



IOWA STATE UNIVERSITY

School of Education

2018-2019

Graduate Handbook



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CHAPTER 1 - IOWA STATE UNIVERSITY SCHOOL OF EDUCATION GRADUATE PROGRAM WELCOME

Welcome to the School of Education Graduate Programs Handbook. This chapter provides the foundations for our programs, from the mission statement of the School, to our Principles of Community, to information about graduate student rights and responsibilities.

1.1 – SCHOOL OF EDUCATION MISSION

The School of Education at Iowa State University is committed to engaging in rigorous and socially meaningful research, preparing leaders and practitioners across the P-20 continuum that support rich and equitable learning opportunities for all students, and supporting public education as a cornerstone of a healthy, vibrant, and just society. We strive to be a national leader in educational theory, policy, and practice, and to honor the land-grant tradition and the broader mission of the university to create, share, and apply knowledge to make Iowa and the world a better place.

1.2 – SCHOOL OF EDUCATION COMMUNITY

The School of Education strives to be a welcoming community that values and respects all its members.

1.2.1 – Principles of Community

The School of Education has adopted the [Iowa State University Principles of Community](#) adopted in 2007.

Respect: We seek to foster an open-minded understanding among individuals, organizations and groups. We support this understanding through outreach, increasing opportunities for collaboration, formal education programs and strategies for resolving disagreement.

Purpose: We are encouraged to be engaged in the university community. Thus, we strive to build a genuine community that promotes the advancement of knowledge, cooperation and leadership.

Cooperation: We recognize that the mission of the university is enhanced when we work together to achieve the goals of the university. Therefore, we value each member of the Iowa State University community for their insights and efforts, collective and individual, to enhance the quality of campus life.

Richness of diversity: We recognize and cherish the richness of diversity in our university experience. Furthermore, we strive to increase the diversity of ideas, cultures and experiences throughout the university community.

Freedom from discrimination: We recognize that we must strive to overcome historical and divisive biases in our society. Therefore, we commit ourselves to create and maintain a community in which all students, staff, faculty and administrators can work together in an atmosphere free from discrimination, and to respond appropriately to all acts of discrimination.

Honest and respectful expression of ideas: We affirm the right to and the importance of a free exchange of ideas at Iowa State University within the bounds of courtesy, sensitivity and respect. We work together to promote awareness of various ideas through education and constructive strategies to consider and engage in honest disagreements.

1.2.2 – Diversity

The School of Education recognizes and respects the richness of diversity within and beyond our community. These views are consistent with goal of the [ISU Office of Diversity and Inclusion](#):

Our aim is to promote critical thinking, the responsible management of people, professional skills development, innovation in research, teaching and learning, and the constructive expression of divergent viewpoints.

1.2.3 – International Students

The School of Education is home to many international students. We welcome and appreciate the opportunity to learn with and from you! We encourage you to work carefully with the Iowa State University International Students and Scholars Office (ISSO) on matters involving your immigration and/or visa status. The mission of ISSO is to provide immigration and cross-cultural expertise to create a welcoming and supportive environment for all international students throughout their university experience. Because laws and regulations governing legal presence in the U.S. change frequently, it is important to consult the ISSO for the latest information and to understand how it applies to your individual situation. Stop by the office periodically, check the ISSO [website](#) frequently, and carefully read the ISSO Weekly Newsletter and all the ISSO e-mails you receive.

1.3 – GRADUATE STUDENT RIGHTS AND RESPONSIBILITIES

At ISU, rights and responsibilities for graduate students are based upon the assumption that undertaking graduate study presupposes a greater measure of maturity and commitment to the academic community than that expected of undergraduate students. Graduate students are students, apprentices to the professions, and, when on assistantship, employees. Each of these roles has its own rights and responsibilities. Please refer to [Chapter 9 of the ISU Graduate College Handbook](#) for more details.

1.4 – PROGRAM OF STUDY FACULTY AND STUDENT RESPONSIBILITIES

A graduate student's program of study committee represents the group of faculty members who guide the student through the program, including selection of coursework and preparation for and development of the culminating project (creative component, thesis, dissertation). The ISU Graduate College Handbook provides guidance for the responsibilities of this committee and the student in [section 6.4](#).

1.5 - GRADUATE PROGRAM OFFERINGS

DIVISION OF HIGHER EDUCATION

- **Ph.D. in Education, emphasis in:**
 - Higher Education
- **M.Ed. in Education (online), emphasis in:**
 - Higher Education, specializations in:
 - Higher Education Administration
 - Community College Leadership
 - Intercollegiate Athletic Leadership/Administration
 - Student Affairs
- **Community College Teaching certificate**

DIVISION OF TEACHING, LEARNING, LEADERSHIP, AND POLICY

- **Ph.D. in Education, emphasis in:**
 - Educational Leadership, Organizations, and Policy
 - Instructional Technology
 - Literacy
 - Mathematics Education
 - Science Education
 - Social and Cultural Studies of Education
 - Special Education
- **M.Ed. or M.S. in Education, emphasis in:**
 - Instructional Technology (online and on campus)
 - Literacy
 - Mathematics Education (M.Ed. only)
 - Science Education (M.Ed. only)
 - Social and Cultural Studies of Education (M.S. only)
 - Special Education
- **Educator Preparation Programs for Licensure Recommendation**
 - M.Ed. in Education, emphasis in: Transformative School Leadership Program
 - M.Ed. in Education, emphasis in: Mathematics Education
 - M.A.T.: Science Education
- **Graduate certificate programs:**
 - Instructional Design
 - Literacy Coaching (online)
 - Special Education

SCHOOL-WIDE CERTIFICATES

- Applied Research in the Human Sciences
- Education for Social Justice

CHAPTER 2 - GRADUATE CERTIFICATES

Admitted degree-seeking students who wish to obtain a certificate must complete the online form [Request to Pursue a Certificate in Addition to a Graduate Degree](#).

- Students must be admitted to the certification program **prior to** completing the final 3 certificate credits.
- The [Online Certificate Program of Study](#) form must be filled out and submitted **no later than** the first week of the final semester of the certificate program.
- The [Certificate Completion Form](#) must be filled out during the semester of the last course(s) for the certificate and submitted to the [graduate support specialist](#) (1620 Lagomarcino) for review and to obtain the appropriate signatures.
- Provided you have turned in your [Certificate Completion Form](#), your certificate will be mailed to the address you indicated on the form approximately 2-3 weeks after the semester of your last certificate course after the Graduate College has verified successful completion of all certificate courses indicated on your [Online Certificate Program of Study](#).

For any further questions regarding Graduate Certificates, please see [Chapter 4 of the Graduate College handbook](#).

CHAPTER 3 - MASTER'S PROGRAMS

The School of Education offers three types of master's degrees: Master of Arts in Teaching, Master of Education, and Master of Science. Master of Science (M.S.) students complete independent research for a thesis as the culmination of their degree. Master of Education programs differ with respect to possible culminating projects. Some students may complete a non-thesis (creative component) project, while others may complete professional portfolios or action research projects as part of coursework only degrees. The sections below provide information about the milestones for degree completion and the associated timelines for all SOE master's programs.

3.1 - SCHOOL OF EDUCATION MASTER'S DEGREE MILESTONES & TIMELINE

Milestone 1: Forming a Committee and Completing the Program of Study (no later than the semester prior to graduation)

School of Education master's students must form a Program of Study Committee (POSC) of faculty advisers who will assist in guiding and evaluating progress through the graduate program. This committee is responsible for approving the student's Program of Study, reviewing student progress, and approving the student's final project (thesis and creative component only). All POSCs require a major professor, who will act as the primary adviser for the committee.

- **POSC for coursework only:** One major professor
- **POSC for M.Ed. creative component:** One major professor, one committee member
- **POSC for M.S. thesis:** One major professor, one committee member inside the School of Education, one committee member outside the School of Education

The Program of Study (POS) should be developed with the major professor, with full committee approval. The POS is used to assure that all program and college requirements are met. This form must be approved by the Graduate College and can be submitted online through AccessPlus (go to the Student tab and then choose Graduate Student Status).

Non-Degree Courses Policy: With the approval of the POSC, master's students may use up to 9 credits taken at ISU as a non-degree seeking student on a master's POSC.

Transferred/Expired courses policy: With the approval of the POSC, master's students may transfer up to 9 credits of graduate coursework from other universities. Up to 6 credits of expired coursework between 8 and 10 years old may be used on a master's POSC. Courses older than 10 years old cannot be used on a master's POSC.

Milestone 2: Final Oral Examination or Coursework Only Report Form (completed during the final semester)

Thesis/Creative Component Programs

All students pursuing a master's degree with a thesis or creative component work with their major professor to develop a proposal for the thesis or creative component. This proposal is shared with the committee prior to a meeting between the student and the committee to discuss the proposal and agree upon the expectations for the final product.

The student then completes the thesis or creative component with guidance from the major professor and committee members. The final written product is shared with the committee at least two weeks prior to the [final oral examination](#).

All coursework in the program of study must either be completed or in progress before the final oral examination can be scheduled.

NOTE: The [Request for Final Oral Examination](#) must be submitted a **minimum of 3 weeks prior to** the final oral examination through the Graduate College website. Once you have confirmed a date and time for your final examination with your committee, contact the [graduate support specialist](#) to reserve a room for the oral; the [graduate support specialist](#) will submit the online Request for Final Oral Examination to the Graduate College. Also, please let the [graduate support specialist](#) know if you have a committee member who intends to participate in the exam from a distance.

Coursework Only Programs

For master's students in coursework only programs, the [graduate support specialist](#) will submit the [Coursework Only Final Check](#) online form for the student during their final semester, provided the student has successfully completed the requirements of the Coursework Only Final Check. It is the student's responsibility to ensure the below requirements are met by the [Graduate College's stated deadline](#) during their final semester.

Master's students in a coursework only program must complete the [coursework only report form](#) during their final semester and submit it on the Graduate College website. After all the requirements of the degree have been met, it will be routed for signature and sent to the Graduate College for processing. This form must be completed **prior to** the [Graduate College's stated deadline](#).

Coursework Only Final Check Requirements:

- The student is on full admission status.
- Program of Study and Committee (POSC) was submitted to the Graduate College by the published deadline the term before this form was submitted.
- All coursework on the POSC has been completed or is currently in progress. Any changes have been requested by the major professor in writing and have been approved by the Graduate College.
- The English requirement has been met.
- The student is not on academic probation.
- All F or NP marks have been repeated or the major professor has sent a petition to the Graduate College asking that the student be allowed to graduate with the F or NP mark remaining on the student's record.
- The student has a GPA of at least 3.00. No grade lower than a C may appear on the POSC.
- The 7-year time limit has not been exceeded.
- All incompletes have been or will be completed by the deadline for completion of the Graduate Student Approved Form. [See Degree Deadline Summary](#).
- A Graduation Application has been submitted to the Graduate College.
- Required coursework was registered for prior to or during the term of graduation. Any transfer credits must be completed and the transcript submitted for review the term before graduation. Normal transfer rules apply.

- Written notification has been submitted from the student's minor department to the Graduate College indicating the requirements for the minor have been met without being tested at a final oral examination (if applicable)

Master's Program Timeline

Master's students must complete Milestone 1 (an approved POSC) no later than the semester prior to graduation. See the Graduate College "[dates and deadlines](#)" for specific deadlines each semester. Most master's programs are completed in two to three years; the Graduate College expects that master's students complete their degrees in no more than seven years.

3.2 - COURSEWORK FOR THE MASTER'S

All master's students are required to take at least 30 credits, which is the Graduate College minimum for a master's degree. In some instances, Divisions or Areas may have degree offerings that require more than 30 credits. If this is the case, the student is required to meet the specific credit requirements of the Division or Area.

Independent Study 590 & 690 Courses

Students who register for a School of Education independent study 590 or 690 courses will need to work with the faculty member supervising their independent study to complete a Course Agreement Form to outline the parameters and expectations of the independent study. Generally, 590 is used for master's level independent study work, while 690 is used for doctoral level work. A signed copy of this Course Agreement Form should be shared with the [graduate support specialist](#) for your file.

- [Course Agreement Form – Special Topics \(590\)](#)
- [Course Agreement Form – Advanced Special Topics \(690\)](#)

3.3 - MASTER OF ARTS IN TEACHING

Master of Arts in Teaching (M.A.T) students complete coursework and field experiences to be recommended for initial teacher licensure. Courses are determined by program faculty and Iowa Board of Educational Examiners requirements. The M.A.T is a coursework only program.

3.4 - MASTER OF EDUCATION

M.Ed. students in a coursework only program must meet the requirements of their emphasis area. Students should meet with their major professor and Program of Study Committee to review the Area requirements.

The [Division of Teaching, Learning, Leadership, and Policy](#) and the [Division of Higher Education](#) have specific requirements for their M.Ed. programs in addition to the School requirements listed below. All Division-specific requirements can be found on the website.

All M.Ed. students **not** in a coursework only program are required to complete a core of six credits. The core includes:

- One research course (3 credits)
- Creative Component (3 credits of 599)
 - The form of the Creative Component is determined by the Program of Study Committee.

3.5 - MASTER OF SCIENCE

All M.S. students are required to complete a core of 12 credits. The core includes:

- At least two research courses (6 credits)
- One course outside their primary area of study (3 credits)
 - This could include outside of the School of Education
- Thesis (3 credits of 699)

- The form of the Thesis is determined by the Program of Study Committee

In addition to this core, the [Division of Teaching, Learning, Leadership, and Policy](#) has Division-specific requirements that must be met. Students in TLLP should meet with their major professor and Program of Study Committee to review the requirements to make sure all requirements are met. All requirements can be [found on the School of Education website](#).

CHAPTER 4 -PH.D. PROGRAMS

The Iowa State University School of Education Ph.D. in Education is bound by a commitment to preparing graduates who engage in methodologically rigorous, substantively rich, and socially meaningful work in the field of education. This document outlines the milestones in the Ph.D. program in Education and situates these in the process of pursuing the degree. It is intended to provide guidance to doctoral students and School of Education faculty.

4.1 - COURSEWORK FOR THE PH.D.

The Ph.D. program is designed to offer students both the rigorous methodological preparation required to undertake educational inquiry at the highest levels and the flexibility for students to work with their Program of Study Committees (POSCs) to pursue coursework and experiences that support the students' individual research interests and professional paths.

The Ph.D. requires a minimum of 72 credits.

4.2 - PH.D. COMPETENCIES

Graduates of the program will demonstrate the following Doctoral Competencies:

- Working knowledge of the field, including its research, prominent individuals and their contributions, and its issues and trends
- Synthesize knowledge and demonstrate skills associated with the field
- Communicate orally and in writing at a level of sophistication commensurate with the dissertation
- Contribute to scholarly conversations in the field and/or create a viable solution to problems in the field.

Iowa State University expects that the requirements for a Ph.D. will be completed within seven years. The average time to completion for students in the School of Education is 4-6 years.

4.3 - SCHOOL OF EDUCATION CORE REQUIREMENTS FOR STUDENTS ENTERING SUMMER 2018 OR LATER

All Ph.D. students in the SOE are required to take the following three courses

- C I 601: Foundations of Educational Inquiry (3 credits)
- ResEv 603: Foundations of Qualitative Inquiry in Education (3 credits)
- ResEv 604: Advanced Qualitative Inquiry in Education (3 credits)

All Ph.D. students must also take statistics up through multiple regression. The SOE strongly prefers that students take the following courses, which are SOE educational statistics classes that will ground students in educational research and design.

- ResEv 552: Basic Educational Statistics
- ResEv 553: Intermediate Educational Statistics

There are, however, other pathways to meet the statistics requirement, including 404 and 568 (formerly STAT 401) in the Department of Statistics. If you are entering the Ph.D. program already versed in multiple regression, please discuss with your POSC in order to determine whether the requirement has been met.

In addition to these SOE-wide core requirements, both the Division of Teaching, Learning, Leadership & Policy and the Division of Higher Education have division-specific requirements. Some Areas of Emphasis (e.g. Instructional Technology) also have area-specific requirements.

All additional coursework is determined in consultation with the student's POS Committee. While not required, all students are strongly encouraged to take coursework outside the School of Education.

Note: Students who started prior to Summer 2018 may have different requirements. Consult with your major professor about your core requirements.

4.4 - PH.D. ANNUAL REVIEW

All Ph.D. students in the School of Education are required to complete an annual report summarizing their academic and professional accomplishments of the past calendar year as well as to outline goals for the upcoming year. The student completes the form online. **You will receive an email from the graduate support specialist in January with the link to complete the form.** The form should be submitted electronically no later than March 1. The student and Major Professor should then meet between March 1 and May 1 to discuss the adviser evaluation and mutually agreed upon goals. The major professor will share the completed Ph.D. student annual review form with the DOGE by May 1. Students must complete an annual review to be eligible for SOE travel funding in the subsequent academic year.

Steps to complete Annual Review:

- Complete the online annual review form online by March 1
 - All students should have a current CV prepared and be ready to upload CV to annual review form. The CV will be reviewed with your major professor when you meet.
- Schedule a time to meet with your major professor(s) to discuss the annual review before May 1

Note: Students should plan for at least 30 minutes to complete the online annual review form.

4.5 - TEMPORARY ADVISER AND MAJOR PROFESSOR

When students are admitted to the Ph.D. program in Education they are assigned temporary advisers who will guide them through the initial selection of courses. In most cases, the temporary adviser is a faculty member who has a particular interest in working with the new student.

Once students have begun coursework and had an opportunity to interact with several faculty members in the School, they will need to choose a major professor. We recommend that students make this decision no later than their third semester in the program. While students may choose to ask their temporary adviser to serve in this capacity, students are not required to do so. Students who wish to seek a major professor other than their temporary adviser are encouraged to discuss this with their temporary adviser. Once students have decided whom they would like to serve as major professor, they need to contact this individual and invite the faculty member to serve in this role.

Note: Some faculty may not be able to take on additional advisees at the present time and students may need to select another faculty member.

Once identified, students should maintain regular contact (at least once per semester) with the major professor to review their progress and obtain guidance for any advising needs.

4.6 - SCHOOL OF EDUCATION PH.D. MILESTONES & TIMELINE

Five milestones (and their associated meetings with the POSC) mark the pathway to completing a Ph.D. in Education. At each of these, students will meet with their committee. Milestones 3 and 5 (Preliminary Oral Examination and Final Oral Examination) represent formal requirements of Iowa State University's Graduate College. As such, they require advance scheduling and are governed by specific policies and associated documentation. One of these requirements includes face-to-face meetings between students and their POSCs (see the [Graduate College Handbook](#) for guidance regarding participation of students or committee members from a distance). In the School of Education, the other three meetings should be synchronous but may involve the use of conferencing technology. The milestone meetings allow students to engage in ongoing conversations with the POSC as they progress in the program and shape and refine an area of inquiry.

Students are responsible for scheduling the milestone meetings. Once a date and time has been agreed upon, students can initiate the room scheduling process with the Graduate Support Specialist.

Milestone 1: Program of Study and Committee (completed by end of third semester)

This milestone marks students' determination of their committees, as well as the coursework they will complete as part of their graduate studies. Students should hold a meeting of their committee to review and approve the planned set of coursework. Students should complete and submit their [POSCs](#) no later than the third semester of doctoral study. Students MUST have an approved POSC the semester prior to the preliminary oral examination (see Graduate College [deadlines for specific dates](#)).

Selection of the Program of Study Committee (POSC)

ISU requires that the doctoral POSC consist of five members, though larger committees are permissible. A majority must come from the major or program. In addition, at least one member must serve as an "outside" member of the committee, representing a field outside the area of emphasis (**note:** this person may be "inside" the School as long as they are not in the student's area of emphasis). Students should discuss potential members of the POSC with their major professor and then invite these individuals to serve on the committee. When selecting the major professor, students should be aware that faculty members are not always able to accept additional student committee responsibilities. Students are encouraged to discuss any availability and scheduling constraints (such as professional development leaves, international travel, etc.) with faculty when forming their POSC.

Program of Study

The [POSC](#) lists the courses students will complete to meet the requirements of the degree. Students will consult with their major professors for assistance in planning the Program of Study. It will need to include the core courses required of all students within the School, as well as any other courses required for the program the student is pursuing. Students are advised to be aware of and comply with Graduate College and School of Education policies for overage (expired) and transfer courses.

The [POSC](#) is completed online through AccessPlus. Additional information about the [POSC](#) process, including a [paper worksheet](#) that can be used with the committee, is available on the Graduate College website. Once the committee has reviewed and approved the Program of Study, students submit the [POSC](#) form via AccessPlus for electronic routing to the committee members and the Director of Graduate Education (DOGE) for approval.

Non-Degree Courses Policy: With the approval of the POSC, Ph.D. students may use up to 9 credits taken at ISU as a non-degree seeking student on a Ph.D. POSC.

Transfer Courses Policy: With the approval of the POS Committee, the School of Education allows up to 24 credits of coursework taken at other institutions to be used on a doctoral program of study. The parameters of these credits can be found in the Expired Courses Policy below and in [the Graduate College transfer requirements](#). Students may NOT transfer in credits for courses that are explicitly named in the SOE Core requirements (i.e., CI 601, ResEv 603, 604) that are in effect at the time of the student's admission to the program.

Expired Courses Policy: Maximum numbers of expired credits that may be included on School of Education programs of study (with the approval of the POS Committee) are listed below. The age of the course is dependent on the date of expected graduation provided in the POSC. If the student does not complete the degree by the expected date, additional current coursework may be required to conform to the limits established below.

Degree	Max. Expired Credits	8-10 years	11-16 years	17+ years
Ph.D.	24	Up to 24	Up to 12	Up to 6

Changes in the Committee or to the Program of Study

On occasion, students will need to make changes to their committees or to their Programs of Study ([see guidance below](#)). These changes are made through AccessPlus and routed electronically for approval by the committee members, the DOGE, and the Graduate College.

The POSC serves as a guide for completing the doctoral coursework POSC. If students find they want to take additional coursework as part of their graduate studies, these courses do not need to be added to the POSC document once it has been approved, unless you are replacing a course on the POSC or it is deemed appropriate to add to the POSC by your committee. As students approach the end of their coursework, they should begin planning for the preliminary exam with their major professor and committee.

Milestone 2: Preliminary Examination Proposal (completed by no later than the semester prior to the Preliminary Examination)

The purpose of the second milestone is to prepare for the preliminary examination. The preliminary examination in the School of Education, which has both a written and an oral component, is intended to determine the student's readiness to continue on to the dissertation phase. The preliminary exam should provide the student with an opportunity to demonstrate that he/she has met the [Doctoral Competencies](#). Students work with their major professor and committee to choose one of the three formats (outlined below) allowed for the written component in the School of Education. Students will then develop a written proposal outlining the proposed format and content for the written component. The proposal provides documentation of the agreed upon parameters for the written component. This maintains the integrity of the examination process.

The proposal is shared with the POSC prior to the meeting (two weeks is the expected timeline for faculty review of materials; deviations should be discussed and approved by the committee in advance). At the Preliminary Proposal meeting, the committee reviews and approves the proposal (modifications may result). In addition to determining the content of the written component, the POSC should also determine the procedures and timeline that will be used to evaluate the written materials.

If the preliminary exam will involve completing a capstone project or conducting a pilot/pre-dissertation study, students are required to obtain [Institutional Review Board](#) (human subjects) approval.

The three format options for the written component are outlined below:

Option 1: Capstone Project

The capstone format requires students to use their knowledge, skills, and abilities in a specific problem-based situation in a public or private sector organization. The purpose of the capstone is twofold. First, to engage students in doing educational leadership and second, to collaboratively support educational organizations with assistance in addressing a need.

The capstone can be completed individually or in a team of students working in the same organizational setting. The length of time is variable, depending on the nature of the experience. Students work within the framework of their organizations, assist in carrying out their mission, and engage in reflective and scholarly endeavors suitable to advanced graduate studies.

In completing this requirement, students:

- Work with the major professor or an approved mentor to identify an experience in a public or private, profit or non-profit organization
- Develop a capstone (preliminary examination) proposal and present it to the POSC for review and approval
- Complete the experience
- Prepare a report for both the organization and the POSC
- Are examined over the capstone experience at the time of the preliminary oral exam

The primary responsibility for the organizational placement for the capstone experience rests with the student and the major professor. If more than one doctoral student is to be working with the same organization, each student must have a line of inquiry (not necessarily the problem itself) and scholarly, analytical work that is independent

from and clearly identifiable as separate and distinct from other students. The primary capstone mentor may be the major professor or suitable designee as determined by the POSC. A site supervisor who occupies a position in the host organization where the capstone experience occurs should also be identified. The site supervisor is encouraged to be involved in the preliminary oral examination either in person, via video conference or phone.

Option 2: Traditional Sit-Down Exam

This format involves identifying a series of topics that will frame the examination, as well as determining question authors from among the committee. This format involves students responding to questions during a specified timeframe (e.g., 2 to 3 hours per question) and specified conditions (e.g., whether access to notes or the Internet is allowed), as determined by the committee. Once the parameters for the preliminary written component are established and agreed upon by the POSC, the question authors may provide students with a reading list and/or guidance in preparing for the exam. The major professor generally acts as the proctor for the examination, arranging the location, monitoring the agreed upon access to resources, and collecting students' responses after each examination session.

Option 3: Alternative Format

There are two common alternative approaches to the written component. One involves developing a set of questions or topics with the POSC and a fixed period of time (e.g., 3 or 4 weeks) to develop a paper for each. Generally, the papers provide students with an opportunity to synthesize scholarly ideas across topics and/or to deepen their knowledge in preparation for undertaking the dissertation. The POS committee will determine the number, content, and evaluation process for the papers.

Another alternative approach involves creating and compiling a collection of artifacts that demonstrate the student's proficiency. The collection should **NOT** consist solely of a compilation of previously completed course assignments. The collection of artifacts may include a report or manuscript reporting the results of a small-scale or pilot study, critiques of research articles, products developed (technology applications, professional development materials), or a range of other possibilities. The POSC will determine the number, content, and evaluation process for the collection of artifacts.

Evaluation of the Written Component

After students have completed the written component, the major professor will share the written component with the POSC. Members will apply the agreed upon evaluation procedures to determine if students' written work is acceptable to move on to the Preliminary Oral Examination. If members of the committee have concerns about the written component, the committee will confer to determine an appropriate course of action. This may include requiring students to revise or redo portions of the written component before moving on to the Oral Examination.

Milestone 3: Preliminary Oral Examination (completed by the end of the third year, no later than the fourth year)

The purpose of the third milestone is to determine eligibility for doctoral candidacy. Within the School of Education, faculty expect that students pursuing their degrees on a full-time basis will generally reach the candidacy stage by the end of their third year and no later than their fourth year.

For the Preliminary Oral Examination, students meet with the full committee (see note below about scheduling the examination) and may be questioned over all aspects of the doctoral experience. Typically, students will be asked to clarify/defend aspects of the written component. At the end of this examination, the committee determines whether the student has passed or failed the Preliminary Oral Examination. The POSC members sign the Preliminary Examination Report Form, which indicates the outcome of the examination. If students pass they are officially considered Ph.D. or doctoral candidates, rather than doctoral students. If a student fails the preliminary oral exam, he/she may be allowed to retake the exam, but at least six months must elapse between the failed attempt and the next exam.

Students must pass the Preliminary Oral Examination before beginning dissertation work, except in very rare circumstances and with the approval of the full committee. The Graduate College requires a minimum of six months from the time of the Preliminary Oral Examination until the time of the Final Oral Examination (i.e., dissertation defense).

NOTE: Once you have confirmed a date and time for your preliminary examination with your committee, contact the [graduate support specialist](#) **at least two weeks in advance of the exam date** to reserve a room. She will also submit the online Request for Preliminary Oral Examination to the Graduate College. Also, please let the [graduate support specialist](#) know if you have a committee member who intends to participate in the exam from a distance.

Milestone 4: Dissertation Proposal (completed by no later than semester prior to Final Oral Examination)

The dissertation proposal and the proposed study will reflect the nature of the question(s) central to the student's inquiry and the methodological and disciplinary tradition(s) in which the inquiry is situated. The proposal is submitted to the full committee at least two weeks prior to the dissertation proposal meeting. Students must submit these materials to the major professor for approval prior to submitting to the full committee. In most cases, this is an iterative process of drafts and revisions. The major professor must approve the materials that go to the full committee. Students are required to obtain [Institutional Review Board](#) (human subjects) approval for all dissertations. This approval may occur before or after the POSC approves the proposal. Students are advised, however, that it is **NOT** uncommon for the POSC to require changes to the study as part of the approval process.

At the proposal meeting, the committee provides the student with feedback on the proposal and may recommend changes to the study. Students should not begin data collection activities until the POSC has approved the proposed study and the student has obtained Institutional Review Board approval for the study. At the conclusion of the dissertation proposal meeting, the committee will have reached consensus about the parameters of the proposed study or determined that further work is needed on the proposal and requested a future proposal meeting be held to review the revised proposal.

Dissertation

Students conduct the dissertation research and write the dissertation with guidance from the major professor. This is an iterative process that typically entails multiple drafts and revisions. Once the major professor has approved the final draft, the student may schedule the Final Oral Examination (two hours).

Students submit the dissertation to the full committee at least two weeks prior to the Final Oral Examination. (Be aware there are other [deadlines](#) involving the Graduate College and the Thesis Office.)

Milestone 5: Final Oral Examination/Dissertation Defense (completed by the end of the fifth year)

Students meet with the full committee and are questioned/examined on their dissertation research. Typically, students are asked to begin the meeting with a brief overview of the dissertation research and the written product. At the end of this examination/meeting, the committee determines whether the student passes. The possible outcomes of the Final Oral Examination are Pass, Conditional Pass, and Fail. The POSC will record the outcome of the examination and sign the Report of Final Oral Examination, which is submitted to the Graduate College.

Students who earn a **Pass** may still have to complete minor revisions to the written dissertation before it is submitted. If students earn a **Conditional Pass**, the POSC establishes additional criteria that must meet prior to earning a Pass and determines who (major professor, some committee members, full committee) is responsible for reviewing and evaluating students' work on the additional criteria; these are documented on the examination report form. If a student earns a **Fail** on the examination, the committee will determine (and note on the form) whether the student is allowed to retake the final oral examination (at least two months must elapse before the exam can be retaken).

If students pass the final oral examination and resolve any outstanding issues identified by the Graduate College, they have officially completed their doctoral studies. Be aware of Graduate College [deadlines](#) and requirements for [submission](#) of the final dissertation.

NOTE: Once you have confirmed a date and time for your final oral examination with your committee, contact the [graduate support specialist](#) **at least three weeks in advance of the exam date** to reserve a room. She will also submit the online Request for Preliminary Oral Examination to the Graduate College. Also, please let the [graduate support specialist](#) know if you have a committee member who intends to participate in the exam from a distance.

PH.D. TIMELINE OVERVIEW

Milestone 1: Program of Study and Committee approved by the end of the third semester

Milestone 2: Preliminary Examination Proposal completed no later than the semester prior to the Preliminary Examination

Milestone 3: Preliminary Oral Examination completed by the end of the third year, no later than the fourth year

Milestone 4: Dissertation Proposal completed no later than the semester prior to the Final Oral Examination/Dissertation Defense

Milestone 5: Final Oral Examination/Dissertation Defense completed by the end of the fifth year

CHAPTER 5 - FUNDING FOR GRADUATE STUDENTS

There are several sources of financial support available to graduate students in the School of Education, including graduate assistantships, scholarships, and travel support. These are described below, along with information from the Graduate College about other financial resources.

SCHOOL OF EDUCATION FUNDING

5.1 – Graduate assistantships

A graduate assistantship is a form of student aid that combines training with income (Graduate College Handbook 3.2). There are three types of assistantships: administrative, teaching, and research. Graduate assistantships for students in the School of Education graduate programs are not guaranteed. Consult your program area or advisor for details. Student Affairs master's students use a program-specific process for their assistantships. Information about assistantships is provided through the program admission process and by the program once students have completed their first year.

Benefits

In addition to a monthly stipend proportional to your GA assignment level (25% or about 10 hours/week, 50% or 20 hours/week, 75% or 30 hours/week), GAs receive a tuition scholarship, health insurance, and a computer fee reduction. The tuition scholarship for master's students is equal to the percentage of appointment (e.g., 25% or 50%). For doctoral students, the tuition scholarship is equal to double the percentage of appointment, to a maximum of 100%.

Note: Student fees are **NOT** covered as part of the tuition scholarship; fees will be billed to your U-bill.

Finding or changing an assistantship

Doctoral students will have opportunities to discuss assistantship opportunities as part of the admission process. Doctoral and master's students can hold assistantships within or outside of the School of Education. Many assistantships are supported by individual faculty to support their research or by the School of Education to provide teaching in undergraduate courses. Available assistantships are advertised in the SOE Weekly Graduate Update email sent on Fridays.

To be considered for a School of Education assistantship, submit a résumé and a letter of interest describing your skills, research interests, and experiences to the [graduate support specialist](#). These materials are kept on file for each academic year and shared with faculty who indicate they are in need of a GA.

If you wish to make a change in a current assistantship or seek a new assistantship, please discuss this first

with your assistantship supervisor and your major professor. Then follow the procedures outlined above to identify a new position that best meets your needs and skill sets.

Problems with an assistantship

Should a problem or dispute arise related to an assistantship, the first step is for the supervisor and the student to meet to discuss the concerns and attempt to resolve the situation. If this effort does not provide resolution, the parties should bring the concern to the attention of the DOGE. See [Section 9.8](#) of the Graduate College Handbook for additional information regarding Expectations for Assistantships.

Guidelines for Graduate Assistants in the SOE

SOE Graduate Assistants (GAs) are expected to [update their office locations in AccessPlus](#) so that the ISU directory information is accurate from year to year. Mailboxes for GAs are located in the main office; due to space limitations, these are shared boxes. There is also a refrigerator and microwave that are available for GAs who have offices located in Lagomarcino. GAs may use the copy machines located in Lagomarcino (2nd floor, 1620, 1660) for copying associated with their assistantship duties. These copiers should **not** be used for personal coursework or research. Be aware that GAs will need to [complete required training and documentation](#) for the university (e.g., Conflict of Interest and Commitment, Title 9). Please respond in a timely manner to emails from ISU about completing these tasks.

5.2 – School of Education graduate scholarships

[School of Education scholarships](#) are available to current students. Scholarship competitions occur during both the fall and spring semesters, with awards made for the subsequent term. Make sure to check your Iowa State University email and watch the SOE Friday Graduate Update for communication regarding deadlines and how to apply. In addition to checking your email, scholarship information and deadlines will also be available on the School of Education website.

Note: School of Education scholarship deadlines and requirement application materials may differ from the Graduate College scholarships and College of Human Sciences scholarships.

Please direct any questions to the [graduate support specialist](#).

5.3 – Travel support

Money is available through the [Graduate and Professional Senate's Professional Advancement Grants](#) (PAG) to graduate students to help defray expenses related to professional meeting and conference travel. Contingent upon fiscal funding, support from the School of Education (SoE) may also be available as follows:

- \$100 for attendance at a national or international conference (not presenting)
- \$500 for presenting a paper or poster at a national or international conference

Eligibility for SoE travel funds

- The applicant must be a current graduate student in the SoE
- Any Ph.D. applicants must have completed the most recent Ph.D. Annual Review and be making acceptable progress toward degree completion
- Students on an assistantship must also complete the [Travel Expense Worksheet](#) and submit to Colleen Hamilton **prior to** applying for a GPSS PAG.
- The applicant must apply for a GPSS PAG. Even if you are denied GPSS PAG funds, you may still be eligible for SoE travel funds. On your GPSS PAG application, please list Colleen Hamilton (ckh@iastate.edu) as the SoE department contact
- The applicant must meet all GPSS PAG eligibility requirements – see [their website](#) for requirements.
- Students are only eligible for one SoE travel award per fiscal year (July 1 - June 30)

- All applications must be submitted no later than 5:00 PM on the 15th of the month prior to the month of the conference.**

Awarding SoE travel funds

Each SoE travel funding request shall be considered on the following basis:

- Priority consideration will be given to Ph.D. students, then master's students who will be actively presenting at a conference (not just listed as an author) and who **have not** previously received SoE travel funding.
- Secondary consideration will be given to Ph.D. students, then master's students who will be presenting at a conference and who have previously received SoE travel funding.
- Contingent on available funds, consideration will be given to Ph.D. students, then master's students who are attending a conference and who have not previously received SoE travel funding.
- Finally, contingent on available funds, consideration will be given to Ph.D. students, then master's students who are attending a conference and who have previously received SoE travel funding.
- All applications must be submitted no later than 5:00 PM on the 15th of the month prior to the month of the conference.**

Process/rules for reimbursement:

- Upon return from travel, please submit a [Travel Expense Worksheet](#) along all receipts to Colleen Hamilton (ckh@iastate.edu, 1620F Lagomarcino Hall).
- Documentation of conference registration is required for reimbursement
- Reimbursements must be completed within one month from the last date of travel
- Reimbursements will only be approved for actual expenses incurred
- All receipts to be reimbursed must be submitted to Colleen Hamilton *within one month from the last day of the conference*. After this time, you will be ineligible for reimbursement and the funds will be used for other applications.
- It is the applicant's responsibility to approve travel reimbursement through AccessPlus prior to the one-month deadline.

5.4 - OTHER FINANCIAL RESOURCES

CyHire

CyHire allows you to create a profile, store documents, search and apply for jobs, participate in OCR (on-campus recruiting), research employers, schedule counseling appointments, view career fair participants, see details on upcoming workshops and info sessions, and manage your calendar.

Employment

George Washington Carver Doctoral Fellowship Program

Graduate Disability Assistantship Program (GDAP)

Graduate Minority Assistantship Program (GMAP)

Student Financial Aid

CHAPTER 6 - POLICIES AND DEADLINES

6.1 - SELECTED GRADUATE COLLEGE POLICIES

1-credit minimum for preliminary exams and final oral (Chapter 7, section 7.1.2, Graduate Student Handbook)

Continuous Registration (Chapter 2, section 2.1.4, Graduate Student Handbook)

Doctoral students who have completed coursework and passed (full or conditional) the preliminary oral examination are required to register each fall and spring term, regardless of whether university facilities, equipment, or staff time are used in person or in absentia.

Preliminary Oral Examination Policies (Ph.D. Requirements, Graduate College)

A minimum of six months must elapse between passing the preliminary oral examination and taking the final oral examination.

Program of Study Committee policies (Chapter 6, section 6.1, Graduate Student Handbook)

The Program of Study and Committee appointment form (POSC) must be approved by the Graduate College no later than the term before the preliminary oral examination (doctoral candidates) or final oral examination (master's candidates). In order for the POSC to be approved in any given term, the online form must be submitted to the Graduate College by the published deadline for that term.

Responsibilities of the Major Professor, Committee, and Student (Chapter 6, Graduate College handbook)

Major Professor (Chair) Responsibilities:

Procedural matters:

- Review and sign forms requiring the major professor's approval.
- Preside at meetings of the Program of Study (POS) committee.
- Recommend to the Dean of the Graduate College in writing that:
 - Provisional admission be changed to full admission after background deficiencies have been corrected with a B-grade average or better. If the student is a nonnative English speaker, the graduate English requirement must also be met.
 - Student be removed from probation or request to be allowed to register for satisfactory academic performance.
 - Significant changes in the program of study are necessary (must be approved by the student, committee members, and the program's DOGE before submission to the Graduate College).
 - Waiver of six-month requirement between the preliminary oral and final oral examinations requested (must be approved by student, major professor, and program's DOGE before submission to the Graduate College).
 - All conditions placed on a preliminary oral or final oral examination may be removed. If the report form is checked that all committee members must sign to remove a condition, then all signatures will be required to remove the condition.
 - Time extension to complete the degree requested be granted (must also be signed and approved by the program's DOGE before submission to the Graduate College).
 - Graduation with less than the 3.00 G.P.A. for extenuating circumstances (must also be approved by the program's DOGE before submitting to the Graduate College).
 - Changes in committee are made and approved by the Graduate College prior to a preliminary or final oral examination (also signed by all members involved in the change and the program's DOGE).
- Present doctoral candidates at graduation ceremonies.
- Write letters of recommendation for students as appropriate.

Research and thesis/dissertation responsibilities:

- Guide the graduate student doing research by conferring regularly to review and evaluate progress.
- Guide the student in development of communication skills through assistance in preparing manuscripts for presentation or publication.
- Criticize constructively the written draft(s) of a thesis or dissertation before it is circulated to other members of the POS committee.
- Work with the student in editing the written draft(s) of the thesis or dissertation.

The major professor's relationship with the student:

- Provide needed guidance without hampering creativity.
- Be accessible within a reasonable schedule for discussions with the student.
- Accept a student only if he or she has sufficient time to direct the student's program and can reasonably expect to have available facilities and sufficient funding to support the student to the completion of the degree.
- Write letters of recommendation for the student and aid with job or position placement as appropriate.
- Inform the student of any special leave that may cause inconvenience or delay in the student's research progress or in the arrangement of the preliminary oral or final oral examinations.

Resolution of major professor-student relationship problems:

- When irreconcilable problems occur between the major professor and student, it may be advisable to dissolve the relationship. The DOGE is responsible for recommending to the Graduate College that the original POS committee be dissolved and that a new POS committee be formed.

6.2 - SELECTED SCHOOL OF EDUCATION POLICIES AND PROCEDURES

Guidance for Changing a Committee Member or Major Professor

On occasion, graduate students wish to change their major professor or members of their committee. This may result from faculty retirements or departures, shifts in research interests, or a decision by either the faculty member or student that the existing relationship is not productive. In such circumstances, the individual wishing to make the change (faculty or student) should schedule a meeting with the other individual to discuss the situation. It is in the best interest of all to have clear and direct communication about any changes in advance of formal requests for changes via the electronic POSC process.

Independent Study 590 & 690 Courses

Students who register for a School of Education independent study 590 or 690 courses will need to work with the faculty member supervising their independent study to complete a Course Agreement Form to outline the parameters and expectations of the independent study. Generally, 590 is used for master's level, or initial study of a topic, while 690 is used for doctoral level, or advanced work. A copy of this Course Agreement Form should be shared with the [graduate support specialist](#) for your file.

- [Course Agreement Form – Special Topics \(590\)](#)
- [Course Agreement Form – Advanced Special Topics \(690\)](#)

Transfer Course and Expired Courses Policy

IMPORTANT GRADUATE COLLEGE DEGREE DEADLINES

Graduation deadlines can be confusing. Be sure to make note of the required deadlines associated with attaining your degree. The Graduate College provides information on [their website](#).

INSTITUTIONAL REVIEW BOARD (IRB)

The IRB reviews any research involving human participants, including proposals to gather data from participants for theses, dissertations, and other student projects. Connect with them on [their website](#). Students should work with their

major professor to complete the IRB application. The major professor must review, approve, and sign off on the IRB application. Next, the student should submit the IRB application to the [graduate support specialist](#), who will log it before sharing it with Dr. Reason, who will review the application on behalf of the School. Please note that students should allow at least 72 hours for this review process. Once any concerns at the School level have been resolved, Dr. Reason will forward the application to the IRB Office.

UNIVERSITY COMMUNICATIONS VIA ISU EMAIL

It is the policy of Iowa State University that the official means of communication is email. As stated in the policy, “It is expected that the email will be received and read by the recipient within a reasonable amount of time, as email communications may be time-sensitive. This includes communications intended to meet the academic and administrative needs of the university, including business that is critical to the operation and function of Iowa State University.” For any questions or clarifications, check [the University Communications policy here](#).

GRADUATE STUDENT PRINTING POLICY

Graduate students should only use School of Education copiers in Lago if the work is directly related to the business of the School, such as copies that might be needed when teaching an SoE class, or for ISU-sponsored research that is part of one’s position (e.g., if you’re working on a CHS-funded grant, then running copies on these printers would be fine). For personal business, including items related to your coursework or your own research (such as thesis and dissertation work), printing or copies should be done through [Papercut](#) through any networked printer on campus, through [ISU's Printing and Copy Services](#), or through a private vendor, such as Copyworks or Kinkos. Inappropriate use of these printers leads to a burden on the SoE budget and is not something that we can support for all graduate students who have access to the SoE copiers. If you have any questions regarding this policy, please contact the [graduate support specialist](#).

CHAPTER 7 - FACULTY

The School of Education is made up of a dynamic and diverse group of teachers, researchers, and support staff. Faculty areas of expertise are linked below. If you are looking for someone specific and do not see their contact information, please email: schooled@iastate.edu

7.1 - FACULTY METHODOLOGICAL EXPERTISE

7.2 - FACULTY SUBJECT EXPERTISE

CHAPTER 8 - GRADUATE UPDATES AND STUDENT GROUPS

School of Education Doctoral Learning Community

Open to all doctoral students in the SoE. Join us for monthly meetings with guest speakers, meet our new faculty, and engage in professional development. Contact the [graduate support specialist](#) for more information.

Student Affairs Graduate Association (SAGA)

Open to all Student Affairs master's students and others with an interest in student affairs. Contact [Paul Hengesteg](#) for more information.

Journal of Critical Thought and Praxis

The Journal of Critical Thought and Praxis (JCTP) is a peer-reviewed, interdisciplinary, open access journal housed in the School of Education that is run by an editorial board of graduate students from a range of academic departments across the university. JCTP is hosted by the Digital Repository @ Iowa State University, which is managed by Iowa State University Library and powered by Bepress (Berkeley Electronic Press). This journal can be accessed through [the Iowa State University Library Website](#).

Graduate and Professional Student Senate (GPSS)

The Graduate and Professional Student Senate (GPSS) represents the graduate and professional students' perspective on campus issues and serves as a liaison between graduate/professional students and the university administration. The School of Education has openings for at least three representatives to serve during the 2018-2019 academic year. GPSS contacts for 2018-2019 are:

- James Schiltz, Ph.D., Higher Education
- Ozlem Karakaya, Ph.D., Instructional Technology
- Vacant (Contact the [graduate support specialist](#) if you are interested in serving)

Graduate Studies Advisory Committee

This committee addresses graduate programs, policies, and curriculum. The committee meets twice a month. The current representatives are as follows:

- Garrett Gowen, Ph.D. representative for the Division of Higher Education (term: August 20, 2017-May 15, 2019)
- Asimoula (Mina) Valai, Ph.D. representative for the Division of Teaching, Learning, Leadership, and Policy (term: August 20, 2018-May 15, 2020).

Weekly Graduate Student Updates

Every Friday, you will receive an email update from the School of Education Director of Graduate Education. These updates contain valuable information on a variety of important topics associated with your program of study. In addition, there will be valuable university-wide information. Note: The Weekly Graduate Student Update is sent to your Iowa State email address so make sure you are checking your Iowa State email frequently for updates.

APPENDIX A: APPLYING TO THE GRADUATE PROGRAM

THE APPLICATION PROCESS

The steps for applying to the School of Education graduate programs are as follows.

Step 1: Application

Check the general information and guidelines for graduate school admissions and then [apply](#).

Note: The admission dates vary for each program. Review the application process page for the program you are applying to on the [School of Education Graduate Program website](#) for the deadline associated with your specific program.

Step 2: Additional documentation

Provide additional information required for admission decisions:

Transcripts

Official transcripts from all undergraduate/graduate college coursework

Students who believe their transcripts are not representative of their abilities should address this in their statement of intent

Letters of Support

Applicants should provide three letters of support. At least one letter should be from a faculty member at a college or university who can speak to the applicant's potential for success as a graduate student. Letters of support should address the applicant's:

- Written and oral communication skills
- Aptitude for advanced study
- Creative talent
- Potential for a successful career

Statement of Intent (for Ph.D. only)

Compose a 2-3 page statement of intent addressing your goal(s) or purpose in pursuing an advanced degree, area(s) of interest for research/scholarship, reason for selecting the School of Education for graduate work, and your professional background. This statement serves as an important indicator of the applicant's ability to communicate effectively in writing. Upload this statement to your online graduate application as a separate document. In the Statement of Purpose section of the online application form, please write "See attached Statement of Intent." No additional narrative is required.

GRE (Ph.D. and Teacher Licensure only) and TOEFL/IELTS Test Scores

Teacher licensure programs: Minimum GRE scores (Verbal - 146, Quantitative - 144) are required for graduate teacher licensure programs (Science: Master of Arts in Teaching; Mathematics: Master of Education, licensure option).

International students must submit TOEFL scores of at least 560 (paper test), 220 (computerized test), or 83 (internet test) OR an IELTS minimum score of 6.5 or greater. These scores are established by ISU and cannot be waived by the School of Education.

Ph.D. applicants must submit GRE scores (recommended minimum scores are 146 Verbal, 144 Quantitative, and 3.5 Analytical Writing)

Program-specific Requirements

Student Affairs (M.Ed.) requirements

Students applying to the Student Affairs program should refer to program-specific instructions for additional information about application and admission procedures.

Math Licensure (M.Ed.) & Science Licensure (M.A.T.) requirements

Math and Science licensure master's students must follow the special application procedure for this program.

Ph.D. requirements

Ph.D. applicants must submit a scholarly writing sample (for example: journal article, research paper from a graduate class, or master's thesis chapter).

Step 3: Review

Application initial review process

Step 4: Interview

Applicants whose files receive an initial positive review may be invited to participate in an interview at the program's discretion as the final step in the admission process. Interviews are available face-to-face or via Skype and will be scheduled at a time convenient to the applicant.

Request more information [here](#).