

School of Art and Design University of Illinois at Urbana-Champaign

Art Education Doctorate of Philosophy (PhD) Handbook

Table of Contents

1. Program of Study
 - a. Course of Study
 - b. Course Work
 - c. Outline of Doctoral Program [including Examinations]
2. Academic Advising
3. Teaching Assistantships
4. Annual Review
5. Other Practical Notes

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1. The Program of Study

The PhD program provides advanced level study for art educators. The program's objectives are to enable participants to:

- Become fluent with key debates and concepts in art education
- Develop the capacity to reflect on and to critically analyze their own practices in art education
- Develop a critical understanding of theoretical perspectives on art education and general education and challenge outdated theories
- Develop the ability to contribute to scholarly development of policy and practice in arts education and general education
- Develop a research agenda that benefits diverse communities and/or complex global problems
- Prepare for scholarly conferences, scholarly publications, and academic positions

The PhD program provides students a flexible curriculum to meet these objectives. PhD students take graduate courses that are offered by art education faculty and by faculty in relevant disciplines and departments across the School of Art and Design and the university at large. Students can choose from graduate courses located online in the *Course Explorer*, which is located at <https://courses.illinois.edu>.

Doctoral students have opportunities to study with some of the world's leading scholars in a variety of disciplines of interest to visual arts educators, including: anthropology, psychology, philosophy, sociology, art history, community studies, educational policy studies, curriculum & instruction, qualitative inquiry, special education, communications theory, new media studies, information sciences, gender & women's studies, Asian, African, Latinx, and Native American studies, and educational administration & leadership [among many others].

a. The Course of Study

Doctoral students must fulfill the requirements for the doctoral degree of both the Graduate College and the Art Education Program, either on the Urbana Campus or through off-campus or online courses. Note that the Graduate College requires that at least 2/3 of the total hours required for the degree be earned in residence.

The requirements of the Art Education Program are as follows:

1. A **minimum of 32 hours of graduate coursework** in major academic courses:

At least 20 of these must be at the 500 level and at least 24 of them must be in art education courses. You should schedule these classes in consultation with your academic advisor. (Note: Most graduate level courses at the university carry 4 hours of credit).

Up to 4 hours of ARTE 591 independent study credit hours may be used to fulfill this minimum of 24 hours in art education. However, as described below, these independent credit hours are separate from those taken to write the Qualifying and Preliminary Exams.

Students who have completed the MA in art education at UIUC are not required to take courses that they have already taken, but they may choose to do so on the understanding that they will attend all classes, undertake all readings and that an alternative form of assessment will be negotiated between them and the instructor. Only hours above 32 from MA count toward PhD.

A. Demonstration of a research methodology competency [inclusive of 32 required hours]:

Competency is usually demonstrated by successful completion of at least two research methodology courses [in addition to ARTE 593: Survey of Research Methodologies] offered in any unit of the university, such as Education, Psychology or Anthropology. Each student's research specialization is subject to approval by the student's academic advisor. These courses must be undertaken prior to beginning the dissertation.

B. Successful completion of a related minor.

A minor is focused study on a particular area of interest to the student and of relevance to art education in general. Students may choose a graduate school minor to represent this requirement or build their own minor with the consent of the academic advisor. Successful completion of a minor usually requires 16 hours of credit in related academic courses. See the graduate college for available minors: www.grad.illinois.edu/current/minors.htm

2. Completion of a doctoral dissertation:

A minimum of 32 hours of dissertation research credit [ARTE 599] is required for the dissertation. Registration in dissertation research hours for on-campus students, or by petition in

absentia, after the completion of the required 64 hours beyond the master's degree, is required whenever extended work with a faculty member is anticipated. The School does not limit the number of dissertation research hours a student can take; however, no more than 32 hours can be counted toward the Ph.D.

3. Successfully passing the Qualifying, the Preliminary and the Final Oral examinations: Students usually sign up for independent study hours when preparing for the Qualifying and the Preliminary exams. ARTE 591 for writing cannot count toward the total of 32 hours required in item 1 above.

Note: Whenever extended work with a faculty member is undertaken, the student should arrange for independent study credit. The topic and study expectations must be negotiated with the advisor in advance and committed to writing. No more than 4 hours of independent study may be counted toward the minimum 32 hours of coursework required.

The normal schedule for full-time students is 2-2.5 years of coursework and 12 to 18 months of dissertation writing. Some students take longer but you are encouraged to adhere as closely as possible to this timetable. We do not normally offer financial assistance (i.e. TA appointments) beyond four years.

4. Doctoral Thesis Deposit [see details in separate section]

b. Course Work

The art education courses offered by the program change from year to year and are available at www.courses.illinois.edu. Commonly, these may include:

ARTE 480 Popular Visual Culture
ARTE 475 Art Exhibition Practices
ARTE 501 Issues in Art Education: Contemporary Art Practice as Pedagogy
ARTE 501 Issues in Art Education: Art and Cultural Theory
ARTE 501 Issues in Art Education: Writing for Publication
ARTE 506 Theories of Art Education
ARTE 591 Independent Graduate Studies (4 credit hours)
ARTE 591F Independent Graduate Studies: Art Education Forum (1 credit hour)
ARTE 593 Survey of Research Methodologies

Important Notes:

ARTE 501 is a shell course: that is, a number of different topics can be explored within it. Special topics are offered under this number on a rotating basis by individual faculty members and new special topic courses are constantly emerging. This course may be taken more than once, provided that the specific topic is not repeated.

ARTE 591F Independent Graduate Studies: The Forum (1 credit). This is held during the Fall Semester only and involves attendance at a monthly, one-hour seminar offered by graduate students, faculty and visitors.

ARTE 591 Independent Graduate Studies. This can be taken at any time for specific reading topics, research trials and curriculum projects. It requires negotiating with a faculty member the specific topic of inquiry and a contract of work to be accomplished. It will meet the same standards and carry the same workload as a normal course. Independent study from other academic units can be taken with the prior approval of the academic advisor and the graduate coordinator.

ARTE 599 Thesis Research. It is a Graduate School requirement that doctoral students enroll in this course in any semester in which they are working on the dissertation. You must register for this at least 8 times during the writing of the dissertation.

c. Outline of the Doctoral Program

Stage 1: Pre-Candidacy and the Qualifying Exam

This stage includes at least 8 academic courses and successful completion of the Qualifying Exam.

The Qualifying Exam [informally: “Quals”]

The purpose of the qualifying exam is to establish a student’s suitability for the doctoral program: especially the student’s ability to analyze issues and state the arguments and assumptions that underlie different points of view. The exam must be taken late during the student’s second semester in residence. Students who pass the qualifying exam are considered doctoral students. Failing the exam results in dismissal from the doctoral program; however, these students may be allowed to transfer to the EdM program. In some circumstances, faculty may decide to provide the opportunity for students to retake the exam during the next semester (prior to November 1).

****The qualifying exam is a one-day written solo exam that presents the student with two papers that take different positions on a contemporary issue in the field of art education. Students may pick up the exam at 8:30 am from the Art + Design Office and return it to the office by 4:30 pm that same day. Students are expected to write a summary and analysis of the arguments; identify the important points of disagreement; indicate how each might critique the other; and lastly, add their perspective. Students should construct a strong argument and engage with counter-arguments. There is no page length requirement; your paper will be assessed on the basis of its focused critical engagement with the texts provided and justification of your point of view. You should follow the American Psychology Association (APA: 6th Edition) style guidelines when writing the paper. There is to be NO collaboration on topic discussion or writing.**

ASSESSMENT: Two to three Art Education faculty members who are affiliated with the Graduate College, inclusive of the Graduate Coordinator, assess the exam. Throughout the exam, students are expected to conduct themselves in accordance with the most recent University of Illinois at Urbana-Champaign Student Code, which is available online. The criteria are conceptual: 1) the ability to clearly state and critically analyze arguments and issues; 2) coherent

synthesis of ideas; 3) mastery of the English language [especially for international students] will not necessarily be of huge consideration so much as the actual content of the writing.

*Passing the qualifying exam depends on 1) an Art Education faculty member agreeing to be chair; and 2) a majority of the committee passes the examinee.

Stage 2: Pre-Dissertation

This stage involves taking further courses to fulfill the requirements already described, constituting a dissertation committee, completing the minor, and satisfying the research methodology competency requirement. It culminates with the Preliminary Exam.

The Dissertation Committee

A Dissertation Committee consisting of at least four faculty members is formed by the student in consultation with the advisor. It must include the student's academic advisor (who will chair the dissertation committee) and at least one faculty member from outside the art education faculty. Either the Dissertation Committee Chair or another University of Illinois faculty member may be asked to serve as the Director of Research. The Director of Research has specific expertise in the research methodology chosen by the student.

Members of the dissertation committee who are not faculty members in the Art Education Program (aka "outside members") are chosen for their expertise relating to the student's research topic. All members of the dissertation committee must have UIUC Graduate College status. Scholars from outside the University of Illinois are occasionally selected to serve on dissertation committees because of their expertise relating to the candidate's research topic. In such cases, specific permission for their inclusion must be obtained from the Graduate College.

The Preliminary Examination [informally: "Prelim"]

The preliminary oral examination is a discussion of the proposal with the dissertation committee. It takes about two hours. The purpose is to determine the student's preparedness to pursue the proposed research. During the meeting, the doctoral student presents a summary of the research proposal (about 15 minutes) and then responds to questions and comments. The doctoral student presents a draft of the first three chapters of the dissertation. This document is usually the result of a series of drafts and discussions with the dissertation chair; writing it usually takes at least a semester. Upon approval by the dissertation chair, it is given to the rest of the committee, with at least 2 weeks to read/respond. The chapters are as follows:

CHAPTER 1: INTRODUCTION

1. Background to the Study
2. Statement of the Problem
3. Primary Research Question
4. Supporting Sub-questions
5. Parameters of the Study
6. Significance of the Study

7. Summary and Design of the Study

CHAPTER 2: RELATED LITERATURE REVIEW

CHAPTER 3: METHODOLOGY

The committee then convenes to decide upon one of the following recommendations:

1. The doctoral student is now considered a candidate and is allowed to proceed to write his or her dissertation.
2. The doctoral student is now considered a candidate and is allowed to proceed subject to minor revisions and subject to the approval of committee members as appropriate.
3. The doctoral student is required to reapply after six months but no later than twelve months. In this case the doctoral student will receive specific notification as to what work he or she needs to remedy. Candidacy is only achieved upon successful completion of the Preliminary Exam.

Students are required to register for ARTE 591: Independent Graduate Studies, with their dissertation chair when writing drafts of chapters 1 and 2. A draft of chapter 3 (about the methodology to be used) will normally be written as coursework or as an independent study with a scholar with appropriate expertise.

Stage 3: The Dissertation and the Final Oral Defense

This stage consists of writing the dissertation, enrolling for a minimum of 32 hours of ARTE 599: Dissertation Research, and publicly defending the dissertation in a Final Oral Examination. The stage usually takes between 1-2 years.

As a reminder, “The dissertation is intended to demonstrate the student’s capacity for independent research. In it, the student should make an original contribution to knowledge,” (Graduate Faculty Action, February 15, 1973).

The doctoral candidate writes the dissertation with frequent consultation with the dissertation chair and with feedback from other dissertation committee members as needed. By agreeing to be on the student’s committee, committee members agree to be available for one-on-one advising, discussing research problems, helping to develop the best strategies for analyzing and interpreting findings, and considering the significance of the study. It is up to the student to make regular appointments with the dissertation advisor and individual appointments with committee members, and to make sure the time with each member is well spent. Meetings with committee members should be scheduled with specific needs in mind and it is the student’s responsibility to prepare in advance of these meetings. All committee members should see and approve chapters of the student’s dissertation as they are completed (the student’s dissertation chair should see the chapters before they are shared with other committee members). Work submitted to the dissertation committee must comply with the current APA guidelines and adhere to the highest standards for professional scholarly writing.

Students are expected to plan in accordance with University of Illinois rules, procedures, and deadlines. They may expect timely feedback from their dissertation chair and committee members, subject to individual expectations negotiated with them. Note that dissertation committee members do not serve as copyeditors. Over summers, during holidays and semester breaks, and just prior to and during the annual conference of the National Art Education Association, the dissertation committee members may be unavailable for dissertation work.

It is important that, in preparation for the defense of the dissertation, doctoral candidates give a copy of the completed and copyedited dissertation to their chairperson in plenty of time for review. This should be at least four weeks prior to the defense. The other members of the dissertation committee should have it at least two weeks before the defense. Doctoral candidates should meet individually with each committee member after they have had a chance to review the completed dissertation. Any major changes that need to be made should be made before the defense date. Working closely with committee members throughout the process will greatly reduce the chance of having to make substantial changes late in the process and possibly delaying graduation.

The Final Oral Defense

The Final Oral Defense is the doctoral candidate's opportunity to formally share his or her findings with the dissertation committee and interested members of the professional community. It is where the dissertation committee meets with the candidate to discuss the dissertation. The meeting usually lasts two hours. By university rule, this is a public event marking the completion of the candidate's research. Interested faculty and students are invited to this event.

Doctoral candidates should make a short (15-20 minutes) professional presentation of their findings and then answer questions from the committee.

At the end of the discussion, the committee meets in private to evaluate the dissertation and the candidate's performance. It will determine one of the following:

1. The candidate is passed.
2. The candidate is passed subject to revisions to be made in a timely manner and subject to the final approval of committee members as appropriate.
3. The candidate is requested to reapply to undertake their defense within 6-12 months later. In this case, specific, written advice will be offered regarding what work the candidate needs to undertake to satisfy the committee.

Once the candidate's dissertation committee has signed off on a dissertation, indicating that the candidate has passed the final oral examination, he/she may legitimately be called Doctor. But until the dissertation is submitted to the Graduate College, the candidate has not technically completed all requirements for the PhD degree. Refer to the Graduate College advisory about how to deposit the dissertation and other tasks that must be done in order to graduate. It is the candidate's responsibility to understand and comply with Graduate College requirements and deadlines. www.grad.illinois.edu/gradhandbook/2/chapter4/graduation

***Notes for arranging formal exams**

The student is responsible for scheduling the Qualifying Exam, the Preliminary Exam and the Final Oral Defense in a timely manner, with all due regard for deadlines, regulations, and consideration of others. This includes scheduling these meetings with all committee members in advance, making a public announcement of the events, inviting guests, scheduling the use of the presentation room, obtaining all needed presentation equipment, leaving the presentation room clean and orderly after the presentation, and returning all equipment. The School's Coordinator of Graduate Affairs (Ellen de Waard) must be informed at least **three weeks prior** to the date of both the Preliminary and the Final exam in order to have the paperwork for the Graduate College prepared in a timely manner. edewaard@illinois.edu

Usually students schedule room 133 Art + Design for their examinations [other rooms are available: inquire with Checkout Window on 2nd Floor]. It is the student's responsibility to schedule the room and to make arrangements with all committee members.

Presenters often use PowerPoint for their presentation. The student must sign-up for and check out audio-visual presentation equipment from the Tech Window on the 2nd floor of A+D. You should be familiar with the presentation equipment so that the presentation flows smoothly and without interruptions.

The presenter must set up the meeting room, needed equipment and presentation materials before committee members and invited guests arrive [so request the room for 30 minutes before and after actual exam time {3 hours total}].

Presenters should also provide the committee members and guests with handouts of presentation materials, which coincide generally with the presentation. In the Preliminary exam, the handouts derive from content in Chapters One, Two, and Three of the dissertation. The handouts in the Final Defense may include revised versions of the Preliminary Exam handouts but will focus on the student's findings and the significance of these findings [content acquired after prelim].

Institutional Review Board

No research involving human subjects can proceed without the approval of the Institutional Review Board. <https://oprs.research.illinois.edu/irb-procedures-policies-processes>

At this website you will see links to forms and instructions, regulations, ethics, informed consent and vulnerable populations. The purpose of the review board is to ensure that research is undertaken with full regard to contemporary ethical standards. Consideration of a proposal by the IRB may take a month, possibly longer, and often requires resubmission.

Students should not be engaged in the collection of data involving human subjects without explicit approval by the IRB. The collection of such data for the dissertation without prior approval from the chair of the dissertation committee is not allowed.

Graduate College Regulations

The university provides guidelines for conducting research, selecting committee members, writing the dissertation, presenting the research at the final oral defense, depositing the dissertation, and notification for graduation. This information is available from the Graduate College. Students and doctoral candidates should be fully aware of all UIUC regulations regarding research. The Graduate College also offers a dissertation workshop that addresses many aspects of the dissertation process; previous students have strongly recommended this workshop. www.grad.illinois.edu/gradhandbook

Manuscript Preparation

The Art Education Program requires that dissertation manuscripts be written according to the requirements specified in the current edition of the American Psychological Association {APA} Publication Guidelines. There are also guidelines for preparation of the manuscript published in the UIUC Graduate College dissertation advisory. www.grad.illinois.edu/thesis

Graduation Ceremony

The School of Art + Design hosts its own Commencement Ceremony on a Sunday, with all due pomp and circumstance to mark this auspicious occasion. The "hooding" of the doctoral candidate is a cherished and well-deserved public display of honor and respect and we very much encourage students to participate in this ceremony. It is critical that candidates inform the School of Art + Design graduation ceremony chair, the student's graduate academic advisor in art education, and the Art Education Program Chair, of the intention to graduate and of the intention to participate in graduation ceremonies. Candidates must meet deadlines for notifying all university advisors. www.grad.illinois.edu/gradhandbook/2/chapter4/graduation

2. Academic Advising

When you enter the program, you will be assigned a contact advisor who will guide your initial program choices, including advice on course selection. However, by the beginning of the second semester students can choose an academic advisor who will help with course selection and other matters relevant to academic progress, including completion of the Qualifying Exam [outlined in preceding section]. Selection is based primarily on mutual research interests and is negotiated between the doctoral student and the faculty member. The Art Education Graduate Program Coordinator should be advised of this selection. The initial advisor is not required to be your academic advisor, although s/he may continue to be upon mutual agreement.

For a variety of reasons, usually a change in the direction of the student's research, a student may want to change academic advisors. This is entirely at the discretion of the student and it is their responsibility to seek agreement with the change from the new academic advisor and to inform the Graduate Program Coordinator. There is no penalty attached to making such a change. In order to change advisors, your current advisor must be told and a form obtained from him/her must be signed and taken to the new advisor. This person must agree and also sign the form, and the Graduate Coordinator must be informed. The paper form is called "Advisor Change Request

Form.” Later in the progression of the program, the academic advisor will normally become the student’s dissertation committee chairperson.

3. Teaching Assistantships

The School of Art and Design (“School”) offers highly competitive opportunities for teaching assistantships for those pursuing a PhD degree in art education. Teaching assistants [TAs] are generally expected to teach courses in the School. Examples of courses that TAs teach include *Everyday Arts Lab* and *Introduction to Art*. In the *Everyday Arts Lab*, TAs supervise undergraduate art education student teachers in their early field experiences. For *Introduction to Art*, TAs introduce general education undergraduate students to art appreciation and art making. Respective art education faculty members supervise TAs based upon their teaching assignments.

TA appointments run from August 16 to December 31 and January 16 to May 15. Students must plan to be available during the academic year with the exception of officially designated University holidays. Teaching assistants are generally expected to work 10 hours per week, which is a “25%” appointment. These assistantships carry a modest salary in addition to a tuition and partial fee waiver. Assistantships will not extend beyond eight semesters [4 years] for the PhD degree. In some cases, we may also offer a few students a one-year fellowship during their first year of study. Always subject to satisfactory academic progress and the availability of funding, fellowship students will be offered a teaching assistantship for a total of three further years following the fellowship [not to exceed 4 years].

Decisions regarding funding for teaching assistantships are based upon students' qualifications and the needs of the School and art education program. Funding is subject to satisfactory academic progress and performance of TA responsibilities. Supervisors will evaluate the performance of teaching assistants working under their direction and will share their performance evaluations with the faculty of the Art Education Program. TAs will be notified of their teaching responsibilities preferably at least 60 days before the start of the appointment or one month before the end of the previous appointment.

Other forms of financial support, such as for travel to collect study data and for conference attendance is also available from the Graduate College. Some forms of support are competitive and require an application. Information on support from the Graduate College is on their website. <http://www.grad.illinois.edu/>

Teaching assistants may use equipment and resources available in the TA office in the performance of their TA responsibilities. This includes preparation for teaching, assisting in program events and activities, grading work, preparing artwork for exhibition, meeting with undergraduate students, and other TA responsibilities. All users of this facility are expected to use the resources and the room in accordance with departmental policies. Teaching assistants

(with authorization from the supervising faculty member) may obtain a key to the TA office and to other necessary rooms, from Chris Bonner, 142 Art + Design. jrbonner@illinois.edu

4. *Annual Review*

In accordance with Graduate School policy, the Program of Art Education conducts an annual review of all of its enrolled students. The review helps students by identifying and clarifying academic expectations, opportunities and deficiencies. It is based on a self-report that should serve the student as a guide to the program and as a continuing record of academic progress. Students are required to keep their own record continuing semester by semester.

The review requires students to complete the Annual Review Form, sent to them each year toward the end of the Spring semester. The form requests information about the student's academic accomplishments and the completion of specific program requirements.

The Program faculty, acting as an Annual Academic Progress Review Committee, meets in a timely way to review the information provided by students. They write a draft of an evaluation of each student's performance and suggest goals for the coming academic year. Students are given a copy of this draft and are asked to meet with their advisor to discuss it. They may then submit written comments/responses to the draft review if they wish. The Review Committee then finalizes its review and sends a copy to each student. The student's advisor retains a final copy.

5. *Other practical notes*

A. Office and studio space for doctoral students

Limited shared graduate office space is available to art education doctoral students for research and program work. Most students use their personal desk in the graduate student office in Flagg 329. Shared studio space may be available for studio work. Due to limited space, the use of these facilities is not guaranteed. Students must be undertaking a studio class in the semester in which they make application for a space. Applications are made to David Akins who is Director of Facilities (akins@illinois.edu). Keys can be checked out from 142 Art + Design.

The following regulations apply to both offices and studios:

- Graduate students are required to keep their space clean, clear of garbage, expired or open food, and fire hazards at all times. Under no circumstances should anyone leave heat generating tools or coffee pots on for extended periods of time.
- Office space is designed for academic work only, not for studio work.
- Campus surplus may have furniture that can be used but the Art Education Program cannot pay for transportation of equipment or furniture. In most cases, a faculty member must email campus surplus to authorize the checkout of equipment or furniture.

- Students must remove any furniture that they bring into the facility.
- When leaving, always lock the doors and close the windows. Do not share or duplicate keys.

B. Academic Editing Services

Doctoral students are expected to remain current with the contemporary literature in art education, to be active contributing members of the profession at the national and/or international levels, and to maintain current membership in the National Art Education Association. We encourage doctoral students to submit scholarly proposals for consideration at the annual convention of the NAEA, to publish scholarly papers in the journals that inform art education theory and practice, and to be active in our local student affiliate chapter of the NAEA/IAEA.

It is common for graduate students, both native English and ESL speakers, to have their written work proofread and copy edited by a professional editor before submitting it to faculty. Working with a professional editor is highly recommended. Students should not expect faculty to act as copy editors.

In seeking an editor, begin by asking other students or faculty if they could recommend someone. If not, seek a qualified editor on line by using the keywords *academic proofreading* or *academic editing*. Locate the biographical details about the editor's professional experience and qualifications. Normally, a qualified editor lists his or her basic vita. Avoid using services that do not specify who the editor(s) is. Next, see samples of his/her edited work. Some editors will give you a try out, meaning that you can email a 5-6-page paper for pre-evaluation. This is important if the intention is later to send a much longer paper.

Students should make sure they know how much they are paying and what they are paying for. Highly qualified editors work with university faculty and graduate students, both native English and ESL speakers. Naturally their fees are higher than regular editors. High-quality/low cost editing services exist but they require some searching online. Fees are based on different levels of editing. Some editors will pre-assess the level of editing required upon request. Students should make sure they understand how much will be spent before sending out a paper for editing.

Plan ahead. Get in touch with an editor before sending out a paper. Schedule a couple of weeks ahead for large projects. Working with a qualified editor is much like seeing a doctor. During peak months – usually April and May, and November and December - their calendar can be backed up for weeks. Specify any requirements; for example, the paper needs to use the latest edition of the APA Guidelines. Describe weaknesses in the writing to the editor so that he or she pays particular attention to them. Since a professional editor is not an expert in the field, they will not intentionally revise or alter the content. They will give some critical comments whenever they fail to comprehend what meaning was intended. A good editor is an English mentor. **Upon receiving edited work, do a final proofreading. The meaning may have been unintentionally altered.

C. Additional Items from the Graduate College

Please see their website www.grad.illinois.edu for links to each item below:

GradLINKS (electronic newsletter)

GradLINKS is our weekly e-newsletter for graduate students. We update the recipient list after 10th day registration, meaning new graduate students will be added after 10th day. However, anyone can sign up for it at any time. Please subscribe at: <http://www.grad.illinois.edu/gradlinks>.

Graduate Assistant Employee Orientation (for TAs, RAs, GAs, and PGAs)

Co-sponsored by Academic Human Resources and the Graduate College, this orientation provides information for teaching, research, pre-professional, and graduate assistants regarding appointments and benefits. See also: <http://humanresources.illinois.edu/employees/new-hires/orientations.html>. This information session is offered twice.

Getting Started Guide (pdf)

Tailored to graduate students, the Getting Started Guide includes information about several campus resources. It is available as a downloadable PDF. The Graduate College sends a link to the Guide to both prospective and newly admitted students, but it also contains useful information for students who are new to campus.

Grad School 101: How the Graduate College can Help You (video)

This short, 5-min. video provides an overview of Graduate College resources for graduate students.

"Need Help?" The Graduate College posts information on our web page for graduate students who may be coping with anxiety and stress or need assistance in some way.

<http://grad.illinois.edu/need-help>