revisions of earlier programs and concentrations. In brief, these programs and concentrations are:

- The concentration in Literacy, Language, and Culture within the Ph.D. in Education: Curriculum and Instruction first admitted students for Fall 2003. This concentration is a revision and took the place of the concentration within that Ph.D. program titled Reading, Writing, and Literacy.
- The Ph.D. in Educational Psychology is a Ph.D. program that replaced the Educational Psychology concentration of the Ph.D. in Education: Curriculum and Instruction. This program admitted its first students for Fall 2003.
- The Ph.D. in Policy Studies in Urban Education is a revision and took the place of the Ph.D. in Educational Policy and Administration. The first students were admitted for Summer and Fall 2002.
- The Ed.D. in Urban Educational Leadership is a doctoral program that does not replace any other doctoral program in the College. It was created to meet new demands for doctoral-level study for the preparation and development of school leaders. This program admitted its first students for Fall 2004.

As a rule, students admitted into a particular program and concentration are governed by the requirements of the program and concentration as they are at the time the student was admitted. If you were admitted to a program and concentration that was subsequently revised, you are obliged to fulfill the requirements of the program before its revision; you are not obliged to fulfill the new requirements. Likewise, if you were admitted into a program that has been replaced by a new program, you are obliged to fulfill the requirements of the program into which you were admitted, not the program's replacement.

You may find that you would rather be part of a new or revised program and concentration than the program and concentration into which you were first admitted. If this is the case, you may apply to transfer from the program and concentration into which you were admitted to the revised or new program and concentration. If you are interested in making a transfer, you should consider the various benefits and costs with your faculty program advisor, including how much of the work you have already completed will count toward completion of the new or revised program. Your program advisor will also be able to help you navigate the administrative process of transferring from one program and concentration to another. The College of Education Office of Student Services has an application form for transfer that you will need to complete. You will need to obtain the signatures of the coordinator of the program and concentration from which you wish to transfer and the coordinator of the program and concentration into which you wish to transfer. Depending on the program, you might also need to have a written recommendation from the coordinator of the program from which you wish to transfer. You will need to satisfy the admissions requirements of the program and concentration into which you wish to transfer and, if your transfer is approved, you will need to meet all of the requirements of the new or revised program and concentration. Transferring between programs and concentrations is not simply a formality. For many programs and concentrations, program faculty review and approve transfer requests. It is possible that your request might not be accepted by the faculty of the program and concentration into which you wish to transfer.

Study at Other Universities: The CIC Traveling Scholar Program

A valuable opportunity to broaden your course selection, your opportunities to learn, and your opportunities to work with a wide variety of faculty is the Traveling Scholar Program of the Committee on Institutional Cooperation (CIC). This program provides opportunities for doctoral students in the College of Education and in other academic units at UIC to enroll in courses at any Big Ten university, including the University of Illinois at Urbana-Champaign and Northwestern University, and the University of Chicago. Tuition for enrollment in courses at these universities is set at UIC rates. Study at other universities can be a very enriching experience, complementing the work that you do at UIC and in the College of Education. Looking ahead, you will need one faculty member from outside the College to serve on your dissertation research committee. Taking courses through the Traveling Scholar Program is a good way to meet and study with faculty whom you might later invite to serve as an outside member of your committee.

To participate in the Traveling Scholar Program, you must receive prior written approval from your faculty program advisor, your department chair, and UIC's CIC liaison officer in the Graduate College. With these written approvals, you can work with the CIC liaison officer to obtain permission from the university at which you would like to enroll to register for the courses you wish to take. All payment and registration arrangements are made through the UIC's CIC liaison officer at UIC. Traveling Scholar visits are limited to a maximum of 2 semesters or 3 quarters, regardless of the number of credits taken. Further information about the Traveling Scholar Program can be found at: http://www.uic.edu/depts/grad/reg_grad/cicprogram.shtml.

A Note about Independent Study

With the approval of your faculty program advisor and a faculty member who will supervise your work, you may take independent courses of study and count them as electives or area of specialization options in your doctoral program. These studies can be important experiences in your doctoral work, allowing you to explore problems and topics of personal interest not addressed in depth in your coursework. Moreover, these studies can provide valuable opportunities for you to work with an individual faculty member more closely than you might be able to in a regular course. In each program, there are limits to the number of independent study credit hours that students may count toward their degree requirements. Be sure to consult with your faculty program advisor and the coordinator of your doctoral program for details.

A. Ph.D. in Education: Curriculum and Instruction

The Ph.D. in Education: Curriculum and Instruction offers students opportunities to study in two major areas of concentration: (a) Curriculum Studies and (b) Literacy, Language, and Culture. Students in this Ph.D. program apply to and are admitted to one of these two concentrations. These concentrations have some common elements but they also differ in a number of important ways. Therefore, each of these concentrations is described separately. You should refer to the description of the concentration to which you have been admitted. You should also refer to later sections of this handbook that provide additional information about conducting dissertation research successfully.

1. Concentration in Curriculum Studies

The concentration in Curriculum Studies emphasizes curriculum development, history, and theory, as well as cultural, philosophical, and practical issues in teaching and teacher education related to school subject matter such as mathematics, science, social studies, history, etc., as well as across subjects. All students in this concentration are provided a strong background in research philosophy and methodology. This area of study is currently referred to as curriculum studies, i.e., as designated by the name of Division B of the American Educational Research Association (AERA).

Overview of Requirements

This program concentration requires a minimum of 96 semester hours beyond the baccalaureate degree and a minimum of 64 semester hours beyond the master's degree. These requirements include completion of a 16-hour research methods core, an 8-hour research project, and 16 hours of dissertation research. Students are required to pass written and oral portions of a preliminary examination and successfully defend their dissertation research. This concentration's requirements are as follows for students who enter the program with an earned master's degree.

- Research Core—16 hours
- Area of Specialization—24 hours (minimum)
- Research Project—8 hours
- Preliminary Examination—Written Portion
- Preparation of a Dissertation Research Proposal
- Preliminary Examination—Oral Portion
- Dissertation Research—16 hours (minimum)
- Dissertation Defense

Students who enter with a bachelor's degree but not a master's degree must take up to 32 hours of additional course work (the equivalent of a master's degree) in an area of specialization.

Research Core (16 hours)

The concentration in Curriculum Studies requires a core of courses that focuses on different types of research in educational settings, research design, and the analysis of educational data. These core courses help you develop the minimum skills that you will need to evaluate research literature and to begin your own independent research. You are encouraged to take these core courses early in your program, especially ED 500; however, you may take other courses in the program before you complete this set of courses. Note also that you may choose or be encouraged by your faculty advisor to take additional courses in research methodology in order to meet your personal scholarly and professional goals.

The requirements of the research core are:

- ED 500—Philosophical Foundations of Educational Inquiry (4 hours)
- ED 501—Data and Interpretation in Educational Inquiry (4 hours)
- ED 502—Essentials of Qualitative Inquiry in Education (4 hours)
- EPSY 503—Essentials of Quantitative Inquiry in Education (4 hours)

Area of Specialization (24 hours minimum)

Students who study in the concentration in Curriculum Studies typically pursue a wide range of professional and personal objectives. For this reason, the choice of courses in the area of specialization is left largely to students, who, in consultation with their faculty advisors, are to develop their own individualized programs of study. All students in this program are required to take two courses: (a) CIE 500—Proseminar in Curriculum and Instruction; and (b) CIE 574—Foundations of Curriculum Design. CIE 500 is designed to help students meet faculty members and be introduced to the wide range of research approaches used in the field of curriculum studies. CIE 574 provides an overview of the conceptual foundations of curriculum studies. CIE 500 may be repeated once for credit.

While no other specific courses are required, all students in this Ph.D. concentration are expected to develop a strong background in curriculum and instruction and an emphasis on a particular area of study. Such emphases might include curriculum theory; curriculum development; research on teaching; bilingual education; a subject matter specialty such as mathematics, science, or social studies education; teacher education; curriculum history; education in non-school settings; and issues of equity and justice vis-à-vis curriculum and instruction. To meet your individual scholarly and professional goals, you may need to take more than the minimum 24 semester hours of coursework in your particular area of specialization.

Although you may take all your courses in the College of Education, you are strongly encouraged to take courses in other UIC colleges and departments and at other universities through the Traveling Scholar Program, described in the introduction to this section of the handbook. Taking courses outside the College of Education can help you develop a broader range of conceptual and methodological tools for your own research interests, and allows you to work with a broader range of faculty members.

Research Project (CIE 593, 8 hours)

The research project is an important beginning experience in doing research on actual problems in your chosen area of study. The research project may also give you an opportunity to explore and pilot ideas for your dissertation research. You may seek out program faculty to collaborate on a research project with them and perhaps with other doctoral students. Ideally, students who work on such projects work with faculty as full research colleagues and are involved in all aspects of the project from design through execution, analysis, and writing of results. Such work may lead to a presentation at a scholarly conference or to submission of a manuscript to a professional journal or other publication (such as a book chapter or reference book article). (See Section V on the possible need for IRB approval of a proposed research project.)

You should consult with your faculty advisor to determine when you are ready to embark on your research project. You must then find a faculty member to help you design and conduct your project. This faculty member may be your program advisor or another faculty member who will bring particular expertise and experience to support your project.

Preliminary Examination

The purpose of the preliminary examination is to determine the student's readiness to undertake dissertation research. The examination has two parts—a written portion that focuses primarily on the student's program of study, and an oral portion that focuses primarily on the student's dissertation proposal. Both portions are evaluated by a preliminary examination committee. Passing the preliminary examination constitutes formal admission to candidacy for the Ph.D.

The written portion of the preliminary examination should be taken when you have completed most, though not necessarily all, of your coursework. The oral portion of the exam should be taken when you have completed your dissertation proposal. You must take and pass the oral portion of the exam before you can begin your dissertation research. Before you can begin your dissertation research, you must also receive approval from the Institutional Review Board (IRB) if your research involves human subjects (see Section V).

Forming a Preliminary Examination Committee

You should begin making arrangements to take your preliminary examination when you have almost finished your coursework. First, you must find a faculty member to chair your preliminary examination committee. Your faculty program advisor can help you with this task. Your program advisor may serve as your committee chair, or you may identify another faculty member in the Curriculum and Instruction Department whose interests and expertise align more closely with your program of study and dissertation research. You are to work with your committee chair to identify and recruit at least four other members to serve on your examination committee. At least three members, including your chair, must be UIC faculty who are full members of the Graduate College. Tenured or tenure-track faculty are usually full members of the Graduate College; clinical and visiting faculty generally are not. At least two committee members must be tenured faculty in the College of Education faculty (i.e., associate professors or full professors). Also, at least two members (in addition to the chair) must be in the Department of Curriculum and Instruction. The Graduate College does not require that the preliminary examination committee include a member from outside the College of Education. However, since the Graduate College requires that your dissertation committee have a member from outside the College (see Section IV), you may want to ask an outside member to be on your preliminary examination committee as well.

In order to formally constitute your preliminary examination committee, you must submit to the Graduate College a Committee Recommendation Form. This form may be obtained from the Graduate College's website: <http://grad.uic.edu/cms/?pid=1000329>. At the same time, you should ask the Office of Student Services (3145 EPASW) for a degree checklist. A list of the courses you have taken is available through Web for Students: <http://osssorawebprod2.admin.uillinois.edu/web-forstudent/wfs3.asp>. You must return the completed degree checklist with the signed Committee Recommendation Form to the Office of Student Services. The completed form must be signed by your committee chairperson and submitted to the Office of Student Services at least three weeks before the date of your examination. Before submitting this form, you must be sure that the faculty members you identify to serve on your committee have agreed to serve. If you want to include on your committee a member who is not on the faculty at UIC or is not a member of the UIC Graduate College, you must receive approval from the Graduate College. This approval process is initiated when you submit your Committee Recommendation Form to the Office of Student Services. A copy of this person's full current curriculum vitae must be submitted with the Committee Recommendation Form.

Written Portion of the Exam

The chairperson of your preliminary examination committee will convene at least two other committee members (one of whom must be in the Curriculum and Instruction Department) to develop questions for the written portion of your exam. Generally, questions in the written portion of the exam ask students to integrate and apply knowledge and understandings gained from their coursework, their research projects, and independent readings. You may choose to take the written portion of the exam at the university or as a take-home assignment. You must pass the written portion of the exam to take the oral portion of the exam, which focuses primarily on your dissertation proposal. After you have passed the written portion of the exam, your chair will submit a form indicating this accomplishment to the Office of Student Services for your file.

Preparing a Dissertation Proposal

Your coursework, research project, and independent readings should give you a good start on planning your dissertation research. Perhaps you will have decided on a topic, conducted a relevant review of literature, or carried out a pilot study before

you take the written portion of your preliminary examination. Indeed, the written portion of your exam may help develop further your ideas for your dissertation research. Nevertheless, after passing the written portion of your preliminary examination, you are to complete your proposal for dissertation research and prepare for the oral portion of your preliminary examination.

Dissertation research may be developed from the many possibilities related to your area of study and from a variety of research traditions. The process of writing a dissertation proposal is challenging, but it provides great opportunities for creative and personally rewarding work. Students often find it helpful to draw on their studies to date and avail themselves of the advice and support of their committee chair and members, other faculty, and fellow students whenever possible. Dissertation proposals may take many forms and be of varying lengths. The organization, content, and length of your proposal are issues that you decide with the chair of your preliminary examination committee.

When you and your committee chair agree that your dissertation proposal is ready for review and approval, you are to work with your chair to distribute your proposal to members of your preliminary examination committee and schedule the oral portion of your preliminary exam. You should distribute your proposal to your committee members for review at least three weeks before the scheduled exam date. It is strongly recommended that you include in your proposal a draft of your IRB application. As a rule, students should not submit their applications to the IRB before the oral portion of the examination is completed, because committees may make recommendations for changing research protocols during the exam. See Section V for information about IRB requirements and procedures.

Oral Portion of the Exam

The oral portion of the preliminary exam is primarily a hearing on the dissertation proposal, although it may also address aspects of the written portion of the exam. The oral portion of the exam must be taken and passed before dissertation research can begin. A primary function of the oral portion of the exam is committee approval of the dissertation research proposal.

Evaluation of the Preliminary Exam

Both written and oral portions of the preliminary examination are evaluated on a pass-fail basis. If two or more members of the preliminary examination committee assign a failing grade to the exam, the student fails that portion. If necessary, the entire portion of the exam or some element of that portion can be retaken once. Students who fail the oral portion of the exam are sometimes asked to do additional work on or to revise their dissertation proposal before their committee gives final approval. Even if a committee does not fail a student on the oral portion of the exam, it may require that the student make particular changes in the dissertation proposal before the proposal is approved.

Passing the oral portion of the preliminary exam signifies that your committee members have given their approval for you to carry out your proposed dissertation research. Once you have reached this point, you must submit the final version of your IRB application for approval (see Section V). Before you submit your application to the IRB you must have it reviewed and signed by your committee chair and the chair of the Curriculum and Instruction Department.

Dissertation Research (CIE 599, 16 hours minimum)

After passing the oral portion of the preliminary examination and receiving approval from the IRB, you may begin your dissertation research. You must register for a minimum of 16 hours of dissertation credit during the time that you conduct and write up your study. After you have registered for the minimum of 16 hours of dissertation credit and after you have passed both written and oral portions of the preliminary exam, you may petition the Graduate College to be permitted to register for 0 (zero) hours of dissertation credit. If permission is granted, you may continue to register for 0 hours if you continue to make satisfactory progress and are within the time limits for completion of the degree. Note that even if you are eligible and successfully petition the Graduate College to register for 0 hours, you still must register for 0 hours each semester until you have successfully defended your dissertation (although you do not need to register for 0 credits for the summer session unless your defense will

be held during the summer), with the following exception. Effective Summer Term 2007, if the defense will occur during late registration (the first ten days of the semester, the first five days of the summer term), the Graduate College will allow a doctoral defense without student registration.

This is assuming that you were registered the previous term, or the previous spring term in the instance of a fall defense (which should be the case since, as stated above, continuous registration is required). The late registration period is the official first ten days of any fall or spring semester and the first five days of the summer term. If you defend after the 10th day (5th in summer), you must be registered.

If you hold a fellowship, assistantship and/or tuition waiver, and do not resign from it, then registration is mandatory for the number of hours required to hold the award or assistantship. If you hold a student visa, you probably do not have to register if you leave the country by the 10th day (5th in summer), although you should verify this with Office of International Services.

This exception does not affect the registration requirement to take the Preliminary Examination, or the continuous registration requirement from Prelim to defense (unless defense will occur in the first ten days of the semester or first five of the summer term). Failure to register continuously may result in being administratively dropped from the program. Please refer to Section IV for important information about constituting your dissertation committee and conducting your dissertation research.

Dissertation Defense

When you near the end of your dissertation research, you should begin to plan your dissertation defense with your dissertation committee chair. See Section IV for specific information about organizing and scheduling your dissertation defense and filing all the paperwork required before the defense can be conducted. According to Graduate College regulations, at least one year must pass between completing the oral portion of the preliminary examination and the dissertation defense. Any student who fails to complete all program requirements, including the dissertation defense, within five years of passing the oral portion of the preliminary examination must retake the preliminary examination.

2. Concentration in Literacy, Language and Culture

The Ph.D. concentration in Literacy, Language, and Culture prepares students to conduct research on literacy and literacy instruction with children, adolescents, and adults in culturally and linguistically diverse urban settings. Integral to our research on the processes of reading and writing is inquiry focusing on:

- the stakeholders of literacy development & instruction (i.e., students, teachers, parents, and policy makers)
- the technologies of literacy - both conventional (e.g., books) and new (e.g., web-based)
- the purposes to which literacies are put (e.g., educative, functional, aesthetic, critical)
- the multiple in- and out-of-school contexts in which various literacies are practiced (e.g., the family, community, work-place).

Students who successfully complete the Ph.D. with a concentration in Literacy, Language, and Culture are prepared to assume research positions in colleges and universities, in state and local educational research agencies, and in various R & D settings in the private sector.

Progressing Through the Program

Upon admission into the LLC doctoral program a student is assigned a temporary advisor who serves in that capacity until the student chooses a person to chair his/her program committee by the end of the first year of studies. The student, in concert with this chairperson will select a minimum of two additional faculty members who together will constitute the student's doctoral program committee. A student's doctoral program committee serves four major functions:

1. Design a course of studies compatible with both the LLC program and a student's specific professional goals.
2. Provide guidance regarding the experiences and deliverables that best prepare a student for entry into the profession. A student's Doctoral Portfolio (detailed below) serves an important function in creating a "roadmap" of both in- and out of course activities and products.
3. Write and evaluate questions comprising the "specialization" component (discussed below) of the qualifying exam taken toward the end of a student's coursework (See the LLC qualifying examination discussed below).
4. Oversee and provide feedback in the annual review of a student's progress.

Toward the end of formal coursework and upon successful completion of the qualifying examination (see details below) a student will choose a chairperson and committee to direct his/her preliminary examination (see details below). Prelims will consist of both a written component and an oral component. The written component of the preliminary examination is a student's dissertation proposal and the oral part is the oral defense of the proposal. Successful completion of both components of the preliminary examination constitutes formal admission of candidacy for the doctoral degree. From this point forward in a student's program the prelim committee serves as members of the dissertation committee through the final defense of the completed dissertation.

Overview of Requirements

The LLC program concentration requires a minimum of 96 semester hours beyond the baccalaureate degree or, depending on the focus and quality of a student's master's degree program, a minimum of 64 semester hours beyond the master's degree. Specifically, this includes an 8-hour core in literacy, language, and culture; a 20-hour research methods core; 20 to 44 hours of "selective" and elective courses appropriate to their areas of specialization (depending on whether or not a student enters the program with an approved master's degree); an 8-hour research project; and a minimum of 16 hours of dissertation research. Final decisions concerning specific courses and the number of semester hours required of a student entering with a master's degree are determined by a students' doctoral program committee.

Literacy, Language, and Culture Core (8 hours)

All students entering the Ph.D. program with a concentration in Literacy, Language, and Culture are required to take the year-long sequence of two courses Proseminar in Literacy, Language, and Culture during the first year of their program.

- CIE 556 - Proseminar I (4)
- CIE 557 - Proseminar II (4)

Inquiry Core (20 hrs)

The concentration in Literacy, Language, and Culture requires a core of inquiry related coursework focusing on research design, analysis of educational data, and different types of research in educational settings. These core courses provide the minimum skills that students will need to evaluate research literature and undertake their own literacy-related research. Students are encouraged to take core courses early in the program, especially ED 500, however students may take other courses in the program before they complete the entire set of Inquiry Core courses. A student may choose or be directed by his/her program committee to take additional courses in research methodology in order to meet personal scholarly or professional goals.

- ED 500 - Philosophical Foundations of Educational Inquiry (4)
- ED 502 - Essentials of Qualitative Inquiry in Education (4)
- ED 503 - Essentials of Quantitative Inquiry in Education (4)
- CIE 562 - Design & Conduct of Literacy Research (4)
- CIE 563 - Analysis of Research in Literacy (4)

Literacy, Language, and Culture Selectives (20 hours minimum)

The LLC concentration requires completion of between 20 and 44 hours of selective and elective courses depending on whether a student has completed a masters' degree approved by the program faculty. Students with a master's degree that is not approved and students with a baccalaureate degree are required to take 20 hours of selectives listed below and 24 additional hours of elective courses. Students with approved masters' degrees are required to take a combination of the selectives listed below. Selectives are focused seminars taught by LLC faculty in their respective areas of specialization. Literacy, Language, and Culture selectives include:

- CIE 581 - Perspectives on Reading Instruction Theory, Research and Practice (4)
- CIE 568 - Research in Children's and Adolescent Literature (4)
- CIE 586 - Perspectives on Writing Instruction: Theory, Research and Practice (4)
- CIE 583 - Early Literacy: Theory, Research, and Practice (4)
- CIE 582 - Research Perspectives on Literacy in the Disciplines (4)
- CIE 558 - The Historical and Philosophical Bases of Literacy and Literacy Instruction (4)
- CIE 559 - The Social and Cultural Contexts of Literacy and Literacy Instruction (4)
- CIE 577 - Literacy In and Out of School (4)
- CIE 579 - Bi-literacy: Theory, Research, and Practice (4)
- CIE 561 - Genre Theory and Practices (4)
- CIE 584 - Semiotics, Literacy, and Learning (4)
- CIE 587 - Literacy Assessment: Theory, Research, and Practice
- CIE 588 - Design Research in the Study of Literacy (4)
- CIE 589 - Literacy and Learning Technologies: Theory, Research and Practice (4)
- CIE 585 – Seminar in Literacy Studies (4)
- CIE 592 – Apprenticeship in the Teaching of Literacy, Language, and Culture (1 – 4)

Electives (0-24 hours)

Elective courses may be taken university-wide and with universities participating in the Committee on Institutional Cooperation (the Big Ten and University of Chicago). See http://www.uic.edu/depts/grad/regn_grad/cicprogram.shtml for details.

Annual Reviews

To effectively monitor student progress and to provide a vehicle through which students and their faculty advisors can reflect on their progress in a structured way, each student in this program is required to prepare and submit a formal review of progress each year. Student progress is assessed on the basis of two sets of criteria: 1) the quality of performance in coursework and on other LLC benchmarks (see LLC Doctoral Portfolio Activities below), and 2) progress in completing coursework and other program benchmarks (i.e., research project, qualifying exams, dissertation) in a timely manner. At the end of each academic year students prepare a brief (1-2 pg) narrative summary of progress for that year. The LLC faculty review and discuss each student summary along with other supporting documentation and then provide individual feedback regarding their progress in the program. It is the responsibility of a student's doctoral program chair (or temporary advisor) to provide a prompt written summary of these proceedings and meet with the student to discuss his/her performance.

LLC Doctoral Portfolio Activities

	Core	Optional ¹
Research and Inquiry	Publishable ² quality critical review of literature	Design research of educational environments
	Literacy position paper	Evaluation of literacy-related program
	Publishable ² quality review of literacy-related book	Grant proposal (individual or collaborative)
	Review of journal manuscript	Fellowship proposal
	Doctoral research project/IRB proposal	
	Publishable ² quality paper for a professional journal	
	Dissertation proposal/IRB	
	Presentation of research at a national conference	
Teaching	Lead <i>Literacy Matters</i> discussion of article, chapter, etc.	Mentoring beginning level doctoral student
	Development & justification of a detailed course syllabus	Professional development in educational contexts
	(Co)-teaching (undergraduate and/or masters level) literacy-related course	
Professional Leadership	Membership in literacy organizations	Publishable ² quality review of literacy curriculum
		Design, implementation, and evaluation of curriculum
		Participation on school, district, and/or state committees, panels, etc.
		Membership on professional committees
		Peer review of conference proposals
Cross-cutting Intellectual Activities	Collection of representative papers	Preliminary examination (individualized component)
	Preliminary examination	Development of personal homepage
	Annual letter summarizing progress	
	Development and ongoing revision of curriculum vitae	
	Statement of teaching philosophy	
	Statement of 5 year research plan	
	Job talk (LM)	

Notes:

- 1) by definition, “negotiated portfolio activities” may be individualized and thus open-ended in nature
- 2) “publishable” in the present context means that his/her doctoral committee evaluates a text to be of publishable quality

Teaching Apprenticeship

An apprenticeship in teaching is strongly recommended for those individuals intending to pursue a career in higher education. The apprenticeship in teaching requires that you register for CIE 592 (up to 8 hours) and co-teach a university course under the direction of a faculty sponsor. The course that you teach should be related to your interests and future career objectives. A faculty member will be the instructor of record and will supervise you closely throughout the internship. You will assume responsibility for course instruction, student interaction, and evaluation to the extent negotiated with the instructor. In addition to this apprenticeship in teaching, students are also encouraged to seek opportunities to deliver guest lectures in other classes offered by the Literacy, Language, and Culture faculty.

Ph.D. Research Project (8 semester hours)

The research project is an important beginning experience in conducting research on actual problems in one's chosen area of study. The research project may also give you an opportunity to explore and pilot ideas for your dissertation research. All students specializing in Literacy, Language, and Culture conduct a research project in collaboration with a LLC faculty member or a team of faculty members and students. Students are required to receive IRB approval of a proposed research project before beginning the data collection process. Each student will make a formal presentation, oral, and/or written, of the project findings. Students are encouraged to use this work as a basis for a manuscript to be submitted for a scholarly conference presentation and/or a publication.

The LLC Qualifying Examination

The qualifying examination serves as the first step in determining a student's readiness to undertake dissertation research. It is administered at or near the end of the time the student has completed most of the course work (but has not yet made a major investment toward the dissertation research). A minimum of one year must elapse between passing the qualifying examination and the defense of the dissertation. Only students in good academic standing are permitted to take the examination.

The qualifying exam in Literacy, Language, and Culture is offered semi-annually, once prior to the beginning of the academic year and once during spring semester. It is designed to be educative as well as evaluative. The exam consists of two components: a Common Knowledge Component given to all students seeking doctoral candidacy and a Specialization Component focusing on a student's area of specific inquiry in literacy. The qualifying exam is taken over a four-day period, with three days devoted to the common component and one day to the specialization component.

The Common Knowledge Component assesses the breadth of a student's knowledge in Literacy, Language, and Culture, knowledge that the LLC faculty believe any doctoral candidate, regardless of area of specialization, should be able to demonstrate. Members of the LLC faculty identify major areas as well as seminal texts that delineate the reach of this common knowledge. This knowledge is not confined to that acquired through coursework. A qualifying exam committee consisting of three LLC faculty members creates questions for the Common Component, which are then reviewed by the entire LLC faculty. The Common Knowledge Component consists of three integrative essay questions. Students receive these questions and have 72 hours to complete their answers. They do so with the full benefit of whatever textual resources they have at hand. Although students are free to work collaboratively in preparation for the qualifying exam, once presented with the actual exam questions, each student answers the questions without the benefit of any human interaction (including face-to-face, electronic, and other forms). Students sign an honor statement acknowledging their agreement to these terms.

The Specialization Component consists of questions created and graded by a student's doctoral program committee and is designed to evaluate the student's knowledge relative to his/her area of specialization. The student's program committee determines the number of questions comprising the Specialization Component. To insure equity, these questions are reviewed by the LLC Qualifying Exam Committee. Students have 24 hours to complete the Specialization Component and are to abide by the same honor system described above for the Common Component.

Members of the qualifying exam committee assess students' answers to the Common Knowledge Component of the exam, and members of the student's doctoral program committee assess the student's answer(s) to the Specialization Component. A grade of "pass" or "fail" is assigned to each component. Upon unanimous agreement of committee members, a candidate may "pass with distinction." Both components must be passed in order to pass the qualifying examination. Each component of a candidate's examination cannot be passed with more than one "fail" vote from the committee members. The committee may require that specific conditions be met before the "pass" recommendation becomes effective. On the recommendation of the committee, the head or chair may permit a second examination for a student who does not pass the exam. A third examination is not permitted.

The LLC Preliminary Exam

The purpose of the preliminary examination is to determine the candidate's readiness to undertake the dissertation; passing it constitutes formal Admission to Candidacy. The examination serves as the last major step toward the Ph.D., degree except for the completion and defense of the dissertation.

The preliminary exam consists of a written and an oral component. The written component of the prelim exam is a candidate's formal dissertation proposal; the oral component is the oral defense of this written proposal. The committee for the preliminary exam is appointed by the Dean of the Graduate College upon receipt of Committee Recommendation Form. This form may be obtained from the Graduate College's website: <http://grad.uic.edu/pdfs/CommRecForm.pdf>. At the same time, you should ask the Office of Student Services (3145 EPASW) for a degree checklist. A list of the courses you have taken is available through Web for Students: <http://osssorawebprod2.admin.uillinois.edu/webforstudent/wfs3.asp>. You must return the completed degree checklist with the signed Committee Recommendation Form to the Office of Student Services. The completed form must be signed by your committee chairperson and submitted to the Office of Student Services at least three weeks before the date of your examination.

The faculty member chairing the student's preliminary exam after consultation with the student requests committee appointments. The committee consists of the at least five (5) members, of whom at least three (3) are UIC graduate faculty with full membership, and two (2) of whom must be tenured. The chair of the committee must be a full member of the graduate faculty. A minimum of two members from this committee must come from the Literacy, Language, and Culture faculty, one of whom serves as chair. Each member of the examining committee assigns a grade of "pass" or "fail" based on the student's performance on both the written proposal and the oral defense of the proposal. A candidate cannot be passed with more than one "fail" vote. The committee may require that specific conditions be met before the "pass" recommendation becomes effective. On the recommendation of the committee, the head or chair may permit a second examination. A third examination is not permitted. The results of the examination must be submitted to the Graduate College within two (2) weeks of the completion of the exam. Once the student has passed the examination, the dean of the Graduate College will notify the student that s/he has been admitted to candidacy.

Dissertation Research (CIE 599, 16 hours minimum)

Successful completion of the dissertation is the penultimate experience in a candidate's doctoral program. The dissertation is based on original research and involves both a formal presentation of the proposed research and a final oral defense of the written dissertation. A student may begin his/her dissertation research upon successful completion of the oral portion of the preliminary examination and receiving approval from the IRB. A student must register for a minimum of 16 hours of dissertation credit during the time that the study is conducted and written up. Having registered for the minimum of 16 hours of dissertation credit and passed both written and oral portions of the preliminary examination, a student may petition the Graduate College to be permitted to register for 0 (zero) hours of dissertation credit. Even if a student is eligible and has successfully petitioned the Graduate College to register for 0 hours, s/he still must register for 0 hours each semester until having successfully defended the dissertation (although registration for summer session is not required unless the defense will be held during the summer), with the following exception. Effective Summer Term 2007, if the defense will occur during late registration (the first ten days

of the semester, the first five days of the summer term), the Graduate College will allow a doctoral defense without student registration.

This is assuming that you were registered the previous term, or the previous spring term in the instance of a fall defense (which should be the case since, as stated above, continuous registration is required). The late registration period is the official first ten days of any fall or spring semester and the first five days of the summer term. If you defend after the 10th day (5th in summer), you must be registered.

If you hold a fellowship, assistantship and/or tuition waiver, and do not resign from it, then registration is mandatory for the number of hours required to hold the award or assistantship. If you hold a student visa, you probably do not have to register if you leave the country by the 10th day (5th in summer), although you should verify this with Office of International Services.

This exception does not affect the registration requirement to take the Preliminary Examination, or the continuous registration requirement from Prelim to defense (unless defense will occur in the first ten days of the semester or first five of the summer term). Failure to register continuously may result in being administratively dropped from the program.

Dissertation Defense

When you near the end of your dissertation research, you should begin to plan your dissertation defense with your dissertation committee chair. See Section IV for specific information about organizing and scheduling your dissertation defense and filing all the paperwork required before the defense can be conducted.

According to Graduate College regulations, at least one year must pass between completing the oral portion of the preliminary examination and the dissertation defense. Any student who fails to complete all program requirements, including the dissertation defense, within five years of passing the oral portion of the preliminary examination must retake the preliminary examination.

B. Ph.D. in Education: Special Education

The Ph.D. Program in Special Education prepares students for careers as university scholars and teachers as well as for leadership positions in educational institutions and community agencies. Within the context of urban education, this program emphasizes theory and research in early intervention, emotional/behavior disorders, language and learning disabilities, and developmental disabilities. Students have the opportunity to be involved in research on a wide range of critical issues in special education, using a variety of research methodologies. Research topics may include early intervention models, parent-child and peer interactions, bilingual special education, social skills and aggression in students with disabilities, language and literacy in students with disabilities, inclusion and public policy, and preparation of special education teachers and leaders for urban schools.

Overview of Requirements

This program requires a minimum of 96 semester hours beyond the baccalaureate degree. It requires a minimum of 64 semester hours beyond the master's degree. These requirements include an 8-hour research project and 16 hours of dissertation credit. Students are also required to pass written and oral portions of a preliminary examination and successfully defend their dissertation research. For students who enter the program with an earned master's degree in a field relevant to special education, this program's requirements are as follows:

- Research Core—16 hours
- Area of Concentration—24 hours (minimum)
- Research Project—8 hours
- Preliminary Examination—Written Portion

- Preparation of a Dissertation Research Proposal
- Preliminary Examination—Oral Portion
- Dissertation Research—16 hours (minimum)
- Dissertation Defense

Students who enter with a bachelor's degree but not a master's degree must take up to 32 hours of additional coursework in an area of specialization approved by the student's advisor.

Research Core (16 hours)

The Ph.D. in Special Education requires a core of courses that focuses on different modes of research in educational settings, research design, and the analysis of educational data. The core courses provide the minimum skills needed to evaluate research literature and to begin your own research. You are encouraged to take core courses early in the program, especially ED 500; however, you may take other courses in the program before you complete these courses. Note also that you may need to take additional research courses in order to meet your own scholarly and professional goals.

The requirements of the research core are:

- ED 500—Philosophical Foundations of Educational Inquiry (4 hours)
- ED 501—Data and Interpretation in Educational Inquiry (4 hours)
- ED 502—Essentials of Qualitative Inquiry in Education (4 hours)
- EPSY 503—Essentials of Quantitative Inquiry in Education (4 hours)

Area of Concentration (24 hours minimum)

All students in the Ph.D. in Special Education program must take a minimum of 24 semester hours in coursework related to the field of special education. At least 16 of those hours must be taken in the College of Education.

All students in the program must take:

- SPED 564—Proseminar in Special Education (4 hours)
- Three special education seminars—SPED 592 (4 hours each for a total of 12 hours)

Recent special education seminars have focused on research on language disorders, assessment, teacher preparation, and inclusion.

Students may take their remaining courses within the Special Education Department or in other departments of the College of Education. While students may take all their courses in the College of Education, they are encouraged to take courses in other departments and units of the University, such as Anthropology, Disability Studies, Psychology, Public Policy, Sociology, and Gender and Women's Studies. Study outside the College of Education can help students develop additional conceptual and methodological tools for use in the study of educational issues.

Students should be aware that 24 semester hours is the minimum number of hours required to establish an area of specialization. Students often take more than the minimum number of courses, or may be required to do so by their faculty advisors.

Teaching Internship

A teaching internship is optional in this Ph.D. program but it is strongly recommended to help you prepare for a career in higher education or school leadership. A teaching internship requires that you register for SPED 538 (up to 8 hours) and co-teach a

university course under the direction of a faculty sponsor. The course that you teach should be related to your interests and future career objectives. A faculty member will be the instructor of record and will supervise you closely throughout the internship. You will assume responsibility for course instruction, student interaction, and evaluation to the extent negotiated with the instructor. Ph.D. students should complete this requirement prior to being considered for a visiting lecturer position. In addition to this internship, students are also encouraged to seek opportunities to deliver guest lectures in other classes offered by the Special Education Department.

Research Project (SPED 593, 8 hours)

The research project is an important initial experience in doing research on actual problems in your chosen area of study. The research project may also give you an opportunity to explore and pilot ideas for your dissertation research. If you wish, you may seek out program faculty to collaborate on a research project with them and perhaps with other doctoral students. Ideally, students who work on such projects work with faculty as full research colleagues and are involved in all aspects of the project, from design through implementation, analysis, and writing of results. Such work may culminate in a presentation at a scholarly conference or in submission of a manuscript to a professional journal for publication. You should consult your faculty advisor to determine when you are ready to embark on your research project. As you design your project you should discuss with your advisor the need for IRB approval for your project. Information about Institutional Review Board (IRB) approval of student research is contained in Section V of this handbook.

Annual Reviews

To enable students and their faculty advisors to monitor and provide feedback on student progress through the program, each student is required to prepare and submit a formal progress report each year. Department faculty review and discuss student progress and give written feedback and recommendations to enhance or sustain the student's progress in attaining their course, teaching, and research goals.

The Preliminary Examination

The purpose of the preliminary examination is to determine students' readiness to undertake dissertation research. The examination has two parts—a written portion that focuses primarily on the student's program of study, and an oral portion that focuses primarily on the student's dissertation proposal. Both portions are evaluated by a preliminary examination committee. Passing the preliminary examination constitutes formal admission to candidacy for the Ph.D.

The written portion of the preliminary examination should be taken when you have completed most, though not necessarily all, of your coursework. The oral portion of the exam should be taken when you have completed your dissertation proposal. You must take and pass the oral portion of the exam before you can begin your dissertation research. Before you can begin your dissertation research, you must also receive approval from the Institutional Review Board (IRB) (see Section V).

Forming a Preliminary Examination Committee

You should begin making arrangements to take your preliminary examination when you have almost finished your coursework. First, you must find a faculty member to chair your preliminary examination committee. Your faculty program advisor can help you with this task. Your program advisor may serve as your committee chair or you may identify another faculty member whose interests and expertise may align more closely with your program of study and dissertation research. You are to work with your committee chair to identify and recruit at least four other members to serve on your examination committee. At least three members, including your chair, must be UIC faculty who are full members of the Graduate College. At least two members must be from the Special Education Department. Tenured or tenure-track faculty are usually full members of the Graduate College; clinical and visiting faculty generally are not. At least two committee members must be tenured faculty in the College of Education faculty (i.e., associate professors or full professors). The Graduate College does not require that the preliminary examina-

tion committee include a member from outside the College of Education. However, since the Graduate College requires that your dissertation committee have a member from outside the College (see Section IV), you may want to ask an outside member to be on your preliminary examination committee as well.

In order to formally constitute your preliminary examination committee, you must submit to the Graduate College a Committee Recommendation Form. This form may be obtained from the Graduate College's website: <http://grad.uic.edu/cms/?pid=1000329>. At the same time, you should ask the Office of Student Services (3145 EPASW) for a degree checklist. A list of the courses you have taken is available through Web for Students: <http://osssorawebprod2.admin.uillinois.edu/web-forstudent/wfs3.asp>. You must return the completed degree checklist with the signed Committee Recommendation Form to the Office of Student Services. The completed form must be signed by your committee chairperson and submitted to the Office of Student Services at least three weeks before the date of your examination. Before submitting this form, you must be sure that the faculty members you identify to serve on your committee have agreed to serve. If you want to include on your committee a member who is not on the faculty at UIC or is not a member of the UIC Graduate College, you must receive approval from the Graduate College. This approval process is initiated when you submit your Committee Recommendation Form to the Office of Student Services. A copy of this person's full current curriculum vitae must be submitted with the Committee Recommendation Form.

Written Portion of the Exam

The written portion of the preliminary examination consists of a take-home exam. Questions for the take-home exam may address any area that is relevant to the student's course of study, including topics related to the student's proposed dissertation. The student will have the opportunity to inform his/her committee of relevant topics. The committee will take these topics into consideration and subsequently assign questions that the student can address over a seven-day period. The student's preliminary exam committee will read the exam. Responses should be written in a style typical of scholarly writing and in APA format.

Preparing a Dissertation Proposal

Your coursework, research project, and independent readings should give you a good start on planning your dissertation research. Perhaps you will have decided on a topic, conducted a relevant review of literature, or carried out a pilot study before you take the written portion of your preliminary examination. Indeed, the written portion of your exam may help develop further your ideas for your dissertation research. Nevertheless, after completing the written portion of your preliminary examination, you are to complete your proposal for dissertation research and prepare for the oral portion of your preliminary examination.

Dissertation research may be developed from the many possibilities related to your area of study and from a variety of research traditions. The process of writing a dissertation proposal is challenging, but it provides unprecedented opportunities for creative and personally rewarding work. Students often find it helpful to draw on their studies to date and avail themselves of the advice and support of their committee chairs and members, other faculty, and fellow students whenever possible. Dissertation proposals may take many forms and be of varying lengths. The organization, content, and length of your proposal are issues that you decide with the chair of your preliminary examination committee.

When you and your committee chair agree that your dissertation proposal is ready for review and approval, you are to work with your chair to distribute your proposal to members of your preliminary examination committee and schedule the oral portion of your preliminary exam. You should distribute your proposal to your committee members for review at least three weeks before the scheduled exam date. It is strongly recommended that you include in your proposal a draft of your IRB application. As a rule, students should not submit their applications to the IRB before the oral portion of the examination is completed, because committees may make recommendations for changing research protocols during the exam. See Section V for information about IRB requirements and procedures.

Oral Portion of the Exam

The oral portion of the preliminary exam is primarily a hearing on the dissertation proposal, although it may also address aspects of the written portion of the exam. The oral portion of the exam must be taken and passed before dissertation research can begin. A primary function of the oral portion of the exam is committee approval of the dissertation research proposal.

Evaluation of the Preliminary Exam

Both written and oral portions of the preliminary examination are evaluated on a pass-fail basis. If two or more members of the preliminary examination committee assign a failing grade to a portion of the exam, the student fails that portion. If necessary, the entire portion of the exam or some element of that portion can be retaken once. Students who fail the oral portion of the exam are sometimes asked to do additional work or to revise their dissertation proposal before their committee gives final approval. Even if a committee does not fail a student on the oral portion of the exam, it may require that the student make particular changes in the dissertation proposal before the proposal is approved.

Passing the oral portion of the preliminary exam signifies that your committee members have given their approval for you to carry out your proposed dissertation research. Once you have reached this point, you must submit the final version of your IRB application for approval (see Section V). Before you submit your application to the IRB you must have it reviewed and signed by your committee chair and the chair of the Special Education Department.

Dissertation Research (SPED 599, 16 hours minimum)

After passing the oral portion of the preliminary examination and receiving approval from the IRB, you may begin your dissertation research. You must register for a minimum of 16 hours of dissertation credit during the time that you conduct and write up your study. After you have registered for the minimum of 16 hours of dissertation credit and after you have passed both written and oral portions of the preliminary exam, you may petition the Graduate College to be permitted to register for 0 (zero) hours of dissertation credit. If permission is granted, you may continue to register for 0 hours if you continue to make satisfactory progress and are within the time limits for completion of the degree. Note that even if you are eligible and successfully petition the Graduate College to register for 0 hours, you still must register for 0 hours each semester until you have successfully defended your dissertation (although you do not need to register for 0 credits for the summer session unless your defense will be held during the summer), with the following exception. Effective Summer Term 2007, if the defense will occur during late registration (the first ten days of the semester, the first five days of the summer term), the Graduate College will allow a doctoral defense without student registration.

This is assuming that you were registered the previous term, or the previous spring term in the instance of a fall defense (which should be the case since, as stated above, continuous registration is required). The late registration period is the official first ten days of any fall or spring semester and the first five days of the summer term. If you defend after the 10th day (5th in summer), you must be registered.

If you hold a fellowship, assistantship and/or tuition waiver, and do not resign from it, then registration is mandatory for the number of hours required to hold the award or assistantship. If you hold a student visa, you probably do not have to register if you leave the country by the 10th day (5th in summer), although you should verify this with Office of International Services.

This exception does not affect the registration requirement to take the Preliminary Examination, or the continuous registration requirement from Prelim to defense (unless defense will occur in the first ten days of the semester or first five of the summer term). Failure to register continuously may result in being administratively dropped from the program. Please refer to Section IV for important information about constituting your dissertation committee and conducting your dissertation research.

Dissertation Defense

When you near the end of your dissertation research, you should begin to plan your dissertation defense with your dissertation committee chair. See Section IV for specific information about organizing and scheduling your dissertation defense and filling all the paperwork required before the defense can be conducted.

According to Graduate College regulations, at least one year must pass between completing the oral portion of the preliminary examination and the dissertation defense. Any student who fails to complete all program requirements, including the dissertation defense, within five years of passing the oral portion of the preliminary examination must retake the preliminary examination.

C. Ph.D. in Educational Psychology

The Ph.D. in Educational Psychology prepares students to conduct research on psychological processes as they affect student learning and successful teaching in urban settings. Graduates become research experts and innovators in one of two focus areas; Human Development and Learning or Measurement, Evaluation, Statistics, and Assessment. Nevertheless, all graduates are expected to have knowledge of the main areas of research found in the field of Educational Psychology. In addition to accepting traditional academic research positions, our graduates work for private and not-for-profit organizations, national and state licensing and certification boards, state and federal agencies, and testing companies.

This program admitted its first students for Fall 2003. It replaced a concentration in Educational Psychology that was once part of the Ph.D. in the College of Education's Curriculum and Instruction Program. By now, all the students who were admitted to the earlier program should have completed their program of study, but our historical records include all the students with Educational Psychology as an area of emphasis.

Overview of Requirements

The Ph.D. in Educational Psychology requires a minimum of 96 semester hours beyond the baccalaureate degree, and a minimum of 64 semester hours beyond the master's degree. These requirements include completion of a 16-hour research methods core, an 8-hour research project, and 16 semester hours of dissertation research. Students are also required to pass written and oral portions of a preliminary examination and successfully defend their dissertation research. Specific requirements are as follows for students who enter the program with an earned master's degree.

- Research Core—16 hours
- Area of Specialization—24 hours (minimum includes the Program core)
- Research Project—8 hours
- Preliminary Examination—Written Portion
- Preparation of a Dissertation Research Proposal
- Preliminary Examination—Oral Portion
- Dissertation Research—16 hours (minimum)
- Dissertation Defense

Earning a Masters degree while enrolled in the doctoral program. Students who enter with a bachelor's degree but not a master's degree are required to take up to 32 hours of additional coursework (the equivalent of a master's degree) in an area of specialization. Any student who chooses to do so may earn a master's degree while enrolled in the Ph.D. program, but should be alerted to the fact that those courses that are aligned with a MEd degree cannot simultaneously be applied toward the Ph.D. Students are free to substitute a more advanced course for any of the required core courses that are normally associated with the Ph.D. in Educational Psychology. Decisions about which courses to substitute are normally made in consultation with the student's program advisor, the Director of Graduate Studies for the Educational Psychology Department, and the Graduate College.

Research Core (16 hours)

The Ph.D. in Educational Psychology requires a core of courses that focuses on different types of research in educational settings, research design, and the analysis of educational data. These core courses help students develop the minimum skills needed to evaluate research literature and to begin independent research. Everyone is encouraged to take these core courses early in their program, especially ED 500; however, it is possible to enroll in other courses before completing this set of courses. Note also students may want to take additional courses in research methodology to meet personal scholarly and professional goals. It is also possible to substitute an advanced course for one of these core requirements as long as the overall distribution of topics is addressed in the final approved program of study. These substitutions are usually negotiated with a student's program advisor, the Director of Graduate Studies for the Educational Psychology Department, and the Graduate College's representative in the College's Office for Student Services.

The requirements of the research core are:

- ED 500—Philosophical Foundations of Educational Inquiry (4 hours)
- ED 501—Data and Interpretation in Educational Inquiry (4 hours)
- ED 502—Essentials of Qualitative Inquiry in Education (4 hours)
- EPSY 503—Essentials of Quantitative Inquiry in Education (4 hours)

Topical Core for Educational Psychology (10 hours)

To explore breadth in the field of Educational Psychology, all students, regardless of their focus area, enroll in three program core courses, totaling 10 semester hours.

- Proseminar in Educational Psychology (EPSY 500, 2 hours)
- Cognition and Instruction (EPSY 501 or EPSY 529, 4 hours)
- Social Psychology of Education (EPSY 502, 4 hours)

Area of Specialization (14 hours minimum)

This Ph.D. program requires that students take courses in both the College of Education and the Department of Psychology. Everyone enrolls in a breadth core that involves exposure to the range of topics typically associated with a degree in Educational Psychology. Nevertheless, students are typically admitted into one of the following two focus areas.

Human Development and Learning:

This concentration includes most of the school-based research that is salient in the field of Educational Psychology. Individuals who focus primarily on human development usually specialize in issues that pertain to early childhood, middle childhood, adolescence, or adulthood as well as a substantive area of emphasis salient in the field of human development. Individuals who focus on learning typically specialize in processes of cognition and how knowledge of cognitive processes can be used to shape instruction and the learning environment. Available areas of expertise change as the composition of the faculty and the field change. Students are advised to look at the research interests of current faculty to determine which topical interests to focus on during their program of study. Our current faculty members specialize in the following three areas.

Cognition and instruction:

This research area involves a multidisciplinary group of faculty members and students interested in Learning Sciences. Specific areas of study within this concentration include cognitive development, metacognition and self-regulated learning, reading comprehension and text processing, learning from multimedia materials, design of learning environments, and the use of cognitive models in assessment.

Early childhood education:

This research area focuses on the cognitive and social development of young children. Specific areas of study include social and cognitive development, cultural differences in parent-child interaction, children's play and development of children with learning disabilities.

Social development:

This research area focuses on processes of social growth and cultural factors that affect individuals' development and educational processes. Specific areas of study include cultural factors in students' development and learning, gender roles and gender identity, legitimate parent and teacher authority in relation to student autonomy and social development, moral development and moral education, motivation, peer relations, play, and social competence.

Measurement, Evaluation, Statistics, and Assessment:

This focus area combines training in measurement, evaluation, statistics, and assessment with research experiences gained from participation in research projects. In Measurement and Evaluation, specific areas of study include measurement theory, Rasch measurement, Item Response Theory, true score theory, generalizability theory, test score equating, standard setting, instrument design, and program evaluation. In Statistics, areas of study includes statistical theory, hierarchical linear modeling, nonparametric modeling, regression analysis, multivariate analysis, structural equation modeling, factor analysis, causal analysis, categorical data analysis, research synthesis and meta-analysis, exploratory data analysis, model estimation, model goodness-of-fit analysis, model selection, robust analysis, missing-data analysis, and research methods. In Assessment, study areas include qualitative methods, testing for licensure and certification, computer adaptive testing, large-scale testing, and classroom-based assessment.

Ph.D. students can specialize in a particular focus area, yet everyone is encouraged to take courses in each of four areas. Available areas of expertise change as the composition of the faculty and the field change. Students are advised to look at the research interests of current faculty to determine which topical interests to focus on during their program of study. Our current faculty members specialize in the following four areas.

Measurement:

Measurement courses cover a range of theories, models, and methods for measuring variables of aptitude, achievement, and attitudes. They include test, questionnaire, rating scale, and survey construction for data collection, and include contemporary measurement models for data analysis. These courses are designed to prepare researchers and practitioners to meet measurement challenges they will encounter when conducting research and applying measurement models in a variety of settings.

Evaluation:

Evaluation courses deal with the systematic collection of information about the activities, characteristics, and outcomes of programs and how this information can be used to make judgments about program quality, improve program effectiveness, and/or inform decisions about future program development. Students learn about evaluation theory and methods in coursework emphasizing the processes associated with planning and conducting evaluations. They become informed, critical consumers of standards-based assessment procedures and program evaluation.

Statistics:

This concentration enables students to conduct evidence-based research, to rigorously answer questions that are important to the educational and social sciences. Statistics courses cover a broad range of statistical models that are useful for the analysis of many types of data sets. They include models that discover the relationship between one variable with and a set of other variables, and models that describe causal relationships between variables (for example, the causal effects of educational treatments on academic achievement). Students who take statistics courses will gain the knowledge, skills, and abilities to analyze, interpret, and draw accurate conclusions from data.

Assessment:

Assessment courses focus on the process of collecting, synthesizing, analyzing, and interpreting quantitative and qualitative information to aid in decision-making. Assessment training allows students to design, administer, score, and interpret results from various types of assessments that measure simple and complex learning outcomes. Students learn how to design paper-and-pencil tests, performance assessments, and product assessments that are aligned with those standards that are to be evaluated as well as how to interpret various statistical findings. These skills can be used for a variety of purposes including the interpretation of score reports, determining appropriate modifications or accommodations when using a tool to assess the performance of students with disabilities or language limitations, the development and defense of grading procedures, and important legal purposes associated with education and employment.

Within each focus area, students may select the remaining courses to form their own area of specialization (minimum of 14 hours). These courses are usually chosen in consultation with a faculty advisor. A minimum of 8 hours should be Educational Psychology or Psychology courses. At least 3 of these 8 hours should be taken in the Psychology Department. Note that the required course hours are the minimum number required. Many students will wish to take more than the minimum number of courses or may be required to do so by their advisors.

Although students may take all their courses in the College of Education and the Psychology Department, they are strongly encouraged to take courses in other UIC departments or at other universities through the Traveling Scholar Program (see the introduction to this section). Such courses can strengthen students' conceptual and methodological knowledge needed for independent research and broaden the range of research perspectives of faculty members in a specific area of interest.

Research Project (EPSY 593, 8 hours)

The research project is an important beginning experience in doing research on actual problems in a student's chosen area of study. The research project usually offers the student an opportunity to explore and pilot test ideas for his or her dissertation research. Students may seek out a program faculty member to collaborate with on a research project and perhaps collaborate with other doctoral students. Ideally, students who work on such projects accept responsibilities of full research colleagues and are involved in all aspects of the project from design through execution, analysis, and writing of results. Such work may lead to a presentation at a scholarly conference or to submission of a manuscript to a professional journal for publication. (See Section V on the possible need for IRB approval of a proposed research project.)

Students should consult with their faculty advisors to determine when they are ready to embark on this research project. Each student is responsible for obtaining the assistance of a faculty member when designing and completing a research project. Students are also responsible for taking the initiative needed to fully complete the research project and this step indicates a readiness to complete a dissertation (see below). The sponsoring faculty member may be a student's program advisor or it may be a faculty member who will bring particular expertise and experience to support the project.

Annual Reviews

Students are required to submit a formal progress report each year. These reports provide students with an opportunity to reflect on whether their goals are being met while allowing faculty to assess whether adequate progress is being made. Program faculty review and discuss these reports and provide written feedback to students about whether they are meeting expectations. Recommendations for ways to enhance or sustain the student's progress may be made.

The Dissertation Process

All students are required to complete a dissertation to earn their Ph.D. This process is complex and involves the formation of at least one committee of 5 faculty members, comprised of at least two faculty members from the UIC College of Education. It is common for a student to establish one committee of 5 faculty members who serve both as the members of the Preliminary

Examination Committee and who serve as members of the Dissertation Committee. It is also common for the Chair of each committee to be the same person. Nevertheless, for a wide range of reasons, a student sometimes needs to form two different committees, replace individual members on a committee, or to otherwise adjust this process. Below is a detailed outline of the requirements for both committees and how these committees guide students through the final, but often most difficult portions of the doctoral program.

The Preliminary Examination

The purpose of the preliminary examination is to determine a student's readiness to undertake dissertation research. The examination has three steps—a written portion demonstrates expertise in a specific focus area, a dissertation proposal outlines the dissertation project, and an oral examination is a review of both the dissertation proposal and the student's readiness to execute the project being proposed. All three steps are evaluated by members of a Preliminary Examination Committee; the written examination is evaluated by at least three members of the Preliminary Examination Committee and the dissertation proposal review and oral examination includes all 5 committee members. Passing the preliminary examination constitutes formal admission to candidacy for the Ph.D.

The written examination: The written portion of the preliminary examination should be taken when students have completed most, though not necessarily all, of their coursework. This step offers evidence that students have the necessary expertise to undertake dissertation research. A student passes this step after at least 3 members of the Preliminary Examination Committee read the written exam and agree that the student has demonstrated a readiness to proceed to the design of a proposal. This is noted in the student's academic record by completing a form indicating that the student has passed the written examination and filing that with the Office of Student Services in the College of Education.

The dissertation proposal: After successfully passing the written examination, the student will be asked to write a dissertation proposal. It is common for a student and the Chair of their Preliminary Examination Committee to first work through the process of designing a proposal and starting the procedures for the design of a proposal expected of UIC's Institutional Review Board (IRB) before submitting a full draft of the proposal to the committee. Once this team is satisfied that the proposal is ready for full committee review, the proposal is then disseminated to the full committee. Nevertheless, it is also common for a student to seek the advice of all of their committee members at some point during the design of their dissertation proposal. This is noted in the student's record by completing the Committee Recommendation Form and sending that to the Office of Student Services which then sends that on to the Graduate College where the student's record undergoes a formal transcript review to ensure that all the program requirements necessary to proceed to the oral defense have been met.

Oral defense of the dissertation proposal: The final step of the Preliminary Examination Process involves an oral defense of the dissertation proposal and the committee's recommendation that the student is ready to move to Candidacy and complete the dissertation. Once the proposal is complete and sent to the full Preliminary Examination Committee, a defense is scheduled to include the full members of the Preliminary Examination Committee. The student is required to take and pass the oral portion of the exam before beginning the dissertation research. In addition, the student should also receive approval from the Institutional Review Board (IRB) (see Section V), even if it reflects a declaration that the project is exempt from IRB review. This is noted in the student's record by having all faculty members indicate that the student has passed the entire Preliminary Examination process using the signature form generated by the Graduate College. Once that form has been processed, a student is designated as a Doctoral Candidate (ABD in casual conversation).

Forming a Preliminary Examination Committee

Students should begin making arrangements to take the preliminary examination when their coursework is nearly completed. First, a student finds a faculty member to chair the Preliminary Examination Committee. Typically, this person is the student's faculty program advisor, but if interests migrate it may be necessary to identify another faculty member whose interests and

expertise may align more closely with the student's program of study and dissertation research. Each student in the Educational Psychology program is required to have a committee chair who is a member of the Educational Psychology faculty although a student may choose a faculty member outside Educational Psychology to serve as co-chair of this committee. The Graduate College now officially acknowledges the roles of chair and advisor to indicate such collaborations. Each student works with the committee chair(s) to build a committee of 5 members who are willing to serve. At least three members, including the chair, should be UIC faculty who are members of the Graduate College. Tenured or tenure-track faculty members are also members of the Graduate College; clinical and visiting faculty members generally are Associate Members rather than Full Members of the Graduate College, but can still serve on doctoral committees. At least two committee members should be tenured faculty in the College of Education (i.e., associate professors or full professors). Also, at least one member of the committee should be from Educational Psychology, and that member may be the committee chair. The Graduate College does not require that the Preliminary Examination Committee include a member from outside the College of Education. However, since the Graduate College requires that all Dissertation Committees have a member from outside the College (see Section IV), and we prefer that a student work with the same individuals as members of their Preliminary Examination Committee and as members of the Dissertation Committee, a student may want to ask an outside member to serve in both capacities.

To formally constitute the Preliminary Examination Committee, the student should submit to the Graduate College a Committee Recommendation Form. This step typically occurs after someone has completed the Written Examination and has prepared a dissertation proposal. Before submitting this form, a student should be sure that all potential committee members have agreed to serve. To include a member who is not on the UIC faculty or is not a member of the UIC Graduate College, approval from the Graduate College is required. This approval process is initiated by submitting along with the Committee Recommendation Form a copy of that outside person's full current curriculum vitae to the Office of Student Services.

The Written Examination

The written portion of the preliminary examination will focus on a student's area of expertise and interest within Educational Psychology. This document will be reviewed by at least 3 UIC faculty members who are also members of the Preliminary Examination Committee, one of whom is a member of the Educational Psychology Program Faculty (often a committee Chair or Co-chair). There are three options for the written portion of the exam. A student may indicate a preferred option, but the Preliminary Examination Committee will make the final decision concerning the form of this examination.

Options 1 and 2: The chair, in conjunction with other committee members, will write an examination consisting of three to five questions. These questions will tap a student's knowledge of the following areas as the areas relate to the student's specific area of interest: (a) research design and methodology; (b) theoretical constructs and systems; (c) empirical research; and (d) implications for teaching and learning, where applicable. In Option 1, the questions are administered as a one-week take-home exam. Appropriate response length may vary for each question, but in no case should a response to a question exceed 20 double-spaced typewritten pages. In Option 2, the questions are administered as a proctored exam at the College. If the first version of either of these options is not of passing quality, the student will have one opportunity to retake the exam.

Option 3: A student may review the literature on a topic related to his or her area of specialization and write a critical review in a form that would be suitable for publication. After receiving evaluations from members of the Preliminary Examination Committee, the student will have the opportunity to submit one revision.

The student indicates his or her preferred option by submitting to the committee chair a one- to two-page statement of the problem outlining the topic of investigation for the preliminary examination. If a student prefers Options 1 or 2, this statement should indicate the student's particular area(s) of interest and specialization within Educational Psychology. If a student prefers Option 3, this statement should indicate the student's intended paper topic and a beginning list of references. After consulting with both the student and the members of the Preliminary Examination Committee, the chair will indicate whether this problem statement has been approved. Students are often asked to revise their proposed statement of intent or to select a different op-

tion. Therefore, time for such revisions should be factored into the overall project timeline.

This written examination step is completed once at least three members of the Preliminary Examination Committee has agreed that the student's work indicates that he or she is ready to proceed to the design of a dissertation proposal. This step is recorded when the three committee members who participated in this step sign and submit to the Office of Student Services the Written Examination Form.

Preparing a Dissertation Proposal

Students' coursework, research project, and independent readings should give them a good start on planning the dissertation research. Ideally a student will have decided on a topic, conducted a relevant review of literature, or carried out a pilot study before starting the written portion of the preliminary examination. Indeed, the written portion of the preliminary exam may help a student further develop a dissertation project. Nevertheless, the dissertation proposal and preparation for the oral portion of the preliminary examination is to be completed only after the written portion of the preliminary examination has been successfully passed.

Dissertation research may be developed from the many possibilities related to a student's area of study and from a variety of research traditions. The process of writing a dissertation proposal is challenging, but it provides unprecedented opportunities for creative and personally rewarding work. In the past, students have found it helpful to draw on their studies to date and avail themselves of the advice and support of their committee chair and members, other faculty, and fellow students whenever possible. They have also joined a course in research design (e.g., EPSY 509) or one that offers specialized information necessary for their dissertation project (e.g., advanced statistics).

Dissertation proposals may take many forms and be of varying lengths. The organization, content, and length of a student's proposal are decided in collaboration with the chair of the Preliminary Examination Committee. We assume that these decisions reflect a student's involvement in a public discourse community and that the student will follow the conventions within that research network. We can recommend a book such as *Making the Implicit Explicit: Creating Performance Expectations for the Dissertation* (by Barbara E. Lovitts), which fully describes the performance expectations of a quality dissertation, specifically, a dissertation that makes important new intellectual contributions to the given field of study. Of course, the writing style of a dissertation also needs to comply with the latest Publication Manual of the American Statistical Association.

When a student and committee chair(s) agree that the dissertation proposal is ready for review and approval, the student works with the chair to distribute the proposal to members of the Preliminary Examination Committee and schedule the oral portion of the preliminary exam. The student should distribute this proposal to committee members for review at least three weeks before the scheduled exam date. It is strongly recommended that each student include a draft of the IRB application with the proposal. As a rule, a student should not submit the IRB application until after the oral portion of the examination is completed. A committee may make recommendations for changing research protocols during the exam. See Section V for information about IRB requirements and procedures.

This step is typically recorded when the student initiates a formal Committee Recommendation Form with the Graduate College. The Committee Recommendation Form may be obtained from the Graduate College's website: <http://grad.uic.edu/cms/?pid=1000329>. At the same time, the student should ask the Office of Student Services (3145 EPASW) for a degree checklist form. A list of the courses taken is available through Web for Students: <http://osssorawebprod2.admin.uillinois.edu/webforstudent/wfs3.asp>. The student should return the completed degree checklist with the signed Committee Recommendation Form to the Office of Student Services. The completed Committee Recommendation Form is to be signed by the committee chairperson and submitted to the Office of Student Services at least three weeks before the date of the oral examination.

Oral Portion of the Exam

The oral portion of the preliminary exam is primarily a hearing on the dissertation proposal, although it may also address aspects of the written examination and the student's readiness to complete dissertation research. The student is required to complete and pass the oral portion of the exam before beginning their dissertation research. A primary function of the oral portion of the exam is committee approval of the dissertation research proposal. It is highly recommended, but not required, that the student's Preliminary Examination Committee include the same members as the Dissertation Committee.

Evaluation of the Preliminary Exam

The two written steps and the oral portions of the preliminary examination are evaluated on a pass-fail basis. If two or more members of the Preliminary Examination Committee assign a failing grade to any portion of the exam, the student fails that portion. If necessary, the entire portion of the exam or some element of that portion can be retaken once. A student who fails the oral portion of the exam is sometimes asked to do additional work or to revise their dissertation proposal before the committee gives final approval. Even if a committee does not fail a student on the oral portion of the exam, committee members may require the student to make particular changes in the dissertation proposal before the proposal is approved.

Passing the oral portion of the preliminary exam signifies that the student's committee members have given their approval for the student to carry out the proposed dissertation research. After reaching this point, the student should be sure to submit the final version of their IRB application for approval (see Section V). Before submitting this application to the IRB it is to be reviewed and signed by the student's committee chair and the chair of the Educational Psychology Department.

Dissertation Research (EPSY 599, 16 hours minimum)

After passing the oral portion of the preliminary examination and receiving approval from the IRB, students may begin their dissertation research. Students are required to register for a minimum of 16 hours of dissertation credit during the time that they conduct and write up their research. After this requirement has been met and after all three steps in the preliminary examination process have been passed, students may petition the Graduate College to be permitted to register for 0 (zero) hours of dissertation credit. If permission is granted, students may continue to register for 0 hours if they continue to make satisfactory progress and are within the time limits for completion of the degree. Note that even if a student is eligible and successfully petitions the Graduate College to register for 0 hours, that student is required to register for 0 hours each semester until the dissertation has been successfully defended (although individuals do not need to register for 0 credits for the summer session unless the final defense will be held during the summer). Failure to register continuously may result in being administratively dropped from the program. Please refer to Section IV for important information about constituting this Dissertation Committee and conducting dissertation research.

Dissertation Defense

Near the end of the dissertation process, a student should begin to plan for the dissertation defense with their Dissertation Committee chair. Whereas many program requirements are specific to the PhD in Educational Psychology, the final steps in submitting and defending a dissertation are the same for everyone in the College of Education and are governed by the Graduate College. See Section IV for specific information about organizing and scheduling a dissertation defense and filing all the paperwork required before the defense can be conducted.

According to Graduate College regulations, at least one year should pass between completing the oral portion of the preliminary examination and the dissertation defense, although petitions are sometimes approved to support a shorter timeline. Any student who fails to complete all program requirements, including the dissertation defense, within five years of passing the oral portion of the preliminary examination is required to retake the preliminary examination.

D. Ph.D. in Policy Studies in Urban Education

The Ph.D. program in Policy Studies in Urban Education Program prepares students to conduct research on how educational institutions are organized, led, and improved, and on social and cultural contexts—particularly urban contexts—that influence these educational institutions. Students engage in a focused yet flexible program of study that provides essential up-to-date knowledge, disciplinary and other theoretical perspectives, and research skills in one of two areas of concentration: (a) educational organizations, leadership, and change; and (b) the social foundations of education.

This program prepares students for academic research and teaching positions in colleges and universities, and research and policy positions in various education-related organizations at the local, state, and national levels. Students who are interested in opportunities to earn the Illinois Type 75 General Administration Certificate or the Illinois Superintendent Endorsement should refer to the Ed.D. in Urban School Leadership described later in the handbook.

The Ph.D. in Policy Studies in Urban Education program first admitted students in Summer and Fall 2002. This program takes the place of the Ph.D. in Educational Policy and Administration and the Ph.D. in Public Policy Analysis in Education that preceded it. If you were admitted to either the Ph.D. in Educational Policy and Administration or the Ph.D. in Public Policy Analysis in Education, you should consult with your faculty advisor about the requirements of those programs. You have the option to transfer from either of those programs into the Ph.D. in Policy Studies in Urban Education, but if you do you must complete the requirements of that program, not the program from which you transferred.

Overview of Program Requirements

This Ph.D. in Policy Studies in Urban Education requires a minimum of 111 semester hours beyond the baccalaureate degree and a minimum of 79-84 semester hours beyond the master's degree. The program requires successful completion of courses in one of two areas of concentration, a comprehensive written qualifying examination, annual reviews, and a doctoral dissertation. In consultation with and with approval of a faculty program advisor, you will prepare and follow an individual plan of study suited to your personal and professional interests and goals. This program's requirements are as follows for students who enter the program with an earned master's degree.

- Concentration-Specific Core Courses—20 hours (minimum)
- Research Methods Courses—20 hours (minimum)
- Related Field Courses—9 hours (minimum)
- Elective Courses—14-16 hours (minimum)
- Annual Reviews
- Comprehensive Qualifying Examination
- Preparation of a Dissertation Research Proposal
- Preliminary Examination
- Dissertation Research—16 hours (minimum)
- Dissertation Defense

Students who enter with a bachelor's degree but not a master's degree must take additional hours of coursework equivalent to a master's degree in research methods, policy, administration, leadership, and organization; social foundations coursework such as history, philosophy, sociology, and political science; or related fields such as gender studies, African-American studies, disability studies, or Latino studies. Each student's plan of study is prepared in consultation with, and must be approved by, a faculty advisor.

Specific course requirements for each concentration within this program are listed below. Following these lists are descriptions of elements of the program shared by both concentrations—annual reviews, the comprehensive qualifying examination, the dissertation proposal and preliminary examination, and the dissertation and dissertation defense.

1. Concentration in Educational Organization and Leadership

Concentration-Specific Core Courses (20 hours minimum)

The concentration in Educational Organization and Leadership requires a core of field-specific courses that serve as a foundation for further study in the program and for investigation of specific problems in the leadership and administration of educational organizations and in educational improvement. These core courses focus on the contexts of urban education, education policy processes, organization theory, and administrative and leadership theory:

- PS 510—Seminar in Urban Education (4 hours)
- PS 571—Education Policy Formation, Implementation and Outcomes (4 hours)
- PS 579—Organization and Management in Education (4 hours)
- PS 589—Educational Administration Theory (4 hours)

Research Methods Courses (20 hours minimum)

This concentration provides students with a broad overview of different research paradigms and methodologies, both quantitative and qualitative, used in the field of educational organizations and leadership. It also provides students with the opportunity to develop in-depth skills in a particular research methodology for their own research.

The research methods requirements of this concentration include:

- ED 500—Structural Foundations of Educational Research (4 hours)
- EPSY 503—Essentials of Quantitative Inquiry in Education (4 hours)
- PS 512—Nature and Interpretation of Evidence in Educational Policy Research (4 hours)
- ED 544—Research Designs for Policy Analysis (4 hours)
- PS 587—Topics in Documentary and Field Research (one topic) (4 hours)

Plus one course from among the following:

- ED 502—Essentials of Qualitative Inquiry in Education (4 hours)
- EPSY 546—Educational Measurement (4 hours)
- EPSY 547—Multiple Regression in Educational Research (4 hours)
- EPSY 563—Advanced Analysis of Variance (4 hours)
- EPSY 583—Multivariate Analysis of Educational Data (4 hours)
- PS 587—Topics in Documentary and Field Research (second topic) (4 hours)

Related Field Courses (9 hours minimum)

The study of educational organizations and leadership is informed in very important ways by theoretical perspectives, research methodologies, and empirical knowledge from academic fields and disciplines outside of education. In order to provide students with a strong foundation for their work in education, this concentration requires that students complete three courses, totaling at least 9 credit hours, outside the College of Education in one discipline or field of study related to their specific academic and professional interests. These disciplines and fields of study include but may not be limited to business and management, economics, political science, and sociology. You should choose the courses you wish to take in consultation with your faculty program advisor. They should be chosen to complement the courses you take within the College of Education.

Elective Courses (14-16 hours minimum)

Students in this concentration are required to take four elective courses within the College of Education to form, with related field courses, a specialized area of study within the general area of educational organizations and leadership. Students may draw on almost any course offered through the Policy Studies Department and may draw on courses offered by other departments to develop specialized expertise. Students may focus their work on elementary and secondary education or higher education. Examples of courses students may choose include but are not limited to:

- PS 453—Topics in Education Policy (4 hours)
- PS 501—School Finance and Policy Analysis (4 hours)
- PS 551—Administration Programs in Urban Schools (4 hours)
- PS 568—Education and the Law (4 hours)
- PS 570—Education Policy: Historical and Philosophical Analysis (4 hours)
- PS 574—The Impact of College on Students (4 hours)
- PS 575—Higher Education Organization and Administration (4 hours)
- PS 576—History of Higher Education (4 hours)
- PS 577—American Academic Profession (4 hours)
- PS 578—Theoretical Frameworks of Educational Politics (4 hours)
- PS 581—Collective Bargaining in Education (4 hours)
- PS 582—Cultural Pluralism and Education Policy (4 hours)
- PS 594—Special Topics in Education Policy (4 hours, up to 8 hours)
- CIE 532—Staff Development and School Improvement (4 hours)
- CIE 545—Educational Evaluation (4 hours)
- CIE 574—Foundations of Curriculum Design (4 hours)
- ED 543—Research on Teaching (4 hours)

2. Concentration in Social Foundations of Education

Concentration-Specific Core Courses (20 hours minimum)

The concentration in Social Foundations of Education requires a core of field-specific courses that serve as a foundation for further study in the program and for investigation of specific problems on which students may focus their research. These core courses focus on different contexts of urban education and provide an introduction to the academic disciplines and fields of study that undergird study of the social foundations of education. The core courses include:

- PS 510—Seminar in Urban Education (4 hours) Plus four courses from among the following:
- PS 566—Cultural Studies in Education (4 hours)
- PS 567—Economics in Education (4 hours)
- PS 570—Educational Policy: Historical and Philosophical Analysis (4 hours)
- PS 571—Education Policy Formation, Implementation, Outcomes (4 hours)
- PS 572—Sociology of Education (4 hours)
- PS 582—Cultural Pluralism and Educational Policy (4 hours)
- PS 583—Women in Education (4 hours)
- PS 588—Critical Race Theory in Education (4 hours)

Research Methods Courses (20 hours minimum)

This concentration provides students with a broad overview of different research paradigms and methodologies, both quantitative and qualitative, used in the study of the social foundations of education. It also provides students with the opportunity to

develop in-depth skills in a particular research methodology for their own research. The research methods requirements of this concentration include:

- ED 500—Philosophical Foundations of Educational Inquiry (4 hours)
- PS 512—Nature and Interpretation of Evidence in Educational Policy Research (4 hours)
- ED 544—Research Designs for Policy Analysis (4 hours)
- An additional two research methods courses, chosen in consultation with the advisor, from within or outside the College of Education.

Related Field Courses (9 hours minimum)

The study of social foundations of education is informed in very important ways by theoretical perspectives, research methodologies, and empirical knowledge from academic fields and disciplines outside of education. In order to provide students with a strong foundation for their work in education, this concentration requires that students complete a minimum of three courses, totaling at least 9 credit hours, outside the College of Education in one discipline or field of study related to their specific academic and professional interests. Such disciplines and fields of study include but may not be limited to economics, history, philosophy, sociology, gender studies, African-American studies, Latino studies, and disability studies. These courses should be selected in consultation with your faculty program advisor. They should be chosen to complement the courses you take within the College of Education.

Elective Courses (14-16 hours minimum)

Students in this concentration are required to take four elective courses within the College of Education to form a specialized area of study within the general area of social foundations of education. Such courses may be in areas such as the history of education, sociology of education, philosophy of education, economics and politics of education, cultural studies in education, and so forth, and should be selected in consultation with the student's academic advisor.

Elements Shared by Both Concentrations

Annual Reviews:

To monitor student progress effectively and to provide a vehicle through which students and their faculty advisors can reflect on student progress in a structured way, each student in this program is required to prepare and submit a formal review of progress each year. Annual reviews are organized according to a program-wide template. Each student's progress is reported to and discussed by the department faculty. One element on which students are assessed is their engagement in professional activities in the scholarly community beyond coursework required by the program. For this reason, students are encouraged to take advantage of opportunities for professional growth such as colloquia, conferences, and preparation of papers for publication.

Comprehensive Qualifying Examination:

Near the end or upon completion of their coursework, students must successfully complete a written comprehensive qualifying exam before proceeding to the dissertation stage of the program. This examination helps students organize and focus ideas toward dissertation proposal development and research. The exam is individually designed for each student by the student's program advisor and program faculty members, who constitute a comprehensive examination committee. Together, the committee members compose and approve the questions for the exam. Questions will address your general knowledge of the field of concentration, your specialized knowledge within that field, and your use of research methods appropriate to research in that field.

Preparing a Dissertation Proposal:

A dissertation of independent, original research is required to complete the program. The dissertation may be developed

substantively from the many possibilities related to your area of specialization and from a variety of research traditions. The process of writing a dissertation proposal is challenging, yet it provides unprecedented opportunities for creative, rewarding work. Students often find that the best approach is to draw on their studies and to avail themselves of the advice and support of faculty advisors and fellow students in the program whenever possible.

In preparing your proposal for dissertation research, you should select a faculty member from the Policy Studies Department to serve as your dissertation advisor and as chair of your preliminary examination and dissertation committees. You should work with your chair to identify and recruit other faculty members to serve on your preliminary examination committee and on your dissertation committee (see below). When you and your committee chairperson agree that your dissertation proposal is ready for review and approval, you are to work with your chair to distribute it to members of your preliminary examination committee and schedule your preliminary exam. You should distribute your proposal to your committee members for review at least three weeks before the scheduled exam date. It is also strongly recommended that you include in your proposal a draft of your IRB application. As a rule, students should not submit their applications to the IRB before the preliminary examination is completed because most committees make recommendations for changing research designs and protocols during the exam. See Section V for information about IRB procedures and requirements.

The Preliminary Examination

The preliminary examination is taken after you have successfully completed all your coursework, your written comprehensive qualifying examination, and your dissertation proposal. In this Ph.D. program, the preliminary examination is a hearing on the student's dissertation proposal and the means by which students receive committee approval to conduct their dissertation research. While the preliminary examination is typically an oral hearing, preliminary examination committees may require that students respond in writing to questions and/or make revisions in their dissertation proposals as a condition of approval. Passing the preliminary examination constitutes formal admission to candidacy for the Ph.D.

Forming a Preliminary Examination Committee

When you are ready to plan for your preliminary examination, you must find a faculty member to chair your preliminary examination committee. Your faculty program advisor can help you with this task. Your program advisor may serve as your committee chair or you may identify another faculty member whose interests and expertise may align more closely with your program of study and dissertation research. You are to work with your committee chair to identify and recruit at least four other members to serve on your examination committee. At least three members, including your chair, must be UIC faculty who are full members of the Graduate College. Tenured or tenure-track faculty are usually full members of the Graduate College; clinical and visiting faculty generally are not. At least two committee members must be tenured faculty in the College of Education faculty (i.e., associate professors or full professors). Also, at least two members must be from the Policy Studies Department. The Graduate College does not require that the preliminary examination committee include a member from outside the College of Education. However, since the Graduate College requires that your dissertation committee have a member from outside the College (see Section IV), you may want to ask an outside member to be on your preliminary examination committee as well.

In order to formally constitute your preliminary examination committee, you must submit to the Graduate College a Committee Recommendation Form. This form may be obtained from the Graduate College's website: <http://grad.uic.edu/cms/?pid=1000329>. At the same time, you should ask the Office of Student Services (3145 EPASW) for a degree checklist. A list of the courses you have taken is available through Web for Students: <http://osssorawebprod2.admin.uillinois.edu/web-forstudent/wfs3.asp>. You must return the completed degree checklist with the signed Committee Recommendation Form to the Office of Student Services. The completed form must be signed by your committee chairperson and submitted to the Office of Student Services at least three weeks before the date of your examination. Before submitting this form, you must be sure that the faculty members you identify to serve on your committee have agreed to serve. If you want to include on your committee a member who is not on the faculty at UIC or is not a member of the UIC Graduate College, you must receive approval from the Graduate College. This approval process is initiated when you submit your Committee Recommendation Form to the Office of

Student Services. A copy of this person's full current curriculum vitae must be submitted with the Committee Recommendation Form.

Dissertation Research (PS 599, 16 hours minimum)

After passing the oral portion of the preliminary examination and receiving approval from the IRB, you may begin your dissertation research. You must register for a minimum of 16 hours of dissertation credit during the time that you conduct and write up your study. After you have registered for the minimum of 16 hours of dissertation credit and after you have passed both written and oral portions of the preliminary examination, you may petition the Graduate College to be permitted to register for 0 (zero) hours of dissertation credit. If permission is granted, you may continue to register for 0 hours if you continue to make satisfactory progress and are within the time limits for completion of the degree. Note that even if you are eligible and successfully petition the Graduate College to register for 0 hours, you still must register for 0 hours each semester until you have successfully defended your dissertation (although you do not need to register for 0 credits for the summer session unless your defense will be held during the summer), with the following exception. Effective Summer Term 2007, if the defense will occur during late registration (the first ten days of the semester, the first five days of the summer term), the Graduate College will allow a doctoral defense without student registration.

This is assuming that you were registered the previous term, or the previous spring term in the instance of a fall defense (which should be the case since, as stated above, continuous registration is required). The late registration period is the official first ten days of any fall or spring semester and the first five days of the summer term. If you defend after the 10th day (5th in summer), you must be registered.

If you hold a fellowship, assistantship and/or tuition waiver, and do not resign from it, then registration is mandatory for the number of hours required to hold the award or assistantship. If you hold a student visa, you probably do not have to register if you leave the country by the 10th day (5th in summer), although you should verify this with Office of International Services.

This exception does not affect the registration requirement to take the Preliminary Examination, or the continuous registration requirement from Prelim to defense (unless defense will occur in the first ten days of the semester or first five of the summer term). Failure to register continuously may result in being administratively dropped from the program. Please refer to Section IV for important information about constituting your dissertation committee and conducting your dissertation research.

Dissertation Defense

When you near the end of your dissertation research, you should begin to plan your dissertation defense with your dissertation committee chair. See Section IV for specific information about organizing and scheduling your dissertation defense and filing all the paperwork required before the defense can be conducted. According to Graduate College regulations, at least one year must pass between completing the oral portion of the preliminary examination and the dissertation defense. Any student who fails to complete all program requirements, including the dissertation defense, within five years of passing the oral portion of the preliminary examination must retake the preliminary examination.

E. Ed.D. in Urban Educational Leadership

The Ed.D. in Urban Educational Leadership prepares experienced educators for leadership roles in schools, school systems, and other educational organizations. It also provides opportunities for advanced professional study for practicing educational leaders. The Ed.D. program is organized around three specializations to which students apply and are admitted: (a) school-level administrative leadership for the Illinois Type 75 General Administrative Certificate; (b) system-level administrative leadership for the Illinois Superintendent Endorsement; and (c) advanced study for leadership development in elementary, secondary, and postsecondary education not associated with obtaining a state administrative certificate. Students who already have their required certification or who are preparing for non-certificated roles are likely to work in this third specialization of the program.

Overview of Program Requirements

The Ed.D. in Urban Educational Leadership requires a minimum of 80 hours beyond the master's degree. For students who seek the Type 75 General Administrative Certificate, 88 hours are required. For students who seek the Superintendent Endorsement, 92 hours are required. Differential credit hour requirements reflect demands of 2002 Illinois School Leader, Principal, and Superintendent Standards. Hours for all students include a minimum 8-hour supervised internship. Each strand requires successful completion of coursework, annual reviews, a comprehensive written qualifying examination, a preliminary exam, and a doctoral dissertation. This program's requirements are as follows:

- Theoretical Core—8 hours.
- Area of Specialization—40 hours minimum depending on strand
- Research Methods Courses—16 hours
- Annual Reviews
- Comprehensive Qualifying Examination
- Preliminary Examination on a Dissertation Research Proposal
- Dissertation Research—16 hours
- Dissertation Defense

Specific course requirements for each strand of study within this program are listed below. Requirements for each specialization are presented first. Descriptions of program requirements shared by all specializations follow. These include the theoretical core, research methods courses, annual reviews, the comprehensive qualifying examination, the dissertation proposal and preliminary examination, and the dissertation and dissertation defense.

If you are interested in pursuing a Type 75 Certificate or the Superintendent Endorsement, consult with your faculty program advisor. Information regarding specific application procedures for the certificate and endorsement may be obtained from your advisor and from the College of Education's Council on Teacher Education, the office that administers all teacher and administrator certification programs. The Council's office is located in 3015 EPASW (312-355-0714).

Specialization in School-Level Leadership for the Illinois Type 75 Certificate (48 hours)

Students seeking the Illinois Type 75 General Administrative Certificate, which is required for the principalship in Illinois, must take the following courses for a total of 48 hours. These requirements include an 8-hour supervised internship and an 8-hour supporting seminar.

- PS 500—City Schools (4 hours)
- EPSY 501—Cognition and Instruction (4 hours)
- CIE/PS 548—Leadership for Literacy Instruction (4 hours)
- PS 501—School Finance (4 hours)
- PS 550—Organizational Leadership and Change (4 hours)
- PS 552—The Urban School Principal (4 hours)
- PS 556—Instructional Leadership (4 hours)
- PS 573—Seminar in Administrative Practice (8 hours)
- PS 559—Internship in Urban School Leadership (8 hours)

PS 573 is designed as a support seminar for PS 559, the internship. Students typically register for PS 573 and PS 559 concurrently. Students who complete this set of courses with 4 hours of PS 573 and 4 hours of PS 559 will satisfy the requirements for the Type 75 certificate. All Ed.D. students aspiring a CPS principalship will submit their application for eligibility as part of their first year's work in the program.

Specialization in System-Level Leadership for the Illinois Superintendent Endorsement (48 hours)

Students seeking the Illinois Superintendent Endorsement must take the following courses for a total of 48 hours. These requirements include an 8-hour supervised internship and an 8-hour supporting seminar.

- PS 500—City Schools (4 hours)
- CIE/PS 548—Leadership for Literacy Instruction (4 hours)
- PS 501—School Finance (4 hours) OR
- PS 567—Economics of Education (4 hours)
- PS 550—Organizational Leadership and Change (4 hours)
- PS 553—Leadership of Urban School Systems (4 hours)
- PS 556—Instructional Leadership (4 hours)
- PS 568—Education and the Law (4 hours)
- PS 573—Seminar in Administrative Practice (8 hours)
- PS 581—Collective Bargaining in Education (4 hours)
- PS 559—Internship in Urban School Leadership (8 hours)
- One additional course chosen in consultation with the advisor

PS 573 is designed as a support seminar for PS 559, the internship. Students must register for PS 573 and PS 559 concurrently.

General Study Specialization for Leadership Development (40 hours minimum)

Students not seeking either the Type 75 Certificate or the Superintendent Endorsement may select the general study specialization for leadership development. Students in this specialization are required to select with their program advisors a minimum of 40 hours of coursework at the 400 and 500-levels (approximately 10 courses) related to educational leadership and administration. These courses may be selected from among those offered by the Policy Studies Department in the College of Education, other departments in the College of Education, and courses outside the College (e.g., College of Business Administration, Public Administration, etc.). You may select courses to develop a particular area of expertise related to your personal and professional objectives.

Elements Shared Across Specializations

Theoretical Core (8 hours)

All students in the Ed.D. program are required to take 8 hours of coursework in the study of core theory related to educational leadership. These courses focus on education policy processes, organization theory, and administrative and leadership theory. They form the foundation of coursework in the three specializations.

- PS 571—Education Policy Formation, Implementation and Outcomes (4 hours)
- PS 579—Organization and Management in Education (4 hours) OR
- PS 589—Educational Administration Theory (4 hours)

Research Methods Courses (16 hours)

This program requires that students take research methods courses that provide an overview of structural and philosophical foundations of educational research, and opportunities for students to develop knowledge and skills in quantitative and qualitative research methodology required in their work as administrative leaders. The research methods requirements for this

program are:

- ED 500—Philosophical Foundations of Educational Inquiry (4 hours)
- PS 586—Methods of Institutional and Practitioner Research (4 hours)
- CIE 545—Educational Evaluation (4 hours)
- PS 544—Research Design for Policy Analysis (4 hours)

Annual Reviews

To monitor student progress effectively and to provide a vehicle through which students and their faculty advisors can reflect on student progress in a structured way, each student in this program is required to prepare and submit a formal review of progress each year.

Annual reviews are organized according to a program-wide template. Each student's progress is reported to and discussed by the department faculty. One element on which students are assessed is their engagement in professional activities in the professional community beyond coursework required by the program. For this reason, students are encouraged to take advantage of opportunities for professional growth outside the program, such as colloquia, conferences, preparation of papers for presentation and publication, and leadership roles.

Comprehensive Qualifying Examination

Near the end or upon completion of their coursework, students must successfully complete a written comprehensive qualifying exam before proceeding to the dissertation stage of the program. This examination helps students organize and focus ideas toward dissertation proposal development and research. The exam will be designed and evaluated by a standing five-member review committee. This committee consists of three faculty members from the Policy Studies Department and perhaps from other departments of the College representing different expertise germane to the program (e.g., curriculum development and instructional improvement, bilingual education, special education). The committee may also include one faculty member from the College of Business Administration or one practicing principal or superintendent. This review committee will also administer the preliminary examination and the dissertation defense. This committee will be formally constituted by the Policy Studies Department, not the individual student. The comprehensive qualifying exam focuses on students' coursework and internship experiences and assesses their readiness for professional practice and dissertation research. The comprehensive qualifying exam is graded on a "pass-fail" basis. Students who fail the exam or a portion of the exam have one opportunity to re-take the exam or the failed portion. The re-take must be completed successfully within one calendar year for the student to remain in the program.

Preparing a Dissertation Proposal

The Ed.D. dissertation is independent, original research that is required to complete the program. It may be developed substantively from the many possibilities related to your area of specialization and from a variety of research traditions. The process of writing a dissertation proposal is challenging, yet it provides unprecedented opportunities for creative, rewarding work. Students often find that the best approach is to draw on their studies and to avail themselves of the advice and support of faculty advisors and fellow students in the program whenever possible.

Students are to develop their dissertation proposals as part of their work in PS 544. In preparing your proposal, you should select a faculty member from the Policy Studies Department to serve as your dissertation advisor and as chair of your preliminary examination and dissertation committees. You are encouraged to consult with your dissertation advisor and other faculty in the program to develop ideas and plans for your dissertation research. It is also strongly recommended that, as you develop your proposal, you also develop a draft of your IRB application. As a rule, students should not submit their applications to the IRB before the preliminary examination is completed and their proposals approved because quite often recommendations are

made during the preliminary examination for changing research designs and protocols. See Section V for information about IRB procedures and requirements.

The Preliminary Examination

The preliminary examination is taken after you have successfully completed all your coursework, your comprehensive qualifying exam, and your dissertation proposal. In this Ed.D. program, the preliminary examination is a hearing on the student's dissertation proposal and the means by which you receive approval to conduct your dissertation research. Preliminary exams are typically conducted in the spring of each year by the same five-member review committee that will work with the student through the final dissertation defense. While typically an oral hearing, this committee may require that students respond in writing to questions and/or make revisions in their dissertation proposals as a condition of approval. Passing the preliminary examination constitutes formal admission to candidacy for the Ed.D.

In order to formally constitute your preliminary examination committee, you must submit to the Graduate College a Committee Recommendation Form. This form may be obtained from the Graduate College's website: <http://grad.uic.edu/cms/?pid=1000329>. At the same time, you should ask the Office of Student Services (3145 EPASW) for a degree checklist. A list of the courses you have taken is available through Web for Students: <http://osssorawebprod2.admin.uillinois.edu/webforstudent/wfs3.asp>. You must return the completed degree checklist with the signed Committee Recommendation Form to the Office of Student Services. The completed form must be signed by your dissertation advisor and submitted to the Office of Student Services at least three weeks before the date of your examination

Dissertation Research (PS 599, 16 hours minimum)

After passing the preliminary examination and receiving approval from the IRB, you may begin your dissertation research. Students must register for a minimum of 16 hours of Ed.D. dissertation research credit, which also includes a supporting seminar. It is possible, even advisable, for students to register for 8 hours of Ed.D. dissertation research credit in the fall semester and again in the spring semester, and prepare their dissertations for defense at the end of that academic year. Again, students are advised to consult with their dissertation advisor and with other faculty members as they conduct and write their dissertations.

If you require more time to finish and defend your dissertation, after you have registered for the minimum of 16 hours of dissertation credit, and after you have passed both the comprehensive examination and preliminary examination, you may petition the Graduate College to register for 0 (zero) hours of dissertation credit. If permission is granted, you may continue to register for 0 hours if you continue to make satisfactory progress and are within the time limits for completion of the degree. Note that even if you are eligible and successfully petition the Graduate College to register for 0 hours, you still must register for 0 hours each semester until you have successfully defended your dissertation (although you do not need to register for 0 credits for the summer session unless your defense will be held during the summer), with the following exception. Effective Summer Term 2007, if the defense will occur during late registration (the first ten days of the semester, the first five days of the summer term), the Graduate College will allow a doctoral defense without student registration.

This is assuming that you were registered the previous term, or the previous spring term in the instance of a fall defense (which should be the case since, as stated above, continuous registration is required). The late registration period is the official first ten days of any fall or spring semester and the first five days of the summer term. If you defend after the 10th day (5th in summer), you must be registered.

If you hold a fellowship, assistantship and/or tuition waiver, and do not resign from it, then registration is mandatory for the number of hours required to hold the award or assistantship. If you hold a student visa, you probably do not have to register if you leave the country by the 10th day (5th in summer), although you should verify this with Office of International Services. This exception does not affect the registration requirement to take the Preliminary Examination, or the continuous registration requirement from Prelim to defense (unless defense will occur in the first ten days of the semester or first five of the summer

term). Failure to register continuously may result in being administratively dropped from the program. Please refer to Section IV for important information on conducting your research.

Dissertation Defense

Students are required to defend their Ed.D. dissertations before a review committee as described above. Defenses are typically scheduled at the end of the fall and spring semesters each academic year.

According to Graduate College regulations, at least one year must pass between completing the preliminary examination and the dissertation defense. Any student who fails to complete all program requirements, including the dissertation defense, within five years of passing the preliminary examination must retake the preliminary examination.

IV. Ph.D. and Ed.D. Dissertation Research

Each doctoral program in the College of Education requires that students conduct and complete independent dissertation research that will make original contributions to the scholarly and/or professional knowledge of the field. This research may employ different methodologies and proceed from different paradigms of inquiry. All doctoral research must be of high intellectual rigor and quality and meet the highest ethical and professional standards of the field. This section provides information about dissertation research beyond that which was provided in Section III.

Ph.D. Dissertation Research

Once you have passed your preliminary examination, your dissertation proposal has been approved by your preliminary examination committee, and you have obtained approval from the Institutional Review Board (IRB) if your research involves human subjects (see Section V), you are ready to begin your dissertation research. Working with your chair, you will form a dissertation committee. You should form your dissertation committee early in the dissertation process and use your committee as well as your chair as a resource for your research. You must submit a Committee Recommendation Form no later than three weeks before your defense date. The completed, signed Committee Recommendation Form should be submitted to the College of Education Office of Student Services (3145 EPASW). It can be obtained from: <http://grad.uic.edu/cms/?pid=1000329>. Upon approval from the Graduate College, the dissertation committee is officially constituted as the doctoral dissertation defense committee.

Composition of the Dissertation Committee

The dissertation committee must have at least five members, including a member from outside the College of Education. The chair of the dissertation committee must be a full member of the Graduate College and at least two members must be tenured faculty at UIC. The outside member can be from outside the University, but that person's membership must be approved by the Graduate College. Approval from the Graduate College must also be obtained if you wish to include on your committee individuals from UIC who are not members of the UIC Graduate College. These approval processes are initiated when you submit the Committee Recommendation Form to the College of Education Office of Student Services. You must submit a full current vitae for any member who is from outside UIC or who is not a member of the Graduate College. All members of your dissertation committee, like your preliminary examination committee, must hold terminal degrees in their field of expertise.

Most students call upon the members of their preliminary examination committees to serve as members of their dissertation committees. It is not uncommon, however, for students to replace some members of their preliminary examination committees with other faculty members who bring expertise more germane to the dissertation research or because members of the preliminary examination committee moved, took on other responsibilities, or retired. Unlike the preliminary examination committee, the dissertation committee must include a member from outside the College of Education. If you did not select an outside member for your preliminary examination committee, you must add one to your dissertation committee. Before submitting the

Committee Recommendation Form, you must be sure, of course, that the faculty members you identify to serve on your committee have agreed to serve and that you have the approval of your dissertation chair.

The Defense

When you and your chair believe that your dissertation is ready to defend, you will work with your chair to schedule a date, time, and place for your hearing. In scheduling your hearing, you should give the members of your dissertation committee at least three weeks to read and review your completed dissertation. If you have not already done so, you must formally constitute your dissertation committee by submitting the Committee Recommendation Form to the Office of Student Services. This must be done at least three weeks before the defense.

When you distribute your completed dissertation to your committee members, you must also submit a copy to the College of Education Office of Student Services for review by the Director of Graduate Studies (DGS). Your approved IRB protocol, any approved amendments, and a blank copy of consent and assent forms used in your research should be submitted with your dissertation for this review. The main purpose of the DGS review is to make sure that any assurances that were made to research participants about anonymity and confidentiality are honored in the final write-up. The DGS will notify your dissertation chair if there are issues that need to be addressed.

A copy of the dissertation abstract with information about the time and place of the dissertation defense should also be submitted to the Office of Student Services at this time. The abstract will be duplicated and posted on the bulletin board in the Commons Area of the College (3233 EPASW). The dissertation defense is a public hearing and is open to any member of the University's academic community who wishes to attend.

A candidate's dissertation cannot be approved by the dissertation committee if more than one committee member fails to approve the dissertation. You should be aware that it is not uncommon for dissertation committees to require that additional work on the dissertation be done before the committee gives its final approval.

Ed.D. Dissertation Research

Ed.D. dissertation research is organized somewhat differently than Ph.D. dissertation research. Your proposal and your completed dissertation will be evaluated and approved by your dissertation advisor and a standing review committee to accommodate the cohort structure of the Ed.D. program. Although the Policy Studies Department makes provisions for constituting and convening this committee, you must formally constitute your dissertation committee by submitting the Committee Recommendation Form to the Office of Student Services. This must be done at least three weeks before the defense.

When you distribute your completed dissertation to your committee members, you must also submit a copy to the College of Education Office of Student Services for review by the Director of Graduate Studies (DGS). Your approved IRB protocol, any approved amendments, and a blank copy of consent and assent forms used in your research should be submitted with your thesis for this review. The main purpose of the DGS review is to make sure that any assurances that were made to research participants about anonymity and confidentiality are honored in the final write-up. The DGS will notify your dissertation chair if there are issues that need to be addressed.

A copy of the dissertation abstract with information about the time and place of the defense should also be submitted at this time. The abstract will be duplicated and posted on the bulletin board in the Commons Area of the College (3233 EPASW). The dissertation defense is a public hearing and is open to any member of the University's academic community who wishes to attend.

A candidate's dissertation cannot be approved by the review committee if more than one committee member fails to approve the thesis. You should be aware that it is not uncommon for review committees to require that additional work on the disserta-

tion be done before the committee gives its final approval.

For Both Ph.D. and Ed.D. Research

Making Changes Along the Way...

You should work with your dissertation chair and other members of your committee as you conduct your research. However, you will probably become more independent as your research progresses. If you wish to make any changes to the research protocols that were approved by the IRB, you must file an amendment form and get approval before those changes are put into effect. IRB approval must be renewed every year if your research takes longer than one year to complete. Approval is granted for one-year periods only. Please refer to Section V of this handbook for information about obtaining forms for submitting amendments, for the review of ongoing research, and general information about IRB procedures. As you write up your dissertation research, be sure to consult the University of Illinois at Chicago Graduate College Thesis Manual for guidance on format. This manual is available online at: <http://grad.uic.edu/cms/?pid=1000027>.

Continuous Registration

During the time in which you are working on your dissertation, you must maintain continuous registration in the University. Once you have completed your course work, your preliminary examination, and have accumulated the number of dissertation credit hours required by your program, you may petition the Graduate College to register for 0 (zero) credit hours. Being able to register for 0 hours represents a substantial reduction in tuition and fee costs. Petition forms are available in the College of Education Office of Student Services (3145 EPASW). If permission is granted, you may continue to register for 0 hours if you continue to make satisfactory progress and are within the time limits for completion of the degree. Note that even if you are eligible and successfully petition the Graduate College to register for 0 hours, you still must register for 0 hours each semester until you have successfully defended your dissertation (although you do not need to register for 0 credits for the summer session unless your defense will be held during the summer), with the following exception. Effective Summer Term 2007, if the defense will occur during late registration (the first ten days of the semester, the first five days of the summer term), the Graduate College will allow a doctoral defense without student registration.

This is assuming that you were registered the previous term, or the previous spring term in the instance of a fall defense (which should be the case since, as stated above, continuous registration is required). The late registration period is the official first ten days of any fall or spring semester and the first five days of the summer term. If you defend after the 10th day (5th in summer), you must be registered.

If you hold a fellowship, assistantship and/or tuition waiver, and do not resign from it, then registration is mandatory for the number of hours required to hold the award or assistantship. If you hold a student visa, you probably do not have to register if you leave the country by the 10th day (5th in summer), although you should verify this with Office of International Services.

This exception does not affect the registration requirement to take the Preliminary Examination, or the continuous registration requirement from Prelim to defense (unless defense will occur in the first ten days of the semester or first five of the summer term). Failure to register continuously may result in being administratively dropped from the program.

When It's All Over but the Shouting...

Once you have successfully defended your dissertation and completed any revisions or additional work required by the committee, you must submit two copies of the final, formatted, copy-edited dissertation (an original and one duplicate) to the Graduate College by the date established each semester as "Last Day for Graduate College Approval of Thesis Format." This date is listed in the Graduate Catalog, is circulated widely around the College each term, and is posted online at: <http://grad.uic.edu/cms/?pid=1000222>. If you miss this deadline, your graduation will be delayed until the next semester. In preparing the

dissertation for submission to the Graduate College, you must make sure that you have followed the format prescribed in The University of Illinois at Chicago Graduate College Thesis Manual (<http://grad.uic.edu/cms/?pid=1000329>). Two red-bordered certificates of approval signed by the dissertation committee or review committee members must accompany the copies of your dissertation or thesis if they have not already been forwarded to the Graduate College. You must provide verification of IRB approval if your dissertation involved human subjects. In addition, the Office of Protection of Research Subjects (OPRS) must be notified when IRB-approved research is completed (see Section V for additional information). Finally, you must submit a dissertation/thesis format sign-off form with the signature of your dissertation chair.

In order to graduate, you must submit a Pending Degree List form electronically via Web for Students:<http://ossorawebprod2.admin.uillinois.edu/webforstudent/graduationpdl3.asp>. The Pending Degree List form may only be submitted from the start of registration in your graduation semester until the Friday of the third week of fall and spring semesters or the second week of the summer semester. After that date the Pending Degree List will be unavailable. Deadlines may be found online at: <http://grad.uic.edu/cms/?pid=1000030>. Filing this form triggers an assessment by the Office of Student Services to ensure that you have completed all degree requirements satisfactorily and that you are indeed eligible to graduate.

V. The Institutional Review Board (IRB)

Issues pertaining to the ethical conduct of research receive repeated attention throughout all of the College's doctoral programs. One important ethical consideration has to do with the rights of human subjects who participate in our studies. Because this issue is so important, the University requires that all research involving human subjects be reviewed by the Institutional Review Board (IRB) of the University. Operated by the Office of Protection of Research Subjects (OPRS), the IRB consists of three panels of faculty and community members. Every research study involving human subjects is reviewed by one of these panels, or in some cases, a subset of its members, in order to determine whether the study meets rigorous ethical standards. Depending on the degree of risk to subjects in the study, the research may require an initial review by the College of Education's Departmental Review Committee (DRC).

Most students in the College of Education engage in dissertation and thesis research involving human subjects. Some also do research involving human subjects at other times during their graduate work, for example, in a course, an independent study, or a research project. In every instance of research involving human subjects, IRB approval is required prior to the commencement of the research and collection of data.

Before you submit an application and research protocol for IRB approval, you must first complete the University's education requirement for investigators and key research personnel. You can satisfy this requirement either by taking a web-based course on the computer or by attending a special training session. Every one to two years you must enroll in continuing education sessions in order to continue conducting human subjects research (see the OPRS website for the current requirement: <http://oprs.ovcr.uic.edu>). Dates for the initial and continuing education sessions are listed on the OPRS website. This site also includes other important information about IRB matters. It is a good idea to check it periodically to make sure that you are aware of any changes in requirements.

After you have completed IRB training, you may begin drafting your IRB application on the appropriate forms. It is important to begin the process of securing IRB approval well in advance of when you will need to start your research. IRB reviews take time to complete. Application forms are available on the OPRS website (<http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/forms/index.shtml>).

As a student at the university, you must have a faculty member who has fulfilled the education requirement for human subjects investigators agree to be your faculty sponsor for your research. For dissertation research, your sponsor is your dissertation chair. Your faculty sponsor will discuss with you the different categories of review and help you decide which is most appropriate for your research. All protocols must be accompanied by documents demonstrating how you, the researcher, will gain consent of subjects and how the confidentiality of subjects will be protected. Copies of recruitment materials and consent forms

must accompany your application. There is a template for a consent form on the OPRS website. While you do not have to follow this template format exactly, your consent form must include the same information, in roughly the same order. Copies of all research instruments must also be submitted. If a formal research proposal exists that describes the research proposed in the protocol (e.g., a dissertation proposal or grant proposal), it must be included with your application. If there is no formal research proposal, it is necessary to include a short description (3-5 pages long) of the proposed research.

After you have your IRB protocol signed by your faculty sponsor and reviewed and signed by the Chair of your program, you have two possible routes to follow. If the research requires a full review, it must first be reviewed by the College of Education's DRC. If the protocol requires other levels of review, that is, exempt or expedited, it may be sent directly to the Office for Protection of Research Subjects (OPRS) for review.

The DRC consists of faculty members from each department of the College. The DRC meets monthly to review protocols. It is important to submit your application before the deadline for that month's review. You may obtain a schedule of DRC meeting dates from your advisor.

When you receive your approval letter from the IRB, a copy of the letter and the approved IRB application should be filed in the College of Education (3343 EPASW) so that the College has a record of your approval. If you later submit any amendments to your application to the IRB (see below), a copy of the approved amendments and the letter approving them should be given to the College as well.

After you obtain IRB approval, you may begin your research. However, approval is good only for one year. If your research extends beyond one year, even if you are only analyzing data from the study, you must receive approval from the IRB to continue. The form for continuing review is available on the OPRS website. If you change any aspect of your research methodology, you must file an amendment to your approved application. The form and instructions for submitting an amendment are also available at the OPRS website. It is critical that you obtain approval for any changes to an IRB protocol prior to enacting the changes. If, for example, you have not received approval for changes to your dissertation study, you will not be able to pass your dissertation defense. When you have completed your research, you need to complete a final continuing review form, marking it on the front as "final report," to submit it to OPRS. This lets OPRS know that your research protocol is no longer current.

Students usually understand that IRB approval is necessary for dissertation research involving human subjects. However, they are sometimes unsure whether IRB approval is needed for inquiries they might conduct at other points in their programs, for example, in a course, an independent study, or a research project. Several courses you will take in your program will address this, and, of course, your faculty advisor can help you decide when IRB approval is necessary. As a general rule, if you undertake a project in order to acquire skills in research methodology, you do not need IRB approval. However, if the project involves human subjects and is more than training or learning to do research, and if you might present your findings at a local or national conference, publish them, or include them in your dissertation as pilot data, then you must obtain IRB approval.

In some cases, a student project or dissertation does not require IRB review, although a form ("Approval Form for Students Projects and Dissertations that Do Not Involve Research and/or Human Subjects as Defined by Federal Regulations") must still be completed. IRB review is not required for research involving persons who are not considered "human subjects." For example, your research may focus on persons who are no longer living. If the research does not require interaction with any living persons, it may fit this category. This category also includes research on living individuals if you do not personally interact with them and have no access to information that reveals their identity. If your research fits this category, you do not need IRB approval, but you do need to register your research. Consult the OPRS website: <http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/policies/index.shtml> for information on how to determine whether research meets the requirements for this category. IRB review is also not required if your work does not involve persons or human subjects, or is not considered research as defined by federal regulations.

If your research does not require IRB review, the required approval form is available in room 3343 EPASW. The completed form must be signed by your faculty sponsor and returned to 3343 EPASW. Before you begin your work, the form must be reviewed

and approved by the DRC chair.

Learning about the ethics of doing research, including how to obtain IRB approval when appropriate, is an integral feature of the College's doctoral programs. The DRC Chair will schedule appointments to address any questions students might have about the process.

VI. The UIC Library and the College's Educational Technology Laboratory

The UIC Library

One of the most valuable resources for your doctoral studies is the UIC Library. The UIC Library contains more than one million books and bound periodicals. In addition, electronic journals and other electronic resources are available through the library's website: <http://www.uic.edu/depts/lib/>. Online research guides and a form for requesting an individual appointment with a librarian for research assistance can be found at <http://www.uic.edu/depts/lib/services/instruction.shtml#students>. Through inter-library loan, students may borrow materials from UIC's Library of the Health Sciences, the University of Illinois at Urbana-Champaign Library, or libraries of numerous other universities. Other Chicago-area libraries are also open for use by UIC graduate students. Students may apply to reserve a study carrel in the library stacks (see <http://www.uic.edu/depts/lib/circulation/daleycirc/researchcarrels.shtml>). Details about library services and hours are available at the library's website.

The College of Education's Educational Technology Laboratory

The College of Education strives to provide an environment that encourages and enables faculty, students, and staff to explore, experiment with, and use advanced technologies. Many of the technology resources available to support doctoral student work may be found in the College's Educational Technology Laboratory (ETL). The ETL is located on the second floor of the EPASW Building in Room 2027. The lab has been renovated recently as a flexible learning environment. It continues to accommodate students who require hardware and software resources. It has been redesigned so that the facility can also be used for whole class instruction and collaborative group work.

The College of Education provides trained on-site support personnel in the ETL. Support personnel provide technical assistance for the technology used in the College. Because services, equipment, and software are continually being updated, the best way to become familiar with the ETL is to visit its website at <http://www.ed.uic.edu/etl/> or to drop in and visit in person.

VII. Financial Aid

Each year, various types of financial aid are available to degree-seeking students in the College of Education at UIC. Please check the College of Education website for financial opportunities at: <http://www.uic.edu/educ/index.html/financialaid/index.html>. The opportunities described below are those coordinated by the College of Education or by the University. Some of these are subject to change, so be sure to check the College of Education and Graduate College websites for updates about current availability and requirements.

Tuition and Selected Fees Waivers

Each semester, the Graduate College allocates a limited number of tuition and selected fees waivers to the College of Education. To be eligible, you must be a degree-seeking student (either full-time or part-time), and not hold any appointment that covers tuition. Tuition and Service Fee Waivers are awarded each Fall, Spring, and Summer terms, and you must submit an application for each term that you want to be considered. Eligibility for full-time waivers requires a minimum of 12 hours enrollment for the fall and spring semesters, and 6 hours for the summer term. Eligibility for part-time waivers requires 8-11 hours enrollment for fall and spring semesters, and 3-5 hours for the summer term.

To apply, complete all parts of the Application for Tuition and Selected Fees Waiver application and submit the application and all required supporting documents to the Office of Student Services (3145 EPASW). You can get an application from the Office of Student Services, or it can be downloaded from the Financial Aid website. The deadlines for submission are:

July 1 - Fall

November 1 - Spring

March 1 - Summer

Fellowships and Scholarships

A few fellowships and scholarships are available through the University and/or the Graduate College. These awards provide a tuition and service fee waiver and a monthly stipend. They begin in the fall semester of each academic year, but must be applied for early in the prior spring semester. Competition for these awards is intense, and thorough preparation is key to being successful. All Graduate College fellowship applications must be reviewed in the College of Education by the Honors/Teaching Awards Committee in advance of the Graduate College deadlines. Only the top applications that are judged to be competitive university wide are forwarded to the Graduate College for review.

If you are considering applying for one of these fellowships, contact your advisor early in the fall semester to help you prepare your application. You should also ask other professors to write letters of recommendation for you at this time. Giving yourself enough lead time is critical, and hastily prepared applications are rarely successful.

The following fellowships are available through the Graduate College:

University Fellowship:

Deadline for submission to the Honors/Teaching Awards Committee: February 15

Complete applications should be delivered to the Office of Student Services (3145 EPASW).

Approximately 55 University Fellowships are awarded to outstanding students based on academic promise and scholarly achievement in an all-campus competition.

Eligibility:

- Masters and doctoral-level graduate students in any field of graduate study.
- Standardized test (e.g., GRE) scores

Registration Requirements: At least 12 hours each semester (6 in summer). Twelve month appointments require summer registration.

For complete information on this award and its specific requirements, consult the Graduate College website: <http://grad.uic.edu/cms/?pid=10000901>

Dean's Scholar Award:

Deadline for submission to the Honors/Teaching Awards Committee: February 15 Complete applications should be delivered to the Office of Student Services (3145 EPASW).

The Dean's Scholar Award is presented by the Dean of the Graduate College in recognition of a student's scholarly achievement. It is intended to provide highly qualified, advanced- level graduate students with an opportunity to devote themselves to a period of intensive research without ongoing teaching obligations. Dean's scholars receive a one year stipend, a tuition and service fee waiver, and a research expenditure award of \$1,000. They are not renewable.

Eligibility: Doctoral candidates only. Students must have passed their preliminary examination and have a plan approved by their department for their dissertation research.

Dean's scholars may not accept a teaching assistantship but may accept a research assistantship for not more than 50 percent time in his/her research field.

Each doctoral program may nominate one student only for the award.

Registration Requirements: At least 12 hours each semester (6 in summer). Twelve month appointments require summer registration.

For complete information on this award and its specific requirements, consult the Graduate College website: <http://grad.uic.edu/cms/?pid=1000091>

Abraham Lincoln Fellowship

Deadline for submission to the Honors/Teaching Awards Committee: March 15

Complete applications should be delivered to the Office of Student Services (3145 EPASW).

The goal of the Abraham Lincoln Graduate Fellowship program is to increase the excellence and diversity of the student body.

Applicants must be:

- Graduate students from historically underrepresented racial and ethnic minority
- groups, specifically Native American, African-American, Mexican-American, and Puerto Rican students are eligible to apply.
- Citizens or permanent residents of the United States, and graduates of a secondary school in the US or territories.
- Enrolled in a graduate program or have completed an application for fall admission.
- Be on full status
- Registered for at least 12 hours each semester (6 in summer). Twelve month appointments require summer registration

Application Procedures: Selection of awardees is based on graduate and undergraduate record, standardized test scores, letters of recommendation, and the nominee's personal statement.

For complete information on this award and its specific requirements, consult the Graduate College website: <http://grad.uic.edu/cms/?pid=1000092>

Diversifying Faculty in Higher Education in Illinois—(DFI):

Deadline for submission to the Honors/Teaching Awards Committee: January 15

Complete applications should be delivered to the Office of Student Services (3145 EPASW). The Diversifying Faculty in Higher Education in Illinois—(DFI) program was established by the Illinois General Assembly to provide financial assistance to members of traditionally underrepresented racial minority groups to pursue and complete graduate or professional degrees at Illinois institutions of higher education. This is a state wide competition and involves an extensive application process.

The award is renewable for one year for master's students and for three additional years for doctoral candidates, contingent on the recipient making satisfactory academic progress toward completion of the degree.

Eligibility:

- Students from traditionally underrepresented minority groups (i.e., Native American, African-American, Mexican-American, and Puerto Rican graduate students) are eligible for this award.
- Students must demonstrate financial need.
- Students must be Illinois residents to apply.
- Award recipients must agree to accept teaching or administrative employment at an Illinois postsecondary institution or with an Illinois higher education governing or coordinating board, or the students may be required to pay back a portion of the award.

Registration Requirements: At least 12 hours each semester (6 in summer). Twelve month appointments require summer registration.

For complete information on this fellowship, please consult the Graduate College website: <http://grad.uic.edu/cms/?pid=1000083>

The Graduate College offers helpful review sessions to help applicants maximize their applications. Contact Jose Perales in the Graduate College at jperales@uic.edu or (312) 413-2556 during the fall semester for more information and to find out when the sessions are scheduled.

The Martin Luther King, Jr. Scholarship

Fifteen \$2,000 undergraduate scholarships and five \$5,000 graduate fellowships, were awarded for the 2005 - 2006 academic year.

Students apply directly for this award. The Honors/Teaching Awards Committee does not review and rank applications. Come to the Office of Student Services to pick up an application, or download it from the College of Education financial aid website or go to <http://www.uic.edu/depts/oa/ssp/mlk.htm>. Applications are typically available early in the spring term.

This program was established in 1985 at UIC to encourage African-American, Latino(a), and Native-American UIC students who have demonstrated high academic achievement in the many fields where they have traditionally been underrepresented and who have shown commitment through community and campus service. Thus, in an effort to keep Dr. Martin L. King, Jr.'s dream alive, these merit and/or monetary awards are given to undergraduates with a minimum of a 3.0 GPA, as well as to graduate and professional students with high academic achievement.

Selection will be based on academic record, personal statement, recommendations, and demonstrated commitment to community/campus service.

Eligibility:

- Continuing UIC African-American, Latino(a), or Native-American undergraduate students who have a current cumulative UIC GPA of at least a 3.0 (4.0 scale) and will achieve junior or senior status in the Fall semester are eligible to apply. African-American, Latino(a) or Native-American graduate or professional students who have demonstrated high academic achievement are also eligible to apply. Graduate students must have completed at least one semester at UIC before applying for the Martin Luther King, Jr. Scholarship.
- Applicants must plan to be enrolled full-time during the entire academic year.
- Present or past holders of graduate and professional Martin Luther King, Jr. Scholarships are not eligible. However, present or past holders of undergraduate Martin Luther King, Jr. Scholarships may reapply.
- Applicants must be citizens or eligible non-citizens.
- Full or part-time UIC Employees are not eligible. Student workers and graduate assistants are eligible.

All application materials must be submitted to:

Andrés Garza, Chair
Martin Luther King Scholarship Selection Committee Career Services, 3050 SSB, MC 099
1200 West Harrison Street
Chicago, Illinois 60607

Applications are usually due by the end of March. Check early in the spring semester for an application.

Graduate Assistantships

A number of teaching, research, or graduate assistantships are available each year. College of Education faculty members, centers, and projects with available funds hire students into positions. For example, the College searches at times for people with teaching or similar experience to work in our teacher preparation programs.

Similarly, students with research skills or who wish to further develop those skills are also sought by College faculty for work on grant-supported research projects.

Your chance of securing an assistantship is increased if you make it known to various faculty members that you are looking for one, for example, via an introductory letter, email, and/or resumé in faculty mailboxes. Tell your faculty advisor, and keep your eyes and ears open.

Graduate Student Council Travel Awards

The Graduate Student Council (GSC) is the governance organization of graduate students at UIC. Each of the 66 departments within the Graduate College is represented by either an appointed or an elected representative. GSC's function is to sponsor academic and social activities for graduate students, provide travel funds to students presenting at professional conferences, and promote the general welfare of students through interaction with the University's administration. Most of GSC's annual budget is allocated to subsidizing students' travel expenses. Eligibility for GSC travel funds is limited to graduate students from departments with active GSC representatives. The GSC Travel Committee may give awards of up to \$300 for travel expenses. Students are limited to one award per fiscal year (July 1 to June 30). Information and applications to the GSC travel fund and may be obtained from the GSC webpage at: http://icarus.cc.uic.edu/stud_orgs/gsc/travelawards.htm

Graduate College Student Travel Awards

The Graduate College Student Travel Awards are intended to help defray the travel expenses of graduate students presenting research or scholarly work at a meeting of a nationally recognized scientific or scholarly society. The Graduate College attempts to support as many qualified applicants as possible; however, awards are limited and contingent upon the availability of funds. More information and an application form can be obtained from the Graduate College website: <http://grad.uic.edu/cms/?pid=1000086>

Independent fellowships, scholarships, and grants are also administered by governmental agencies, foundations, corporations, and individuals. For more information, contact Lisa Knepshild in the Graduate College, 606 UH (312-355-3456 or lisaknep@uic.edu) or the reference desk of the UIC library. In addition, loan programs open to all students are administered by the Office of Financial Aid (#1800 SSB). The Student Employment Office (#2200 SSB) offers information about part-time employment, job reference materials, job listings, and referrals for employment to university departments and business firms in the Chicago area.

VIII. Tips for Prospering in Doctoral Studies

Here are some tips that may be useful to you to prosper in your doctoral studies at UIC. Take some time and review them. Then try them. They work!

Get Involved

Get involved in the life of the College of Education. Attend the colloquia and workshops given by faculty and visiting scholars. In the past, these workshops have provided advice on publishing, suggestions for presenting at conferences, and tips on preparing a curriculum vita. Take advantage of informal gatherings to get to know faculty members and fellow students. Attend social gatherings. Interact with people in the third floor Commons Area (3233 EPASW) and meet with fellow students outside of class.

Get and Stay Connected

Get connected to the Internet. Your UIC netid is part of your UIC email address (netid@UIC.EDU) and is used to login to ACCC Unix servers, UIC-Wireless, and ACCC dial-in servers. For information about activating your netid, see <http://www.uic.edu/depts/accc/accts/netids.html#students>. Information about such things as the location and hours of UIC's computer labs, available software, and computer education opportunities is available at <http://www.uic.edu/depts/accc/home/>

Join the College of Education's Graduate Student Listserv. This listserv is used by graduate students to communicate with one another. It is also used by the College of Education to post various messages including campus-wide announcements, fellowship and assistantship opportunities, job openings, and upcoming events. It is a great way to stay connected to the College. To subscribe, send an email to: listserv@listserv.uic.edu, with "SUBSCRIBE GS-FORUM [your name]" (without the quotation marks) in the body of the message. For example: SUBSCRIBE GS-FORUM Otis P. Driftwood. Thereafter, send mail to the listserv at: gs-forum@uic.edu. If you encounter problems, contact Christine Olson at: olsonac@uic.edu for assistance.

Join the Graduate College's Graduate Student listserv. This listserv is used by graduate students to communicate across disciplines. It is also used by the Graduate College to disseminate important information. The listserv is called GRADLIST@uic.edu. Students may subscribe by sending an e-mail to: listserv@listserv.uic.edu, with the following in the BODY of the e-mail: Subscribe gradlist First_name Last_name (replacing subscriber's first and last name for First_name Last_name).

Get to know the College faculty. Introduce yourself. Read their books and articles. The members of the faculty are really very approachable and can provide a great deal of support as you work through your program.

Get involved in research and service projects. There are many such opportunities in the College. Talk with your faculty advisor about different centers and projects that operate under the auspices of the College. Contact the faculty members who work with these centers and projects to learn more and to explore opportunities for you to work with them. Some centers and projects have paid graduate assistantships to offer. Explore those possibilities too.

Check the College website and the bulletin boards in the third floor Commons Area (3233 EPASW) to learn about College news and events. The bulletin board on the west wall by the small photocopy machine holds announcements of doctoral defense hearings, colloquia, and other matters of interest to education students. So too does the bulletin board by the wall phone. See other bulletin boards throughout the College for information about the goings-on in particular departments and programs of the College. Many faculty members also tape postings on their office doors.

Start an e-mail network among a group of colleagues with common interests. This need not be limited to people in the College of Education or to people at UIC.

Read the Office for Student Services' newsletter for announcements, and important deadline dates. The newsletter usually is published at the beginning of each semester and is available in the rack outside the Office of Student Services (3145 EPASW). Make use of the Educational Technology Lab (ETL) (2011 EPASW). This lab contains both Macintosh and IBM compatible computers, plus scanners that students may use. Contact the Lab (312-996-0133) or visit the ETL homepage: <http://www.ed.uic.edu/et/>.

Support One Another

One of the most valuable opportunities you have while here is the chance to get to know and form ties with other students—ties that create a human community with shared intellectual interests. Fellow students can offer each other intellectual support and stimulation, empathy with the difficulties and problems most students encounter, and tips for surmounting those challenges. Intellectual growth flourishes when people share with each other, listen to each other, encourage sincerely, and critique honestly. Before you can reap those benefits, you must form relationships, which let people trust each other with fledgling ideas and papers. The initiative for making this happen rests largely with students themselves. But if you think faculty or administration can help, let us know.

Stay in Regular Contact with Your Faculty Advisor

Your advisor plays a vital role in your academic success and prosperity. Set up an appointment to talk with your advisor at least once a term, especially to discuss your course selection. Set up times to talk about what you are learning and ideas you may have for your own research.

Develop Your Writing Skills

Because writing is a critical part of doctoral studies and professional and academic life, you may want to improve your writing skills. One way is by attending any of the writing courses offered at UIC and/or other universities in the Chicago metropolitan area. Your faculty advisor can help you identify the right opportunity for you. UIC's Writing Center (<http://www.uic.edu/depts/eng/writing/>) offers peer tutoring on specific writing assignments. Tutoring can be done at the Center or even online. Call (312-413-2206) to make an appointment. Finally, students are encouraged to form writing groups among themselves for purposes of support and development.

Register Early

Make timely appointments with your advisor each term before registering. Register for courses as early as possible to avoid being closed out of highly-subscribed courses or to ensure that smaller seminar courses you want to take will not be cancelled because of low enrollment. Before you pass the oral portion of the preliminary exam, you must register for at least one semester each year (summer term is optional) – even if you have finished all your coursework – in order to retain your status as a student in good standing and to avoid being dropped from your program administratively by the Graduate College. After you pass the oral portion of the preliminary exam, you must register each semester. However, you do not need to register for summer unless you are taking the oral portion of the preliminary exam or defending your dissertation during that term. Students who have met all degree requirements except the dissertation may be eligible to register for 0 hours (see the Graduate College Catalog for more information: <http://grad.uic.edu/cms/?pid=1000209>).

Advance registration is by far the best way to register for a future term. As a graduate student, you will be scheduled to register during the first week of registration, and therefore you should have little difficulty getting into the classes you want. The University uses an online self-service registration system. Check the UIC Class Schedule for registration procedures: <http://oss-sorawebprod2.admin.uillinois.edu/webforstudent/UICScheduleofClasses.asp>. For questions about registration, call the Registration Help Line at 312-996-8600. You will not receive an online bill until after the semester begins. Financial statements of student accounts will only be available online via the E-Bill system.

If you need a respite from continuous study for a limited amount of time, the Graduate Catalog outlines the procedure for requesting a leave of absence: <http://grad.uic.edu/cms/?pid=1000209>. This must be done formally to prevent you from being dropped administratively and having to reapply to your program. If you wish to take a leave of absence, talk with your faculty advisor.

Appendices

A. Program Coordinators

Curriculum Studies:

Dr. Bill Schubert
schubert@uic.edu
(312) 413-2411 3010 EPASW

Educational Psychology:

Dr. Terri Thorkildsen
thork@uic.edu
(312) 996-8138 3549 EPASW

Literacy, Language, and Culture:

Dr. Jim Gavelek
gavelek@uic.edu
(312) 996-5791 1412 EPASW

Policy Studies in Urban Education:

Dr. Pamela Quiroz
paquiroz@uic.edu
(312) 413-9185 3238 EPASW

Special Education:

Dr. Mavis Donahue
mdonahue@uic.edu
(312) 996-8139 3545 EPASW

Ed.D. in Urban Educational Leadership:

Dr. Steve Tozer
stozer@uic.edu
(312) 413-7782 1048 EPASW

B. Department Chairs and Staff

The doctoral programs operate within the following departments.

Program	Department	Chair	Staff
PhD in Education: Curriculum and Instruction <ul style="list-style-type: none"> • Curriculum Studies • Literacy, Language and Culture 	Curriculum and Instruction	Dr. Danny Martin dbmartin@uic.edu 312-413-0304 3238 EPASW	Yolanda Miranda ymiranda@uic.edu 312-996-4509 3252 EPASW Sharon Earthely earthely@uic.edu 312-996-4508 3252 EPASW
PhD in Educational Psychology	Educational Psychology	Dr. Artin Göncü goncu@uic.edu 312-996-5259 3525 EPASW	Veronica Manning missv@uic.edu 312-996-5580 3343 EPASW
PhD in Policy Studies in Urban Education <ul style="list-style-type: none"> • Educational Organization and Leadership • Social Foundations of Education EdD in Urban Educational Leadership	Policy Studies	Dr. Mark Smylie smylie@uic.edu 312-413-2409 3222 EPASW	Elizabeth Kocs ekocs@uic.edu 312-413-2414 3252 EPASW
PhD in Education: Special Education	Special Education	Dr. Elizabeth Talbott etalbott@uic.edu 312-413-8745 3448 EPASW	Janice DeLago jdelago@uic.edu 312-996-5650 3343 EPASW

C. Office of Student Services (OSS)

3145 EPASW

Office Hours: Monday through Friday 8:30 a.m. to 5:00 p.m.

Associate Dean of Student Affairs: Dr. Joy Eisen

jeisen@uic.edu

(312) 996-4532

Day-to-Day Functioning of OSS Advising Materials Advising Procedures	Room 3145 312-996-4532
Doctoral Programs Preliminary & Dissertation Defense Forms Status in the Program Final Graduation Check Petitions for Extensions, Leave of Absence, etc.	Elise Wilson Room 3145 312-996-4594 ewilson@uic.edu
Mailing Information for Prospective Students Registration Process Granting permission for students to add courses that have a College restriction or that need special approvals	Migdalia Lorenz Room 3145 312-996-4532 migdalia@uic.edu

D. Faculty of the UIC College of Education

William Ayers (Ed.D., Teachers College, Columbia University)

Distinguished Professor, Curriculum & Instruction, (312) 996-9689, bayers@uic.edu

In addition to writing and editing over a dozen books on various aspects of teaching and learning, memoirs, and several personal essays, William Ayers teaches interpretive research, urban school change, and youth and the modern predicament. He is also a school reform activist and the founder of the Center for Youth and Society and the Small Schools Workshop. Among his recent books are *On the Side of the Child*, *Summerhill Revisited*, *Teaching the Personal and Political: Essays on Hope & Struggle*, and *Teaching Toward Freedom*.

Joe Becker (Ph.D., London University)

Associate Professor, Educational Psychology, (312) 996-5638, joe@uic.edu

Dr. Becker's research interests include theories of intellectual development, semiotic aspects of cognition, and children's understanding in mathematics and science.

Mary Bay (Ph.D., University of Illinois at Chicago)

Associate Professor, Special Education, (312) 355-1794, marybay@uic.edu

Dr. Bay studies teacher learning and teacher education as they pertain to educating urban youth with disabilities. In particular, her work focuses on mentored learning to teach, mentor preparation, and the infusion of culturally responsive teaching into special education teacher preparation programs.

Adrian Capehart, (Ph.D., University of Illinois at Chicago)

Clinical Assistant Professor, Curriculum & Instruction, (312) 355-2473, acapeh1@uic.edu

Dr. Capehart is a UIC alumnus and lecturer in urban elementary education. Trained as a historian, his research looks at the immigration patterns and experiences of Chicago's African immigrants and refugees since 1960.

Victoria Chou, (Ph.D., University of Wisconsin, Madison)

Dean and Professor, Curriculum & Instruction, 312/996-5641, vchou@uic.edu

Dr. Chou's research interests addresses how particularities of the urban context should influence literacy education, the education of teachers, and schools of education.

Shelby Cosner, (Ph.D., University of Wisconsin- Madison)

Assistant Professor, Policy Studies, (312) 413-8249, sacosner@uic.edu

Dr. Cosner's research examines the role of school and district leadership in the development of organizational and teacher capacity for instructional and school improvement. Dr. Cosner has extensive experience in the field as a teacher, principal, and central office administrator, working in both the elementary and secondary levels. As a school principal, she had the rare opportunity to create and open a new middle school. As an administrator she worked with principals and their leadership teams to develop evidence-based approaches to improve student learning. She is also a consulting faculty member to UIC's Partnership READ.

Mavis Donahue, (Ed.D., Boston University)
Professor, Special Education, (312) 996-8139, mdonahue@uic.edu

Dr. Donahue studies language development and applied psycholinguistics across the age range, including in children with language and reading disabilities. Her primary focus is on the social uses of language and communication skills, and on parent-child communication. She is the author of numerous scholarly journal articles and book chapters in the fields of special education and speech-language pathology.

Joy Eisen (Ed.D., Harvard University)
Associate Dean for Student Affairs and Assistant Professor with a Courtesy Faculty appointment in Policy Studies,
312) 996-4532, jeisen@uic.edu

Dr. Eisen is Associate Dean for Student Affairs for the College of Education, and holds a courtesy faculty appointment in the Department of Policy Studies. Her research interests include organization and administration of higher education, academic departments and department chairs, educational policy, research design, and qualitative research methods.

James Gavelek (Ph.D., Washington State University)
Associate Professor, Curriculum & Instruction, (312) 996-5791, gavelek@uic.edu

Dr. Gavelek's scholarly interests focus on the role of language and other embodied semiotic processes in understanding the development of mind. He is especially interested in the implications of an integrated and embodied semiotics for rethinking teaching, learning and the school curriculum. Dr. Gavelek serves on the editorial boards of Reading Research Quarterly and Yearbook of the National Reading Conference. He is the coordinator of the Ph.D. program in Literacy, Language, and Culture.

Kathryn Glasswell (Ph.D., University of Auckland)
Assistant Professor, Curriculum & Instruction, (312) 996-0483, kathg@uic.edu

Dr. Glasswell administers the reading clinic in the College and studies the teaching and the learning processes of writing and the development of literacy. Research interests in Vygotskian perspectives on classroom contexts for learning and teaching (understanding complex teaching and learning processes in educational settings); linguistic diversity, productive pedagogies and authentic assessments for learner-writers; and socio-cultural perspectives on cognition and cognitive development.

Susan Goldman (Ph.D., University of Pittsburgh)
Professor, Educational Psychology, (312) 996-4462, sgoldman@uic.edu

Dr. Goldman's research activities focus on the psychological processes involved in how people understand and learn from text, discourse, multimedia, and conversation (in-person and online). The multimedia and text research examine learning from single and multiple sources presented in traditional print or electronic media. She is also an associate editor for the Journal of the Society of Text and Discourse and co-director of the UIC Center for the Study of Learning, Instruction, and Teacher Development.

Kimberley Gomez (Ph.D., University of Chicago)
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Dr. Gomez is a learning sciences researcher studying the design of learning environments, including the use of technology, that support fundamental and digital literacy development and how these environments are designed for urban school classrooms.

Artin Göncö (Ph.D., University of Houston)
Professor, Educational Psychology, (312) 996-5259, goncu@uic.edu

Dr. Göncü's work focuses on the role of social and cultural context in young children's development and education. His current research addresses the role of community and school influences on children's play. His books include *Children's Engagement in the World* and the recent *Play and Development*, which elaborate how parents, teachers, and peers contribute children's play and school activities. As an expert in constructivist and socio-cultural approaches, Dr. Goncu also studies teacher education and professional development.

Gerald Graff (Ph.D., Stanford University)
Professor, Curriculum & Instruction, (312) 413-9364, ggraff@uic.edu

Dr. Graff has written five books, including the recent *Clueless in Academe: How Schooling Obscures the Life of the Mind*, and edited six others in a long career advocating ways that educational institutions can close the gap between academic intellectual culture and that of its students and other citizens. His new textbook is *They Say/I Say: The Moves That Matter in Academic Writing* (co-written with Cathy Birkenstein-Graff). He is a former Guggenheim Fellow and has lectured or consulted on curricular issues at more than 250 colleges and universities. In 2008 he becomes president of the Modern Language Association of America.

Eric ("Rico") Gutstein (Ph.D., University of Wisconsin-Madison)
Professor, Curriculum & Instruction, (312) 413-2410, gutstein@uic.edu

Dr. Gutstein is an advocate in the teaching for social justice movement, explained in his recent book (as co-editor), *Rethinking Mathematics: Teaching Social Justice by the Numbers*. His research emphasizes social justice and literacy in multicultural urban contexts. He also is a co-teacher in a Chicago public school.

Donald Hellison (Ph.D., Ohio State University)
Professor, Educational Psychology, (312) 355-1033, hellison@uic.edu

For more than three decades Dr. Hellison has worked with urban children and adolescents, using physical education as a vehicle for helping them develop self-esteem, and personal and social responsibility. He has published six books and numerous articles on teaching responsibility through sport and exercise, and the connections that can be made by universities and communities through physical education programs for youth.

Stacey Horn (Ph.D., University of Maryland)
Associate Professor, Educational Psychology, (312) 413-3679, sshorn@uic.edu

Dr. Horn is a developmental psychologist who studies social cognitive development as it relates to intergroup relationships in adolescence, particularly within the school context. More specifically, she is interested in adolescents' social and moral reasoning regarding discrimination and harassment based on sexual orientation, gender identity, and adolescent's peer group memberships. Further, Dr. Horn is interested in school as a context for social development and her research, teaching, and youth advocacy center around ensuring that schools and other youth serving organization are contexts that foster and promote positive developmental outcomes for all young people.

Wu-Ying Hsieh (Ph.D., University of Illinois at Urbana-Champaign)
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Dr. Hsieh conducts research on professional development to enable practitioners to use evidence-based practice for improving educational outcomes. She has investigated general education teachers' perceptions of inclusion to explore factors that influ-

enced their beliefs and examined barriers and supports regarding inclusion. Her dissertation, which received an award from UIUC's Bureau of Educational Research, provides the framework for preparing more early childhood teachers to use literacy teaching skills to promote young children's emergent literacy.

Marisha Humphries (Ph.D., University of Illinois at Chicago)
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Dr. Humphries is a licensed clinical psychologist and is also trained as a prevention scientist. She conducts basic research on the social development of African-American children and adolescents. Specifically, her research focuses on young African-Americans' emotional and social competence.

Marie Tejero Hughes (Ph.D., University of Miami)
Associate Professor, Special Education, (312) 413-1623, marieth@uic.edu

Dr. Hughes' primary areas of research are reading, learning disabilities, and family involvement in education. Dr. Hughes has extensive experience as a principal investigator of US department of Education funded research and personnel preparation projects. She has published articles and chapters focusing on instructional methods for general and special education teachers. Through her research, writing, and professional activities she has maintained a commitment to improving outcomes for students with special needs and their families.

George Karabatsos (Ph.D., University of Chicago)
Associate Professor, Educational Psychology, (312) 413-1816, georgek@uic.edu

Dr. Karabatsos's research involves the development of new statistical models to help further the understanding of phenomena relating to the educational and psychological sciences. Such developments are based on the ideas of Bayesian inference, non-parametric statistics, and hierarchical modeling.

Eleni Katsarou (Ph.D., University of Illinois at Chicago)
Clinical Associate Professor, Curriculum & Instruction, (312) 996-5297, elenik@uic.edu

Dr. Katsarou researches teacher education and building community with urban teachers and schools. She prepares undergraduates and graduate students for careers in urban schools. Her work enhances pre-service teacher preparation to include mentoring, collaborative efforts, and honing literacy and other skills toward teaching excellence and long career service.

Lena Licon Khisty (Ph.D., Washington State University)
Associate Professor, Curriculum & Instruction, (312) 996-8144, llkhisty@uic.edu

Dr. Khisty's research is dedicated to removing traditional barriers of mathematics education for Latinos in urban education, including the role of environmental factors -- such as teachers of students using English as a second language -- that comprise the unique Latino urban language, social, and political contexts. She is also a member of the Center for the Mathematics Education of Latinos (CEMELA).

Kevin Kumashiro, (Ph.D., University of Wisconsin- Madison)
Associate Professor, Policy Studies, (312) 996-8530, kevink@uic.edu

Dr. Kumashiro researches approaches to teaching and teacher education that challenge different forms of oppression in schools and society, and is currently examining the politics of contemporary education policy initiatives. He has authored or edited six books, including the award-winning *Troubling Education: Queer Activism and Antioppressive Pedagogy*, and more recently, *Against Common Sense: Teaching and Learning Toward Social Justice*. He is the founder and director of the independent

Center for Anti-Oppressive Education.

Kimberly Lawless (Ph.D., University of Connecticut)
Associate Professor, Educational Psychology, (312) 996-2359, klawless@uic.edu

Dr. Lawless researches the effectiveness of technology in classrooms toward improving reading comprehension skills of K-12 students. She writes and publishes widely on educational technology, instructional science, and reading. Dr. Lawless serves on the editorial review boards for several professional journals, including the International Journal of Instructional Media and the Journal of Research on Computers in Education, among others. She recently received the American Association of Colleges for Teacher Education Best Practice Award for Technology in Teacher Education.

Theodora Lightfoot, (Ph.D., University of Wisconsin-Madison)
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Dr. Lightfoot examines government bilingual education policies and teaches classes in bilingual education, the teaching of English as a second language, and curriculum theory. Her research examines government bilingual education policies.

Pauline Lipman, (Ph.D., University of Wisconsin-Madison)
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Dr. Lipman's research focuses on race and class inequality in schools, globalization and neo-liberal urban development, and the political economy and cultural politics of race in urban education. She is the director of UIC's Collaborative for Equity and Justice in Education, a founder of Teachers for Social Justice, and author of High Stakes Education: Inequality, Globalization, and Urban School Reform and Race, Class and Power in School Restructuring, and numerous articles and book chapters.

Norma Lopez-Reyna (University of California, Santa Barbara)
Associate Professor, Special Education, (312) 413-8761, nlr@uic.edu

Dr. Lopez-Reyna specializes in assessment and instruction of students with disabilities and who are English Language Learners, parent involvement in their children's learning, and bilingual special education teacher education. She is director of the UIC Assessment Clinic, which provides services for children aged 5-18 who are experiencing learning difficulties; and she is also the director of the Monarch Center, which provides grantsmanship and program development services to special education faculty at HBCUs and other minority institutions of higher learning.

Marvin Lynn (Ph.D., University of California, Los Angeles)
Associate Professor and Director of Elementary Education, (312) 355-0668, mlynn@uic.edu

Dr. Lynn's research focuses on three interrelated areas: the work and lives of African American male teachers in urban public schools, the growth and development of critical race studies and education, and the role of urban teacher education programs in preparing teachers for racial justice. He received his Ph.D. in Social Sciences in Education with a concentration in Race and Ethnic studies from UCLA, obtained a M.A. in Curriculum and Teaching with a concentration in Urban Education from the Teachers College at Columbia University and a B.S. in Elementary Education from DePaul University in Chicago. Prior to coming to UIC, he developed and directed a graduate program in Minority & Urban education at the University of Maryland, College Park.

Catherine Main (M. Ed., University of Illinois at Chicago)
Clinical Lecturer, Educational Psychology, (312) 355-2471, cmain@uic.edu

Ms. Main developed and administers the Blended Early Childhood/Early Childhood Special Education Program, which prepares teachers to work with all children regardless of ability and ages birth to 8 years of age, and the Early Childhood Early Certifica-

tion Program. She primarily provides in-school instruction for teacher candidates. She teaches courses that emphasize collaborating with families, community members, and professionals for early childhood and special education, teaches primary grade methods courses and student teaching seminars in early childhood education.

Yolanda Majors, (Ph.D., University of Iowa)

Assistant Professor, Curriculum & Instruction, (312) 996-5629, ymajors@uic.edu

Dr. Majors is a former National Academy of Education/Spencer Foundation Postdoctoral Fellow. Her research focuses on adolescent and adult literacy, curriculum design and instruction, and multicultural education. She publishes in *Pedagogy, Culture and Society*; *Anthropology and Education Quarterly*; *Journal of Adolescent and Adult Literacy*; and *Mind, Culture and Activity*.

Danny Martin, (Ph.D., University of California, Berkeley)

Associate Professor, Curriculum & Instruction, (312) 413-0304, dbmartin@uic.edu

Dr. Martin studies mathematics education in K-20 contexts. He is particularly interested in the mathematical experiences of African-Americans and utilizes qualitative studies of mathematics socialization and the construction of mathematics identities in classroom and community contexts. He is a former National Academy of Education/Spencer Foundation Postdoctoral Fellow. Among his publications is *Mathematics Success and Failure Among African American Youth*.

Peter Martinez, (B.A., Loyola University of Chicago)

Clinical Instructor, Policy Studies, (312) 996-7327, pmartinz@uic.edu

Mr. Martinez is a director of the Urban Leadership Program and focuses on the development of school leadership: teacher leaders, principals, system leaders, and parent and community leaders working in urban areas. He was formerly a Senior Program Officer at the John D. and Catherine T. MacArthur Foundation where he managed the \$40 million Chicago Education Initiative portfolio that funded research and dissemination, school restructuring, teacher and principal professional development and union reform, and parent and community involvement.

David Mayrowetz (Ed.D., Rutgers University)

Assistant Professor, Policy Studies, (312) 996-3326, dmayro@uic.edu

Dr. Mayrowetz examines educational reforms from their development to implementation, and the important influence that actors (i.e., teachers and administrators) and organizations (i.e., schools and courts) have on those processes. He has studied a variety of reform initiatives, mostly in urban contexts, dealing with mathematics instruction, the placement of students with disabilities, and distributed leadership.

Christopher Miller (Ph.D., University of Wisconsin-Madison)

Assistant Professor, Policy Studies, (312) 413-2415, cmiller@uic.edu

Dr. Miller studies how local and district school structures influence school curricula. He researches how those structures impact curriculum development and management – particularly science – with special attention to district-level office support for elementary science teaching in K-12 schools.

Daniel Miltner (Ph.D., University of Illinois at Chicago)

Clinical Lecturer, Curriculum & Instruction, (312)355-4482, dmiltner@uic.edu

Dr. Miltner is a mathematics educator with a joint appointment in the Mathematics Department and College of Education. His research interests include children's cognition in mathematics and working with pre-service teachers in mathematics education.

Carole Mitchener (Ph.D., University of Denver)
Associate Professor, Curriculum & Instruction, (312) 996-8141, cmitchen@uic.edu

Dr. Mitchener's research interests include science education, teacher education, and curriculum studies. In addition, she also studies various approaches to teacher education and professional development and their influence on instructional practices.

Carol Myford (Ph.D., University of Chicago)
Associate Professor, Educational Psychology, (312) 355-4680, cmyford@uic.edu

Dr. Myford's is a methodologist whose research centers on student test construction, assessment, and program evaluations in various academic and professional disciplines. She is a co-author of *What Did Students Learn and How Do We Know? A Practical Guide to Designing and Carrying Out a Classroom Music Assessment*.

Marlynne Nishimura (M.Ed., University of Illinois at Chicago)
Clinical Lecturer, Curriculum & Instruction, (312) 413-3904 marlynne@uic.edu

Ms. Nishimura studies mathematics and science teaching and learning, teacher preparation at the elementary and secondary level, and curriculum development. Her interest focuses upon issues of equity and advocacy for science education.

Larry Nucci (Ph.D., University of California, Santa Barbara)
Professor, Educational Psychology, (312) 996-4856, lnucci@uic.edu

Dr. Nucci's books include *Education in the Moral Domain* and *Moral Development and Character Education*. He studies the development of moral and social reasoning and character formation. Over the past ten years he has applied basic psychological research to children's moral education and teacher preparation.

Irma M. Olmedo (Ph.D., Kent State University)
Associate Professor, Curriculum & Instruction, (312) 413-7747, iolmedo@uic.edu

Dr. Olmedo researches bilingual development and education in young children to measure meta-linguistic and meta-communicative development; oral history and family narratives of Latino elderly to explore their culture and its transmission to younger generations; and preparing teachers for urban schools as well as mentoring teachers for educating English-language learners. Recent research directions include exploration of immigration and school curricula.

Janice Ozga (Ph.D., University of Illinois at Chicago)
Clinical Assistant Professor, (312) 413-3883, jozga1@uic.edu Christine Pappas (Ph.D., Ohio State University)

Professor, Curriculum & Instruction, (312) 996-5626, chrisp@uic.edu

Dr. Pappas's research interests include sociolinguistics, literacy development, especially in the areas of emergent literacy and written genres; classroom discourse; teacher research; integrated science-literacy; and collaborative work with urban teachers developing culturally and linguistically responsive pedagogy in literacy. She is the author and co-author of several books including *Transforming Literacy Curriculum Genres* and *An Integrated Language Perspective in the Elementary School*.

Michele Parker-Katz (Ph.D., Michigan State University)
Clinical Associate Professor, Special Education, (312) 996-2539, mparker@uic.edu

Dr. Parker-Katz's research interests include teacher learning and teacher preparation for special and general educators, and beginning teacher induction, especially in terms of affecting urban school change; mentoring of new teachers; moral and political aspects of schooling; qualitative inquiry in schools.

James Pellegrino (Ph.D., University of Colorado at Boulder)
Distinguished Professor, Educational Psychology, (312) 355-2493, pellegjw@uic.edu

Dr. Pellegrino researches the thinking and learning of children and adults and the implications of cognitive research and theory for assessment and instructional practice. He analyzes complex learning environments, including those incorporating information technology, with the goal of understanding the nature of student learning and conditions that foster deep understanding. He has contributed to numerous books and journals and is co-director of the UIC Center for the Study of Learning, Instruction, and Teacher Development.

Pamela Quiroz (Ph.D., University of Chicago)
Associate Professor, Policy Studies, (312) 413-9185, paquiroz@uic.edu

Dr. Quiroz studies socioeconomic, racial, and ethnic inequality in educational institutions, and the educational success of Latino students. She has published both qualitative and quantitative studies addressing topics such as teachers' working conditions and school organization.

Joshua Radinsky (Ph.D., Northwestern University)
Assistant Professor, Curriculum & Instruction, (312) 413-0326, joshuar@uic.edu

Dr. Radinsky teaches students to learn to reason with visual information. His research applies socio-cultural theory to the study of teaching and learning using visual data, with a focus on historical and social inquiry. He also incorporates the design and adaptation of learning environments to analyze how people learn, individually and socially. This research informs, and is informed by, professional development and teacher education in the social sciences, and studies of the social contexts of schooling in urban areas.

Taffy Raphael (Ph.D., University of Illinois at Urbana/Champaign)
Professor, Curriculum & Instruction, (312) 355-4178, taffy@uic.edu

Dr. Raphael is the director of Partnership READ, a standards-based collaborative initiative to improve literacy in Chicago Public Schools. Her research and teaching interests include instructional research in literacy teaching and learning, teacher professional development and inquiry, classroom discourse and learning through conversation. Her work is published in both literacy and education journals, and in 13 books. Dr. Raphael has served as an editorial board member of the Journal of Literacy Research and Reading Research Quarterly, on the review board for The Reading Teacher, and is a member of the International Reading Association Reading Hall of Fame.

Aria Razfar (Ph.D., University of California, Los Angeles)
Assistant Professor, Curriculum & Instruction, (312) 413-8373, arazfar@uic.edu

Dr. Razfar's research interests are grounded in sociocultural theories of language, learning, and human development. In particular, he employs linguistic anthropological perspectives such as language socialization and language ideologies for the purposes of understanding learning and development in urban schools. His work is anchored in communities whose language practices have been historically marginalized in many formal and official spaces of society; thus, there is an explicit social justice character to his research.

Flora Rodriguez-Brown, (Ph.D., University of Illinois at Urbana-Champaign)
Professor, Curriculum & Instruction, (312) 996-3013, florarb@uic.edu

Dr. Rodriguez-Brown researches issues related to second language literacy, family literacy, learning at home and at school, early childhood literacy learning, school change from a teacher perspective, and language interaction in the classroom. Cur-

rently, she is the coordinator of the undergraduate and graduate bilingual and English as a Second Language programs in the College, and is director of Project FLAME, a family literacy program serving Latino families in schools and park district facilities in Chicago.

Karen Sakash (Ph.D., University of Illinois at Chicago)
Clinical Associate Professor, Curriculum & Instruction, (312) 996-4551, ksakash@uic.edu

Dr. Sakash coordinates the graduate elementary education program and studies teacher collaboration between monolingual and bilingual teachers. As a member of the bilingual faculty, she works with provisionally-certified bilingual teachers preparing for elementary certification and teaches courses leading to Illinois Bilingual/ESL approval. She also evaluates bilingual teacher training programs across the state.

Christine Salisbury, (Ph.D., University of Wisconsin-Madison)
Professor, Special Education, (312) 413-1563, csalis1@uic.edu

Dr. Salisbury engages in policy-based, program improvement and reform research. She is involved in the development of model early intervention programs in Chicago, and in elementary school reforms designed to promote the inclusion of students with disabilities in general education classrooms. She is particularly interested in low-incidence populations and systemic responses to their educational support needs.

William Schubert, (Ph.D., University of Illinois at Urbana-Champaign)
Professor, Curriculum & Instruction, (312) 413-2411, Schubert@uic.edu

Dr. Schubert's books on curriculum philosophy and history include *Curriculum*; *Curriculum Books*; and *Turning Points in Curriculum*. He is also concerned with the arts and literature as a basis for understanding education as explained in his *Reflections from the Heart of Educational Inquiry*, and teacher insights as a basis of understanding education as described in *Teacher Lore*. He also considers education in homes and other venues outside of schools, and social justice. He received the Lifetime Achievement Award in Curriculum Studies from the American Educational Research Association.

Cynthia Shanahan (Ed.D., University of Georgia)
Professor, Curriculum & Instruction, (312) 996-4862, chynd@uic.edu

Dr. Shanahan is the director of the UIC Council on Teacher Education. Her research is in content-area literacy, conceptual change, and the reading of multiple texts.

Timothy Shanahan (Ph.D., University of Delaware)
Professor, Curriculum & Instruction, (312) 413-1914, shanahan@uic.edu

Dr. Shanahan studies the improvement of reading achievement, reading assessment, and family literacy. He is the director of the UIC Center for Literacy, founded in 1991, that supports underserved schools and communities (often including families through Head Start) throughout the U.S. with programs promoting literacy. Dr. Shanahan also consults to the medical and legal fields on literacy issues and is the chairman of the National Early Literacy Panel and current president of the International Reading Association. He serves on the Advisory Board of the National Institute for Literacy (a presidential appointment), and he is a co-editor of *Developing Literacy in Second-Language Learners*.

Celina Sima (Ph.D., Northwestern University)
Associate Dean and Associate Professor with a Courtesy Faculty Appointment in Policy Studies,
(312) 413-3823, celinas@uic.edu

In addition to her role as an administrator, Dr. Sima conducts research on higher education planning and policy. Particular areas of interest include the examination of general education in the undergraduate curriculum, evaluation of strategies for the improvement of undergraduate student transfer, and faculty retention strategies. Dr. Sima has taught Research Designs for Policy, Public Sector Strategic Planning, Organization and Administration of Higher Education, History of Higher Education and Student Development Theory.

Everett Smith (Ph.D., University of Connecticut)
Associate Professor, Educational Psychology, (312) evsmith@uic.edu

Dr. Smith specializes in Rasch measurement. His research interests include test and rating scale design and analysis, testing model robustness, and, in general, applications of fundamental measurement to problems found in licensure and certification testing and the social, behavioral, health, rehabilitation, and medical sciences. Dr. Smith currently serves as the Director of the MESA Laboratory, which provides consulting services to students, faculty and staff in the College.

Mark Smylie (Ph.D., Vanderbilt University)
Professor, Policy Studies, (312) 413-2409, smylie@uic.edu

Dr. Smylie is currently a Residential Fellow at the Spencer Foundation in Chicago. His research interests include organizational change and urban school improvement, leadership and leadership development, and the professional development of teachers. He is co-editor of *Developing the Teacher Workforce* and the author of numerous articles and book chapters on school organizational change and leadership.

David Omotoso Stovall (Ph.D., University of Illinois at Urbana-Champaign)
Associate Professor, Policy Studies, (312) 413-5014, dostoval@uic.edu

Dr. Stovall studies the influence of race in urban education, community development, and housing. His work investigates the significance of race in the quality of schools located in communities that are changing both racially and economically. From a practical and theoretical perspective, his research draws from Critical Race Theory, educational policy analysis, sociology, urban planning, political science, community organizing, and youth culture.

Benjamin Superfine, (J.D., Ph.D., University of Michigan)
Assistant Professor, Policy Studies, (312) 355-0362, bsuperfi@uic.edu

Dr. Superfine examines education law and policy, education politics, the incorporation of scientific knowledge into the legal and policy processes, and school finance reform. He also evaluates the relationship between education policy and education law—such as the federal “No Child Left Behind” legislation—focusing on standards-based reform and federal and state accountability policies.

Elizabeth Talbott (Ph.D., University of Virginia)
Associate Professor, Special Education, (312) 413-8745, etalbott@uic.edu

Dr. Talbott conducts her research on the social and emotional development of urban adolescent girls and educational interventions for urban girls and boys with mental health problems, including aggression. Her research includes studying these behaviors with teachers and mental health clinicians at several Chicago public schools.

Alfred W. Tatum (Ph.D., University Of Illinois at Chicago)
Associate Professor, Curriculum & Instruction, (312) 413-3883, atatum1@uic.edu

Dr. Tatum's research foci are the literacy development of African American male adolescents, adolescent literacy, and teacher professional development in urban middle schools and high schools. He is concerned with developing a literacy model for adolescents that will inform policy and practice and with building the textual lineages of African American males.

William Teale (Ed.D., University of Virginia)
Professor, Curriculum & Instruction, (312) 996-4669, wteale@uic.edu

Dr. Teale researches emergent literacy, beginning reading and writing instruction, and children's literature and literacy education, which is applied in early education classrooms in Chicago. He also analyzes technology and teacher education for literacy instruction and is the author or editor of several books, including *Emergent Literacy: Writing and Reading*. He is also a member of the International Reading Association Reading Hall of Fame.

Theresa Thorkildsen (Ph.D., Purdue University)
Professor, Educational Psychology, (312) 996-8138, thork@uic.edu

Dr. Thorkildsen studies students' motivation and moral functioning in school settings. She writes widely about her research in many publications, and is an associate editor of the journal *Child Development*, and is an editorial board member of *Educational Psychologist*, *Journal of Educational Psychology*, *Journal of Research on Adolescence*, and *PsycCRITIQUES-- Contemporary Psychology: APA Review of Books*. Dr. Thorkildsen is also a fellow of the American Psychological Association.

Cynthia Toback (M.Ed., National-Louis University, Elementary Education)
Clinical lecturer and graduate elementary education field instructor, Curriculum & Instruction,
(312) 996-0577, ctoback@uic.edu

Ms. Toback directs the field placement of student teachers.

Steven Tozer, (Ph.D., University of Illinois at Urbana-Champaign)
Professor, Policy Studies, (312) 413-7782, stozer@uic.edu

Dr. Tozer is the author, co-author, or editor of five books on the social contexts of schooling, including *School and Society: Historical and Contemporary Perspectives*, now in its fifth edition. He has served as President of the American Educational Studies Association and the Council for Social Foundations of Education.

Richard Van Acker (Ed.D., Northern Illinois University)
Professor, Special Education, (312) 996-2215, vanacker@uic.edu

Dr. Van Acker's research is in the education of students with serious emotional and behavioral disorders, childhood anti-social behavior, the development of social skills, and teacher-student interaction.

Maria Varelas (Ph.D., University of Illinois at Chicago)
Professor, Curriculum & Instruction, (312) 996-2454, mvarelas@uic.edu 84

Dr. Varelas studies teaching, learning, and integrated science-literacy instruction in urban elementary-school and college science classrooms. Her collaborative work and research with teachers, faculty, and graduate students appears in numerous journals and various edited books and has been presented at many conferences.

William Watkins (Ph.D., University of Illinois at Chicago)
Professor, Curriculum & Instruction, (312) 996-1325, wwatkins@uic.edu

Dr. Watkins is the author and editor of many books on inequities and social justice in urban education, including *The White Architects of Black Education*. His research ranges from qualitative considerations of politics, sociology, and curricular issues and their individual and collective effects on school reform.

E. Full Members of the Graduate College

The Graduate College requires that chairs of preliminary examination and dissertation committees be full members of the Graduate College. Full Graduate College membership is also required for several additional members of these committees; please refer to sections of this handbook on preliminary examination and dissertation committees for specific regulations. Below is a list of faculty with full Graduate College membership.

William C. Ayers
Mary Bay
Joseph J. Becker
Victoria Chou
Shelby Cosner
Lisa Cushing
Mavis L. Donahue
James R. Gavelek
Kathryn Glasswell
Kimberley Williams Gomez
Artin Goncu, PhD
Eric Gutstein, PhD
Donald R. Hellison
Stacey S. Horn
Wu-Ying Hsieh
Marie Tejero Hughes
Marisha L. Humphries
James V. Kahn
George Karabatsos
Lena L. Khisty
Kevin K. Kumashiro
Kimberly A. Lawless
Marvin Lynn
Theodora Ann Lightfoot
Pauline Lipman
Norma Lopez-Reyna
Yolanda J. Majors
Danny Martin

David Mayrowetz
Christopher L. Miller
Carole P. Mitchener
Carol M. Myford
Larry P. Nucci
Irma Olmedo
Christine C. Pappas
Ruth A. Pearl
Pamela Anne Quiroz
Joshua Radinsky
Taffy E. Raphael Aria Razfar
Flora V. Rodriguez-Brown
Christine Salisbury
William Schubert
Cynthia R. Shanahan
Timothy E. Shanahan
Everett V. Smith, Jr.
Mark A. Smylie
Benjamin Superfine
David Omotoso Stovall
Elizabeth Talbott
Alfred W. Tatum
William H. Teale
Theresa A. Thorkildsen
Steven Tozer
Richard Van Acker
Maria Varelas
William H. Watkins

F. Public Formal Grievance Procedures

I. INTRODUCTION

These procedures have been implemented to address complaints of discrimination on the basis of age and/or disability in any activity, policy, rule, standard, or method of administration that is related to the operation of University's programs.

II. ELIGIBILITY

These procedures may be used by any member of the public who alleges age (Under the Age Discrimination Act) or disability (Under Title II of the Americans with Disabilities Act) discrimination on the basis of class. However, anyone who wishes to challenge a decision made about them by an agent of the University of Illinois at Chicago (UIC) in the course of their employment or enrollment at UIC must utilize the UIC Academic Grievance Procedures.

III. DEFINITIONS

A. GRIEVANCE: A written statement submitted by a Grievant identifying the activity, policy, rule, standard or method of administration he/she claims to be discriminatory on the basis of age and/or disability and explaining the manner in which that activity, policy, rule, standard or method of administration discriminates. All Grievances must be signed by the Grievant and must outline the Grievant's allegations in as much detail as possible.

B. GRIEVANT: Any member of the public who submits a Grievance.

C. GRIEVANCE OFFICER: The assigned investigator of the UIC Office for Access and Equity can be contacted at the address below:
Office for Access and Equity (M/C 602)
809 South Marshfield Avenue, Room 718
Chicago, IL 60612-7207
(312) 996-8670
Fax (312) 413-0055
<http://www.uic.edu/depts/oe>

D. APPEALS OFFICER: The Associate Chancellor for Access and Equity or his/her designee.

E. DAYS: Any reference to "days" herein shall refer to business days (excluding weekends and federal holidays).

F. RECORD: The complete record of a Grievance will consist of the original Grievance and any supporting information or documentation submitted with that Grievance, the Grievance Officer's findings, the Appeal (if any) and any additional information or documentation submitted with the Appeal, the Appeal Officer's findings, and any communications and notices relative to the Grievance. The Record will be maintained for at least five (5) years following the final decision.

III. GRIEVANCE PROCESS

A. FILING OF THE GRIEVANCE: The Grievant must file his/her Grievance with the Grievance Officer no later than ten (10) days after he/she becomes aware of the offending activity, policy, standard or method of administration.

B. INVESTIGATION: The Grievance Officer shall conduct an appropriate investigation of the issues raised in the Grievance. The Grievant shall be given an opportunity to submit any relevant evidence he/she may have to support the Grievance. Within fourteen days (14) of submission of the Grievance, the Grievance Officer shall issue his/her findings. In the event the Grievance Officer finds evidence of discrimination in the activity, policy, standard or method of administration, he/she

shall make recommendations for change(s) and shall coordinate the efforts for change(s) with the department/unit/college whose activity, policy, standard or method of administration is at issue. Furthermore, in the event that the individual was adversely affected by a decision made pursuant to a discriminatory process, policy, activity, standard or method of administration, the individual will be given the opportunity for the decision to be reconsidered according to the revised process, policy, etc... In those cases where the Grievance Officer finds no evidence of discrimination, he/she shall send written notice of that finding to the Grievant within that 14-day time period. Said notice shall inform the Grievant of his/her right to appeal the finding to the Appeals Officer within five (5) days of receipt of the notice.

C. APPEAL: An appeal of the Grievance Officer's findings must be in writing and must state the basis for the appeal, providing any additional evidence or information that may support the Grievant's claim of discrimination. The Appeals Officer shall review the Grievance Officer's record and any information/evidence submitted with the Appeal and shall issue findings within ten (10) days of receipt of the appeal. In the event the Appeals Officer finds evidence of discrimination in the activity, policy, standard or method of administration, he/she shall make recommendations for changes. In those cases where the Appeals Officer finds no evidence of discrimination, he/she shall send written notice of that finding to the Grievant within that 10-day time period. There shall be no further levels of review or appeal beyond the Appeals Officer.

D. DEVIATION FROM THE PROCESS: Upon proof of extenuating circumstances, the Chancellor and only the Chancellor may approve a deviation from these procedures (e.g., extension of a deadline).

Effective date of policy is September 1, 2005