



IOWA STATE UNIVERSITY

School of Education

2017-2018

Graduate Student Handbook



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LETTER FROM THE DIRECTOR OF GRADUATE EDUCATION



As the Director of Graduate Education for the Iowa State University School of Education and on behalf of the School of Education Graduate Studies Committee and the Graduate faculty, I welcome you our graduate programs.

These pages will allow prospective students to explore the exciting options available for graduate study in the two divisions within the School: [Higher Education and Teaching, Learning, Leadership, and Policy](#). The School offers graduate degrees (Ph.D., M.S., M.Ed., M.A.T.) as well as several graduate certificate programs.

Prospective students, we take pride in our ability to provide you with excellent opportunities to work closely with faculty to pursue a program of study specifically tailored to your interests. We encourage you to explore our programs and degrees using the links on this page!

Current students will find information regarding programs and procedures, scholarship opportunities, assistantships and graduate student organizations. Of interest to both prospective and current students are the links to faculty research interests and areas of methodological expertise.

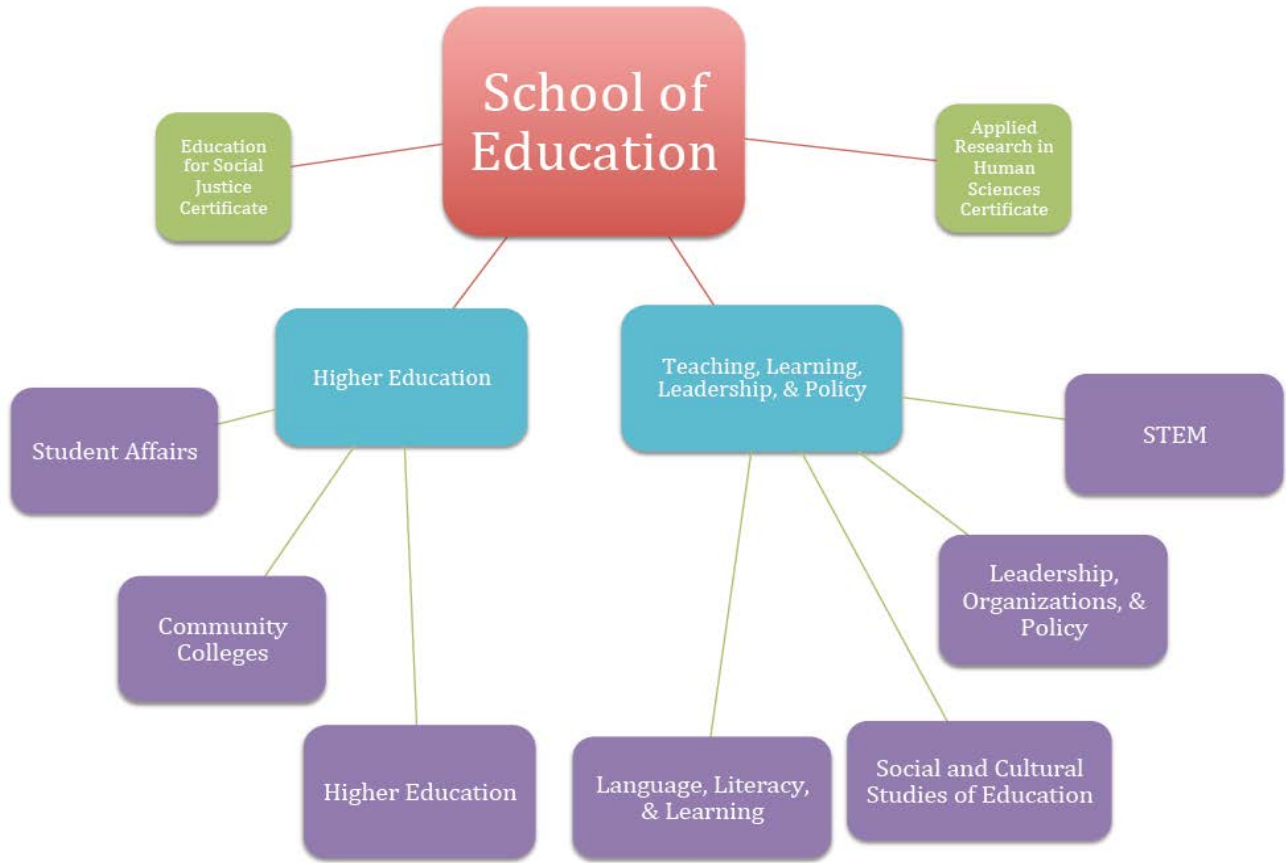
The School of Education is committed to rigorous programs that provide students with strong foundations in education and preparation for their future goals, whether these goals involve faculty positions in research universities; leadership roles in higher education, K-12 schools, educational agencies, or state agencies; or enhanced classroom pedagogy.

The School is also committed to research and teaching that advocates equal educational opportunity for all students, we seek to foster an environment that welcomes and encourages discussion about issues of race, class, gender, culture and disability. Furthermore, as a department with a history of serving international graduate students, we are attuned to the power of educational conversations that often occur across national borders. Diversity is central to our work.

-Dr. Anne Foegen, Director of Graduate Education

IOWA STATE UNIVERSITY
School of Education

SCHOOL OF EDUCATION PROGRAMS MAP



School of Education Graduate Handbook

The resources within this handbook are complemented by information from the Graduate College, including the Graduate College Student Handbook. Becoming familiar with the information in both this resource and the resources offered by the Graduate College will be an important step in attaining the degree you seek.

QUICK LINKS

[Applied Research in Human Science Certificate](#)

[Community College Leadership](#)

[Education for Social Justice Certificate](#)

[Educational Leadership, Organizations, and Policy \(ELOP\)](#)

[Graduate College Website](#)

[Higher Education Administration](#)

[Iowa State University Graduate College Student Handbook](#)

[Instructional Technology, Mathematics Education, and Science Education \(ITMS\)](#)

[Language, Literacy, & Learning \(L3\)](#)

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[School of Education](#)

[School of Education Graduate Program Homepage](#)

[Social and Cultural Studies of Education](#)

[Student Affairs](#)

[University Statement on Diversity](#)

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.

Specific rights and responsibilities are listed on this page, which include, but are not limited to:

- [Academic Dishonesty](#)
- [Failure to Maintain Academic Standing](#)
- [Issues with Assistantship Appointments](#)
- [Student Grievance Procedures](#)

Remember: ISU email is the official mode of communication. You are responsible for maintaining and checking it regularly.

APPLYING TO THE GRADUATE PROGRAM

THE APPLICATION PROCESS

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

Applications are generally reviewed twice each year. Completed application packets are due by:

December 1st for admission during the following summer or fall terms

September 1st for admission in the subsequent spring term

Step 1: Application

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

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.

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.) requirements

Math 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, or research paper from a graduate class, master's thesis).

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](#)

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: schoolofed@iastate.edu

Faculty Subject Expertise

Faculty Methodological Expertise

INTERNATIONAL STUDENT INFORMATION

The mission of the International Students and Scholars Office (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. **Note:** the university will use your iastate.edu address for all official communications.

GRADUATE CERTIFICATES

Students looking to obtain a certificate must fill out the [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 program credits
- The [Certificate Program of Study \(POS\)](#) must be filled out and submitted **no later than** the first week of the final semester of certification program
- [Certificate Completion Form](#) must be filled out and submitted in order to obtain certificate

All forms should have student information completed. Submit form(s) to Robyn Goldy (1620F Lagomarcino, rgoldy@iastate.edu, 515-294-1241) for review and to obtain the appropriate signatures.

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

SCHOOL-WIDE CERTIFICATES

[Applied Research in the Human Sciences](#)

[Education for Social Justice](#)

AREA-SPECIFIC CERTIFICATES

[Community College Teaching](#)

[Instructional Design](#)

[Online Literacy Coaching](#)

[Special Education](#)

[P-12 Systems Leadership \(e.g., Superintendent Licensure\)](#)

THE MASTER'S DEGREE

SCHOOL OF EDUCATION MASTER'S DEGREE MILESTONE TIMELINE

Milestone 1: Forming a Committee and Completing the Program of Study

School of Education master's students must form a [Program of Study Committee \(POSC\)](#) of advisors who will assist in guiding and evaluating progress through the graduate program. This committee is responsible for approving the student Program of Study, reviewing student progress, and final project approval. All final projects require a major professor, who will act as the primary advisor for the committee.

- **POSC for coursework only:** One major professor, one committee member
- **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).

Milestone 2: Final Defense or Coursework Only

Final Defense

All students pursuing a master's degree with a thesis or creative component are required to have one [final oral examination](#). Students work with their major professor and committee to choose one of the formats allowed for the final components in the School of Education and to develop an outline the proposed format and content for the written component. All coursework in the program of study must either be completed or in progress before the final oral examination can be scheduled. This examination is oral; it may also include a written component if specified by the student's program of study (POS) committee.

NOTE: Paperwork must be submitted a **minimum of 3 weeks prior to** the final oral examination. Submit your final paperwork and contact Robyn Goldy (1620F Lagomarcino, rgoldy@iastate.edu, 515-294-1241) to have a room reserved for the final examination.

Coursework Only

For master's students in a coursework only program, during your final semester you must complete the [coursework only report form](#) and submit it to Robyn Goldy (1620F Lagomarcino, rgoldy@iastate.edu, 515-294-1241). 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 FOR THE MASTER'S

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

All M.Ed. and M.S. students are required to take at least one course not in their Area.

In total, this means that M.Ed. students have a 9 credit core (3 credits research, 3 credits Creative Component, and 3 credits outside of Area). Based on a 30 credit degree minimum, this leaves at least 21 credits for other coursework. This means that M.S. students have a 12 credit core (6 credits research, 3 credits Thesis, and 3 credits outside of Area). Based on a 30 credit degree minimum, this leaves at least 18 credits for other coursework.

Independent Study 590 & 690 Courses

Starting Fall 2016, we will strongly encourage all students who register for a School of Education independent study 590 or 690 courses 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. A copy of this Course Agreement Form should be shared with Robyn Goldy (rgoldy@iastate.edu) for your file.

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

MASTER OF ARTS IN TEACHING

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

MASTER OF EDUCATION

All M.Ed. students are required to take at least one research course.

All M.Ed. students not in a coursework only program are required to complete a Creative Component. This includes taking 3 credits of creative component credits. The form of the Creative Component is determined by the Program of Study Committee.

MASTER OF SCIENCE

All M.S. students are required to take at least two research courses.

All M.S. students are required to complete a Thesis. This includes taking 3 credits of Thesis credits. The form of the Thesis is determined by the Program of Study Committee.

PH.D. PROGRAM

COURSEWORK FOR THE PH.D.

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

All Ph.D. students are required to take a course in the Foundations of Educational Inquiry that introduces students to the landscape of the field of education with particular emphasis on the philosophy of educational inquiry:

- Foundations of Educational Inquiry (3 credits)

Additionally, all Ph.D. students in the School of Education are required to take a core set of courses totaling 12 credits:

- C I 601: Foundations of Educational Inquiry (3 credits)
- RESEV 580: Introduction to Qualitative Research Methodology (3 credits)
- RESEV 553: Intermediate Educational Statistics (3 credits)
- Additional course in research methods (minimum of 3 credits) to be determined in consultation with the Program of Study Committee.

If students have not had a course in basic educational statistics, they are required to take one.

All other 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.

Independent Study 590 & 690 Courses

Starting Fall 2016, we will strongly encourage all students who register for a School of Education independent study 590 or 690 courses 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. A copy of this Course Agreement Form should be shared with Robyn Goldy (rgoldy@iastate.edu) for your file.

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

PH.D. REQUIREMENTS

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.

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.

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.

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 online form](#) and then will print out the form in PDF format to share with his/her major professor. The form should be submitted to the major professor no later than March 1. The student and Major Professor should then meet to discuss the advisor 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.

Steps to complete Annual Review:

- Complete and then print the [online annual review form](#) by March 1
- Share annual review form with major professor(s)
- Schedule a time to meet with your major professor(s) to discuss the annual review before May 1

RESPONSIBILITIES OF THE MAJOR PROFESSOR, THE COMMITTEE, AND THE STUDENT

These responsibilities are identified and defined in Chapter 6 of the Graduate Student Handbook, which can be found [here](#).

TEMPORARY ADVISOR AND MAJOR PROFESSOR

When students are admitted to the Ph.D. program in Education they are assigned temporary advisors who will guide them through the initial selection of courses. In most cases, the temporary advisor 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 late in the first year in the program, or early in the second year. While students may choose to ask their temporary advisor to serve in this capacity, students are not required to do so. Students who wish to seek a major professor other than their temporary advisor are encouraged to discuss this with their temporary advisor. 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.

SCHOOL OF EDUCATION PH.D. MILESTONES TIMELINE

Five milestones (and their associated meetings with the POSC) mark the pathway in completing a Ph.D. in Education. At each of these, students will meet with their committee. Milestones three and five (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 or Study and Committee

This milestone marks students' determination of their POSCs, as well as the coursework they will complete as part of their graduate studies. Students should plan to complete and submit their [e-POSCs](#) (electronic Program of Study and Committee form) during the second year of doctoral study.

Selection of the Program of Study Committee

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 major area of emphasis (**note:** this person may be "inside" the School as long as they are not in the student's major 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 [e-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 policies for over-age and transfer courses.

The [e-POSC](#) is completed online through AccessPlus. Additional information about the [e-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 [e-POSC](#) form via AccessPlus for electronic routing to the committee members and the Director of Graduate Education (DOGE) for approval.

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 (e.g., a faculty member retires or a student's research focus changes). These changes are made through AccessPlus and routed electronically for approval by the committee members and the DOGE.

The e-POSC serves as a guide for completing the doctoral coursework; in order to move to the next milestone, students will need to have completed the coursework listed on the e-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. As students approach the end of their coursework, they should begin planning for the preliminary exam with their major professor and committee. The preliminary examination in the School of Education has both a written and an oral component.

Milestone 2: Preliminary Examination Proposal

The purpose of the second milestone is to prepare for the preliminary examination. 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 document 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 conventional timeline for faculty review of materials). 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 in advance.

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 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 or via speakerphone.

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.

Milestone 3: Preliminary Oral Examination

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 and are 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 [form](#), which indicates the outcome of the examination. If students pass they are officially considered Ph.D. or doctoral candidates, rather than doctoral students. Students must pass the Preliminary Oral Examination before beginning dissertation work. 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: Paperwork must be submitted a **minimum of 2 weeks prior to** the preliminary examination. Submit your final paperwork and contact Robyn Goldy (1620F Lagomarcino, rgoldy@iastate.edu, 515-294-1241) to have a room reserved for the final examination

Milestone 4: Dissertation Proposal

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 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 proposal. Students should not begin data collection activities until the POSC has approved the proposed study and have 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 is satisfied with the final draft, students 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

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 this 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 [form](#), 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 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: Paperwork must be submitted a **minimum of 3 weeks prior to** the final oral examination/dissertation defense. Submit your final paperwork and contact Robyn Goldy (1620F Lagomarcino, rgoldy@iastate.edu, 515-294-1241) to have a room reserved for the final examination

POLICIES AND DEADLINES

OTHER SELECT GRADUATE COLLEGE POLICIES

[Continuous Registration \(Chapter 2, section 2.1.4, Graduate Student Handbook\)](#)

[Over-age Courses \(Chapter 6, Graduate Student Handbook\)](#)

[2-credit minimum for preliminary exams and final oral \(Chapter 7, Graduate Student Handbook\)](#)

IMPORTANT DEGREE DEADLINES

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

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 to their website [here](#).

GRADUATE COLLEGE GRADUATION DEADLINES

Graduation deadlines can be confusing. Be sure you familiarize yourself with the current Graduate College [calendar](#) for the year you wish to graduate.

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](#).

FUNDING FOR GRADUATE STUDENTS

ASSISTANTSHIPS AND OTHER FUNDING OPPORTUNITIES

Graduate assistantships for students in the School of Education graduate programs are not guaranteed. Consult your program area or advisor for details. **Note:** Health care is included with an assistantship stipend. However, only tuition is covered in the stipend, student fees are NOT covered and will be billed to your U-bill.

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.

Graduate Assistantship Information

To be considered for a School of Education assistantship, submit a résumé and a description of your skills, research interests, and experiences to Robyn Goldy (rgoldy@iastate.edu).

You are also encouraged to contact faculty in your area of study. Many assistantships come from individual faculty who have grants and are in need of assistance.

OUTSIDE AWARDS AND RECOGNITION

Graduate Scholarships and Financial Aid

School of Education Graduate Scholarships

APPLYING FOR SCHOLARSHIPS

School of Education scholarships are available to new and returning students. Make sure to check your Iowa State University email 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 [Robyn Goldy](#), SoE Graduate Support Specialist, 515-294-1241.

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
- 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 Robyn Goldy (rgoldy@iastate.edu) as the SoE department contact
- The applicant must meet all GPSS PAG eligibility requirements – see [their website](#) for requirements.

- Ph.D. students must be current on the doctoral review process
- Students are only eligible for one SoE travel award per fiscal year (July 1 - June 30)

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 presenting at a conference 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.
- In order to be considered for SoE travel funds, please be sure to submit your GPSS PAG application by the following deadlines:
 - **Fall Semester:** October 1 for travel between November 1 – February 28
 - **Spring Semester:** February 1 for travel between March 1 – June 30
 - **Summer Semester:** June 1 for travel between July 1 – October 31

Process/rules for reimbursement:

- Upon return from travel, please request a Travel Expense Worksheet from Robyn Goldy (rgoldy@iastate.edu). Complete the worksheet and submit along with all receipts to Robyn Goldy, 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
- It is the applicant's responsibility to approve travel reimbursement through AccessPlus prior to the one-month deadline.

OTHER FINANCIAL RESOURCES

Employment

Graduate Minority Assistantship Program (GMAP)

George Washington Carver Doctoral Fellowship Program

Student Financial Aid

SCHOOL OF EDUCATION AWARDS AND RECOGNITIONS

School of Education Excellence Awards

School of Education Teaching Excellence Awards

School of Education Research Excellence Awards

College of Human Sciences Excellence Awards

University Awards

GRADUATE UPDATES AND STUDENT GROUPS

Weekly Graduate Student Updates

Every week, 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.

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 professional development. Contact [Michael DuPont](#) or [Amy Pilcher](#) for more information.

Student Affairs Graduate Association

Open to all Student Affairs master's students and others with an interest in student affairs. Contact [Tara Marron](#) 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). To visit the journal: <http://lib.dr.iastate.edu/jctp/>

STUDENT RESOURCES AND SERVICES

[Center for Communication Excellence \(Graduate College\)](#)

[Center for Excellence in Learning and Teaching \(CELT\)](#)

[Center for Technology in Learning and Teaching \(CTLT\)](#)

[Career Services](#)

[Disability Services](#)

[Academic Communication Program](#)

[Professional Development Plan](#)

[Financial Aid Office](#)

[Graduate and Professional Student Senate \(GPSS\)](#)

[Graduate College Emerging Leaders Academy](#)

[Housing \(on-campus\)](#)

[Housing \(off-campus\)](#)

[Library Workshops](#)

[Parking](#)

[Recreation Services](#)

[Registrar \(ISU Course Catalog, Transcripts, etc.\)](#)

Student Legal Services

Wellness Services