

Graduate Student Handbook

Version 3.0

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Learning Sciences Ph.D. Program

University of Illinois at Chicago

Table of Contents

| | |
|---|----|
| Mission Statement | 3 |
| Program Governance and Administration | 3 |
| Learning Sciences Organizational Chart..... | 4 |
| Learning Sciences Ph.D. Program Overview and Requirements | 5 |
| Program Components | 6 |
| Course Work and Core Course Descriptions | 7 |
| Student Progress Monitoring and Evaluation | 9 |
| Program Admission | 16 |
| Learning Sciences Ph.D. Program Operations and Procedures | 17 |
| Registration | 17 |
| Ethical Principles of Research | 18 |
| Orientation and Academic Advising | 18 |
| Tuition, Fees, and Funding Sources | 19 |
| Fellowships | 19 |
| Assistantships | 20 |
| Other Sources of Financial Aid | 22 |
| Research Funding and Travel Awards | 22 |
| Health insurance | 25 |
| Facilities and resources | 26 |

MISSION OF THE LEARNING SCIENCES PH.D. PROGRAM

The mission of the UIC Learning Sciences doctoral program is to prepare researchers with the knowledge and skills necessary to address questions fundamental to learning in the disciplines. Graduates are prepared to address theoretical and practical design and analysis challenges found within and across disciplinary contexts, ranging from improving student learning in urban school districts and institutions of higher education to understanding learning in families, workplaces, and other out-of-school settings. Addressing these challenges requires methodological preparation for rigorous research on fundamental issues of learning across diverse populations and contexts. The community of Learning Sciences faculty and graduate students pursues answers to significant interdisciplinary questions at the nexus of research and practice. The UIC program in Learning Sciences is the first of its kind in the nation to combine doctoral training in the Learning Sciences with graduate-level study in a disciplinary specialization (e.g., chemistry, computer science, history, literacy, mathematics).

PROGRAM GOVERNANCE AND ADMINISTRATION

The Learning Sciences Ph.D. program faculty is the decision-making body of the program. The program faculty designates three standing committees to manage the affairs of the program. (See organizational chart, p. 4.)

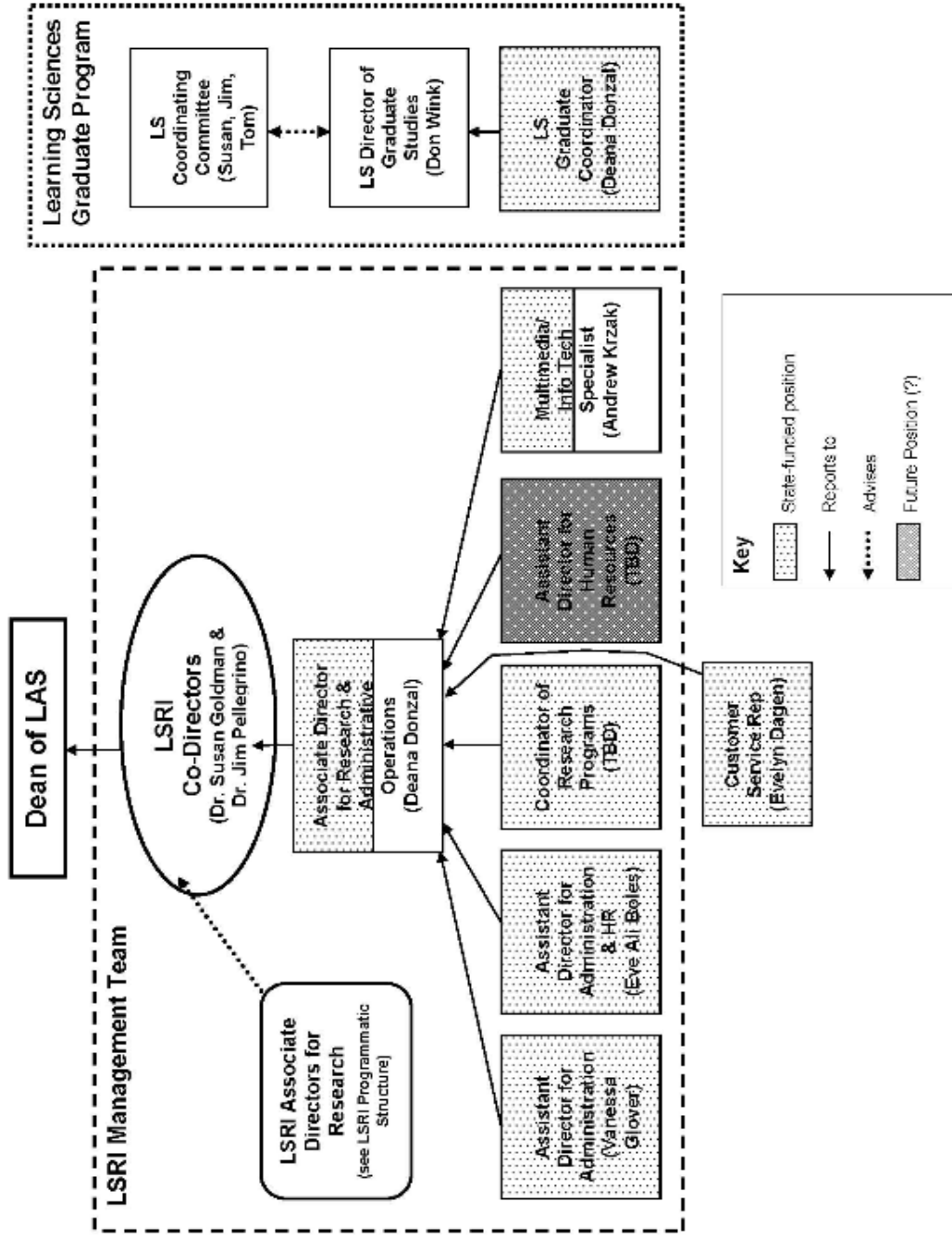
1. A three-member Coordinating Committee directs the operations of the program on a day-to-day basis. The Coordinating Committee is subject to approval of the Deans of the Graduate College, Colleges of Education, Engineering, and Liberal Arts and Sciences. The Coordinating Committee provides leadership, defines the overall goals of the program, and encourages the submission of training and interdisciplinary grants that support the goals of the program, subject to approval by the Learning Sciences program faculty serving as a committee of the whole.

2. A five-member Personnel Committee oversees actions related to evaluation of Learning Sciences faculty, including annual reviews, tenure, and promotion processes. This committee oversees actions related to tenure-line, research, and clinical faculty affiliated with the Ph. D. program or the Learning Sciences Research Institute (LSRI).

3. A five-member Graduate Studies Committee, headed by a Director of Graduate Studies, is responsible for overseeing the review and admission of applicants to the LS program, progress-monitoring and annual reviews of students (including paperwork and form submissions), academic advising, and course scheduling. This committee coordinates the annual orientation for incoming students and manages fellowships and financial awards. It works together with the Coordinating Committee to develop financial support packages for students in the program.

The Graduate Coordinator is housed within the LSRI and is students' point of contact for the program on a day-to-day basis. The Graduate Coordinator provides general information about the graduate program, the application process, and university and program policies and procedures and assists students with official paperwork submissions (i.e., Graduate College). The Graduate Coordinator oversees all paperwork associated with the graduate program, including applications for admissions, tuition waivers and any funding applications. The LSRI is a site for UIC faculty members representing multiple disciplines, and visiting faculty, to engage in work that supports knowledge building and knowledge dissemination in the study of learning.

LSRI Administrative Structure



The Learning Sciences Research Institute has just relocated to a beautifully renovated space located at 1240 W. Harrison, Suite 1535, Chicago, IL 60612. The phone number is 312-996-2448, fax 312-413-7411.

Faculty and Committee Rosters for 2012 - 2013

Program Faculty:

- Alison Castro Superfine, Learning Sciences & Mathematics
- Susan R. Goldman, Psychology and Education
- Kimberly Lawless, Educational Psychology
- Leilah Lyons, Learning Sciences & Computer Sciences
- Yolanda Majors, Curriculum and Instruction
- Danny Martin, Curriculum and Instruction
- Mara Martinez, MSCS
- Tom Moher, Computer Science
- James W. Pellegrino, Psychology and Education
- Joshua Radinsky, Learning Sciences & Curriculum and Instruction
- Aria Razfar, Curriculum and Instruction
- Mike Stieff, Learning Sciences & Chemistry
- Steve Tozer, Policy Studies
- Phil Wagreich, Mathematics
- Donald J. Wink, Chemistry

Coordinating Committee. Susan R. Goldman (sgoldman@uic.edu), Jim Pellegrino (pellegiw@uic.edu), and Tom Moher (moher@uic.edu).

Director of Graduate Studies. Donald Wink (dwink@uic.edu, 312-413-7383, Rm. 4478 SES).

Graduate Coordinator. Deana Donzal (deana@uic.edu, 312-413-3901, 1240 W. Harrison Street, Suite 1535, Rm. 1535G).

Graduate Studies Committee. Alison Castro Superfine, Deana Donzal, Joshua Radinsky, and Donald J. Wink.

Affiliated Faculty. These are faculty who offer courses appropriate for Learning Sciences students and are willing to advise research in the Learning Sciences and serve on Ph.D. and committees.

The Ph.D. program in Learning Sciences is administered by the Graduate College. Students receive degrees in Learning Sciences granted by the Graduate College.

PROGRAM OVERVIEW AND REQUIREMENTS

Instructional Philosophy

The Learning Sciences program approaches graduate student preparation as an intensive apprenticeship to a community of practice. The interdisciplinary community of faculty shares a common focus on understanding how people learn in the disciplines, and graduate students become increasingly central participants in this community over the

course of their studies. This is accomplished through a variety of coursework and research activities that are designed to foster communication and collaboration, building students' expertise through active engagement in research.

The core courses are designed and taught collaboratively by Learning Sciences faculty members, reflecting interdisciplinary perspectives in each course (described below). In addition to coursework, students are apprenticed to research reading and writing through participation in the weekly Journal Club, in which more advanced and novice students together discuss current research, facilitated by collaborating members of the faculty.

Most importantly, students become members of a research team from their first year in the program onward. Consistent with research on socialization into a community of practice, students progress from peripheral participation in the research groups to being core participants as they acquire the skills, knowledge, and tools needed for full participation. As they become senior research team members, students should be prepared to collaborate on grant proposals, contribute to research reports, and take on responsibilities of authorship on manuscripts submitted for publication.

Brief Description of Program Components

There are nine program components, each briefly described here. More elaborated descriptions of each component follow.

- 1) A required sequence of **six core courses in Learning Sciences (24 credit hours)**, that focus on such literatures as the multi-disciplinary nature of the Learning Sciences, the scientific foundations of inquiry into learning from multiple disciplinary perspectives, methods of learning sciences research, and applications of learning sciences in the design and modification of learning environments.
- 2) **Journal Club (10 credit hours)**, a journal-review seminar (2 credit hours per semester) that students take five times during their course of study, beginning in the first semester. The seminar creates a learning community focused around new and recent journal publications of particular interest or importance or that report unusual findings in the Learning Sciences or related fields. This seminar is a venue in which students and faculty engage in critical review, analysis, and discussion of the articles.
- 3) A required **area of disciplinary specialization (minimum 12 credit hours)** in which students take advantage of courses offered through existing doctoral programs at UIC, for example in Chemistry; Cognitive Psychology; Computer Sciences; Mathematics or Mathematics Education; Literacy, Language, and Culture; or Urban Educational Leadership. The specialization is selected in consultation with the student's Learning Sciences academic advisor and an advisor in the disciplinary specialization. A minimum of 12 hours of specialization course work is required.
- 4) Required **electives (minimum 16 credit hours)** of additional graduate courses in the disciplinary specialization, research methods, other disciplines, or special topics courses offered periodically in the Learning Sciences program. These courses will be selected in consultation with the student's advisor in the Learning Sciences program and in consultation with the course instructor to determine relevance and appropriateness of course content to the student's program goals and academic preparation for the course.

- 5) A required **supervised research component** of a (**minimum of 30 hours**) to include research-apprenticeship experiences as well as thesis research.
- 6) **Annual Progress Review.** Students submit an Annual Review, following a template provided by the Learning Sciences program, to show evidence of academic and professional progress. This should include a current CV, statement of accomplishments over the course of the year, and goals and activities for the subsequent year, including a projected timeline for these goals and activities.
- 7) **Comprehensive Examination.** The comprehensive examination takes the form of a Student Progress Portfolio (described below) and an oral examination based on it. The purpose of the portfolio is to demonstrate current understanding, as well as development of knowledge and understanding over time and experiences in the program, of the core theories, methodologies, and knowledge base in learning sciences and the disciplinary specialization.
- 8) **Preliminary Examination.** The preliminary exam is an oral defense of the completed dissertation proposal and is taken after successful completion of the comprehensive exam. The primary purpose of the preliminary examination is review and approval of the thesis research proposal and admission of the student to candidacy for the Ph.D.
- 9) **Thesis Research.** The completed thesis research must be defended orally and publicly before a thesis committee.

COURSE WORK AND CORE COURSE DESCRIPTION

A minimum of 96 semester hours are required for the Ph.D in Learning Sciences. In addition to the six core courses in the Learning Sciences plus Journal Club, students select courses in a disciplinary area in consultation with their Learning Sciences advisor and the disciplinary department. Students should consult with their Learning Sciences and specialization Advisors to determine the specific required courses to satisfy the disciplinary specialization. Students who have earned a graduate degree in a disciplinary department (e.g. mathematics, computer science, etc) may be able to satisfy specialization course requirements with prior course work. For these students, the Learning Sciences Graduate Study Committee will evaluate their record to determine whether any modifications will be made to specialization course requirements.

Core Courses: (24 hours)

The core courses are designed to introduce students to the knowledge base on how people learn, combining contributions from a variety of disciplinary perspectives. Accordingly, the core courses also introduce an interdisciplinary context in which to think about teaching, learning, assessment, and design. The core courses are designed to help students gain interdisciplinary knowledge and skills associated with being a successful learning scientist.

LRSC 500: Introduction to the Learning Sciences. This is the gateway course into the Learning Sciences program. Required of all first-year students, this course introduces the key principles of learning, development, and language. Learning is introduced through multiple lenses—cognitive, affective, and social—and among diverse groups of

learners. The course traces the concepts of expertise, transfer, distributed learning, representation, and assessment, among others, beginning with their historical roots.

LRSC 501: Research Methods in the Learning Sciences. This course is focused on understanding the components of scientific arguments as they apply to the diverse research problems that characterize the Learning Sciences. It includes analysis of the components of a scientific argument, development of a research question, and the appropriateness of different research designs for approaching varying questions about learning and learners. Special consideration is given to: (a) understanding the interplay between the design process and the research process in the emergent field of “design experiments” and (b) the influence of micro and macro policy contexts on the framing and execution of research agendas on learning.

LRSC 503: Foundations of Scientific Inquiry. This course will explore the different meanings attached to the idea of inquiry teaching and learning, including how this varies by the age of the student. Since one of the reasons for inquiry is its possible relationship to authentic science, a consideration of how inquiry functions in the conduct of science and mathematical research will be included.

LRSC 511: Analysis of Teaching and Learning Interactions. The focus in this course is on tools and techniques for the capture and analysis of multi-modal interaction—discourse, gesture, and interaction with technologies—among learners, teachers, and environments. The course is grounded in the identification of problems of practice, and requires students to use new tools to analyze these problems, including tools for data capture (audio, video, instrumented software, tracking, etc.) and data analysis (streaming media annotation tools, coding tools, statistical tools). Techniques discussed include designs for audio and video capture in classrooms (e.g. instrumentation, layouts) and the relationship between research tools and research designs.

LRSC 512: Design of Learning Environments. This course combines a learning-environment design workshop with an investigation of theoretical issues at the intersection of design, teaching, learning, and assessment. The course is organized around (a) studying learning environments, (b) exploring design approaches, principles, and frameworks, and (c) designing a learning environment. Learning environments are construed broadly to include formal and informal learning, and a range of physical, virtual, and cultural spaces, with an emphasis on the roles of technologies, tools, and artifacts. This course addresses the ways design can create unique opportunities to study learning, and research on learning can inform design iteratively.

LRSC 513: Change in Individuals and Organizations: Implementing and Institutionalizing Change for Learning. This course examines the relationships between processes of individual learning and change and processes of organizational learning and change. The course focuses on theoretical and empirical work on core principles of change, including forms of leadership (e.g., centralized as compared to distributed), individuals as agents of change within organizations, organizational properties that foster or impede change (e.g., tolerance for risk-taking), and implications for innovation and sustainability of innovation. Of particular interest are organizational mechanisms that support individual change, and how these are sustained over time and changes in upper-levels of organizational management.

LRSC 540: Journal Reading Seminar (Journal Club) (2 credits each semester for 5 semesters). This seminar provides a survey of current research in the Learning Sciences and related disciplines, and seeks to develop critical skills for reading, interpreting and contextualizing research articles. Weekly seminar meetings will focus on assigned articles from current journals in Learning Sciences-related fields. Also, over the course of the semester, the Learning Sciences Colloquium series will use this time slot for invited speakers, and a class meeting will discuss one or more of the speaker's published works.

Specialization in Discipline (12 hours minimum)

- Three graduate courses (500 level or approved 400 level) in a discipline (e.g., Chemistry; Mathematics or Mathematics Education; Computer Science; Cognitive Psychology; Literacy, Language and Culture; Urban Education Leadership)

Electives (16 hours minimum)

- LRSC 594: Special topic seminar in the Learning Sciences – varied topics.
- Graduate courses (500 level or approved 400 level) courses in other departments (requires approval of advisor and course instructor)

Research (30 hours minimum)

- LRSC 590: Research Apprenticeship (variable 0 – 16 hrs.)
- LRSC 599: Thesis Research (variable 0 – 16 hrs.)

Total: 96 hours

Sample Schedule Grid up to the Dissertation Work

| Year 1 | | Year 2 | | Year 3 | |
|----------------|----------------|----------------|----------|----------|----------|
| Fall 1 | Spring 1 | Fall 2 | Spring 2 | Fall 3 | Spring 3 |
| 500 | 503 | 511 | 513 | 540* | 540* |
| 501 | 512 | 540* | 540* | 590* | 590* |
| 540* | 540* | specialization | 590* | elective | elective |
| specialization | specialization | | elective | | elective |

* = 2-hour course

STUDENT PROGRESS MONITORING AND EVALUATION

There are three benchmark monitoring and evaluation processes: Annual Progress Reviews, a Comprehensive Exam, and the Preliminary Examination. Each of these is described in this section. Normative time for completing the PhD is approximately five (5) years, depending on students' preparation and area of specialization.

Annual Review Process

Student progress is monitored through performance in courses and research activities and is summarized and reviewed annually by the LS program faculty. The annual review process for all Learning Sciences students consists of three steps:

1. The graduate student prepares a written Progress Report summarizing progress during the year, including coursework completed (including final grades), significant projects completed (may be included as part of a portfolio), and research experience, and other relevant professional experiences. It should also

- include the student's self-assessment of academic and professional progress and goals and a timeline for the next year.
2. The student and advisor meet and review the report. Advisor will consult with disciplinary specialization faculty in reviewing these materials. After consulting with the Advisor, the student submits the report to the LS Graduate Coordinator, who forwards it to the Learning Sciences Program Faculty for consideration. The Annual Review must be submitted by the last day of exam week of the Spring semester.
 3. The LS Program Faculty meet no later than July 1st, review the Progress Report, and provide feedback to the student about their standing in the program (satisfactory progress, need for improvement or monitoring, or dismissal).

Failure to submit an annual review constitutes evidence of insufficient progress through the program, leading to consideration of dismissal from the program. Due process will be observed to protect students' rights and program integrity, including notification via email from the Graduate Advisor that the annual review is overdue.

The criteria to be considered in evaluating student progress are satisfactory progress in coursework and research.

1. Satisfactory progress in coursework:
Primary to completion of course requirements, students must have five or more graduate courses (500 level or approved 400 level) completed each year (including two terms of LRSC 540, Journal Club), with no course grades below a B. Students must have a minimum GPA of 3.25 in graduate coursework for each year, in addition to maintaining the Graduate College's cumulative GPA requirement of 3.0. Once course requirements are completed students may wish to enroll in additional electives and if so these should be included in the progress report.
2. Satisfactory progress in research:
Students must include evidence of one or more of the following, as appropriate to their time in the program:
 - Development of relevant and specific research questions and methodologies for investigating them;
 - Cumulative review of relevant and current research in the field;
 - Data gathering, analysis, and communication of findings, as appropriate to degree of progress in dissertation work.
3. Development as a member of the Learning Sciences community:
Students should increasingly show active participation in the Learning Sciences community at UIC, nationally, and internationally. There are a variety of ways that students can demonstrate development in this area. Examples include: organizing brown bags or informal symposia of interest to members of the LS community; membership in the International Society of the Learning Sciences (ISLS), the American Educational Research Association (AERA), or specialty area organizations; participation in conferences and workshops sponsored by ISLS, AERA, and disciplinary societies; participation in grant preparation; or application for research fellowships.

Students who do not satisfactorily meet the evaluation criteria in any given academic year may be dismissed from the program by a decision of the Learning Sciences Program

Faculty. Alternatively, the Program Faculty may develop an Action Plan that would allow the student to address the identified issues within a specified period of time.

Action Plans. Based on the Annual Review evaluations, the Learning Sciences Program Faculty may decide to implement an Action Plan for a student, requiring that the student meet specified benchmarks on a specified timeline in order to remain in the program. Action Plans are developed by the Program Faculty and agreed to by the Advisor and the Student.

Comprehensive Examination

The purpose of this examination is to establish the students' mastery of the core knowledge in the Learning Sciences and specialization discipline or area. The examination takes the form of a Student Progress Portfolio, and an oral examination based on it. The portfolio should demonstrate students' current understanding as well as development of knowledge and understanding over time and experiences in the program.

Process for Developing the Progress Portfolio. From each core course, students generate at least one product or document that contributes to the portfolio. The student may also include such products from specialization and elective courses. In addition, evidence of research and inquiry activity is to be included in the portfolio (e.g., copies of any published or submitted articles, papers, or conference presentations; reviews for journals; drafts of articles that are in the pipeline for publication; responses to reviewer's comments on drafts of articles; or other documents describing research activities). The portfolio should also include a document describing the student's research activities since beginning the program and an up-to-date CV.

Upon completion of the LS core courses and specialization courses the student writes a Reflective and Analytic piece about the work included in the Progress Portfolio. This reflective piece describes what the portfolio entries reflected at the time they were created and the student's current view of them, how ideas have changed since the time the entry was created, a consideration of how the portfolio entry led to or furthered thinking, and how your work relates to and is informed by theory and research in the learning sciences community.

The completed portfolio is submitted to the student's advisor who distributes it to the LS faculty who constitute the examining committee. The examining committee consists of at least three faculty, including the faculty advisor and a faculty member with expertise in the student's disciplinary focus. At least two of the committee members must be members of the LS Program faculty. The advisor and student jointly determine the committee members. The student will present the contents of the portfolio during an oral exam within three weeks of submitting the completed portfolio to the advisor.

Recommendations for Developing the Progress Portfolio. Many people think of portfolios as things meant primarily for display, summaries of accomplishments or designs to present to someone for assessment. Artists submit their portfolios to juries for art shows or to gallery owners and private customers. Financial advisors present portfolios as options for their clients' investment possibilities and potentials. Students often find themselves assembling portfolios of written products to fulfill course requirements or institutional evaluations.

Your Progress Portfolio houses both the *process* and *product* of your developing an understanding of Learning Sciences research, teaching, and learning. The purpose of your Portfolio is twofold: 1) to serve *as a tool* for documenting your learning and analyzing your evolving understanding of the theories which inform our field; and 2) to

serve as a document about you as an individual learner and your understanding of and relationship with the field of Learning Sciences. Think of your portfolio as a cultural site, in this case your personal field-site—and the artifacts you choose to place in your portfolio as data that teach you about your own developmental process as a graduate student. The readers of your portfolio (this includes you) will need to know why you have collected and selected the cultural artifacts on display. Below are guidelines for developing your portfolio. Please use these as you prepare to present your work in the upcoming months. **Please be mindful that your own reflections on your portfolio artifacts need to accompany the selections to document your learning process.**

Files

- We recommend beginning the development of your Portfolio by creating **working files** for tracking your learning and documenting your work throughout your graduate studies. To begin with, you may find it helpful to store everything in folders labeled by course (e.g., LRSC 501), to get you in the habit of documenting your work, although later you can explore other organizational approaches. You might keep your files organized on your computer or written out and stored in file boxes. Once you have plentiful, accurate, organized working files, you can create a portfolio from them—not merely for final evaluation by your committee, but for your own self-reflection and evaluation. The working files help you select documents to present in your portfolio so that you can lay out an array of your development in progress.
- As you assemble and revise your portfolio, you'll develop a story, or narrative, of your evolving development in Learning Sciences, which will be shared with others. Everyone enters graduate school with a story, or narrative that explains their motivations. Initially these stories might be simple, or scattered, but through exposure to different courses you should find yourself elaborating on, revising, or even replacing your narrative. The portfolio should be a record of your evolving narrative. Your selections should show the thinking process that has led to your evolving understanding of what Learning Sciences is. You'll want to represent selections from the reading, writing, and materials you've relied on along the way: theories, empirical works, methods of analysis, and whatever helped you think your way through the final written artifacts in your coursework. You may include artifacts (reasoning maps, transcripts), summaries of related reading materials, and any items unique to your evolving interests and studies.

Keeping Track

To keep track of your portfolio, you'll move back and forth among four key activities: collecting, selecting, reflecting, and projecting. Each time you work on the portfolio, and each time you share it with others, you'll be engaged in these processes.

- **Collecting.** At first you might find it strange to collect wrinkled scraps of paper, lists on napkins, or snippets of conversation you've engaged in, but by gathering them in your portfolio, you'll see how they might fit into your larger project. In fact, the portfolio may look more like a scrapbook to you at first. But over time, you will see that it is a focused, not random, collection of artifacts and writing that lend shape to your academic identity. Unlike a scrapbook, where the pieces are fastened down, in this portfolio you can move, remove, and replace your data to see potential patterns and structures. As you work with it, you'll move data around, determine other sources of evidence, and confirm and discard insights or hunches that you're making about your data. *The portfolio allows flexibility.*

- **Selecting.** An advantage of keeping a larger collection of artifacts is that you can select from parts of it for your final Portfolio. Each piece that you select should indicate the following:
 - What the Portfolio artifacts reflected at the time they were created
 - Your current view of the Portfolio artifacts (it will likely be different than your view when you first created them)
 - How and why your ideas have changed since the time the entry was created
 - A consideration of how the portfolio entry affected your narrative.

Note that your final product will be a single document, unified in structure that includes comments on each artifact that you select for representation of that theme.

- **Reflecting and Projecting.** At critical points during your process, you will need to take time to reflect on the data in your Portfolio—to look at your artifacts and begin to analyze and synthesize the things that are most important to your work. Reflecting is a skill with which most people need practice and strategies. To reflect is to think about your own thinking, to monitor the evidence of your mind’s work. Every item that you include in the Portfolio will require reflective writing on your part, from short entries to longer essays. When you review your artifacts alongside your thinking, you’ll find options for further focus and analysis. Reflection is complex. As you look over what you’ve read, thought, said, written, and collected, you will begin to find meanings and patterns across your artifacts that may surprise you and instruct you about where your work is headed. This reflective reviewing will enable you to project—to see your progress and form your goals: where you’ve been, where you are, and where you’ll want to head next.

Contents of the portfolio

- Title page with name, date, Advisor, and Committee members
- A five to ten page reflection to introduce your Portfolio demonstrating:
 - Your ability to synthesize experiences from your course work with your own evolving understandings and goals.
 - Your professional and theoretical objectives for the future.
- A brief, one- to three-sentence abstract for each of the selected artifacts. (This is like a sub-head that lets the reader know what this piece is meant to represent).
- **An annotated table of contents** made from a list of the artifacts in the portfolio, along with your one- to three-sentence abstracts to accompany each item. By organizing and reorganizing your portfolio, you will begin to see how the items cluster in units. You might organize these chronologically at first or according to type of data. But as you begin to analyze your artifacts, you’ll most likely decide that you want to reorganize your portfolio according to the themes that will eventually be the subheadings of your final essay.
- **An analysis** of the portfolio’s contents. This incorporates each of your selected artifacts into the themes introduced in your introductory reflection. This analysis offers you an opportunity to explore your current ideas and overall themes in your development: connections between items, between past and present thinking, between yourself and the theories you’ve encountered, between your current materials and the

developmental goals you still want to meet. Evidence of research and inquiry activity is to be included in the portfolio.

In sum, the development of your portfolio is an on-going process that begins as soon as you enter the classroom. Actually, it begins a lot sooner, with those events from your past that enter into your present and future considerations of what it means to teach. As you approach the end of your coursework you should be thinking of which samples of your work illustrate some “reflective stance” on your part. In other words, which pieces illustrate your theory of learning sciences and how your experiences as a learner play into that? It’s important to remember that while most artistic representations are intended to show the “best piece,” from the artist’s repertoire, you should consider the portfolio an opportunity to illustrate the process, and not the product. **Your portfolio should not be confused with a collection of your best work, but rather a record of your journey, reflecting the turning points, the low moments, the ruts as well as the breakthroughs.**

You should, but are not obligated to, include such artifacts that might respond to questions such as the following:

- What do you know about yourself, and about learning, now that you didn’t know before? How does this affect your theoretical understandings?
- What can you do that you couldn’t do before?
- How are your evaluating, writing and composing processes different now than they were when you began your course work?
- Which class activities, discussions and readings, have affected your thinking the most, and what effects have they had?
- What do you want people to learn about you from reading your portfolio?
- What connections exist between artifacts in your portfolio and your theoretical positioning in your content area (science, math, literacy, technology, etc)?

Criteria and Evaluation Process. The Portfolio defense is the comprehensive exam within the LS PhD program. The following explains the examination process:

The Portfolio Committee consists of a minimum of 3 members, who must be from the Learning Sciences or LS-affiliated faculty. Additional members from outside of Learning Sciences are optional.

Prior to determining a date for a Portfolio defense, the Advisor will provide a copy of the completed Portfolio to the Committee. Committee members must review the Portfolio within two weeks, indicating to the Advisor whether a defense should be scheduled. If a Portfolio is determined by the Committee to be in need of additional work prior to moving to a defense, the Advisor will meet with the student and provide feedback, as determined by the Committee, including a timeline for revision and re-review.

Subsequent to the revision, the Portfolio is sent to the Committee for re-review. The Committee reviews the Portfolio again, within two weeks. The Portfolio may be accepted for defense or a second round of revision may be requested. After revision, the Portfolio is distributed and the defense is scheduled (only two rounds of revision are permitted). The date of the defense is scheduled by the student’s Advisor, in coordination with the student and Committee members. The Advisor serves as Chair of the Portfolio defense meeting. The defense should begin with the student giving a brief (~10-15 minute)

overview of the Portfolio, followed by an approximately 90 minute examination of the student's mastery of the key skills and concepts of Learning Sciences research, based on the artifacts and documents included in the Portfolio.

At the conclusion of the defense meeting, the Committee meets in closed session (without the student) to determine the outcome of the defense. The outcome of a Portfolio defense may be Recommended-Pass, Recommended-Fail, or Recommended-Revise. The recommendation of the Committee is communicated to the student at the end of the closed session. If revision is required, the Committee establishes deadlines for providing the student with the Committee's requested revisions. The student should receive the list of requested revisions, in writing, within three weeks of the defense. The student will then have at least three weeks to revise the portfolio (the actual time will be specified). Upon receiving the revised Portfolio, the Committee reads, confers and reaches a decision about whether the revision is acceptable. If it is acceptable, the Committee changes its decision to Recommended-Pass. If it is not, the Committee may change its decision to Recommended-Fail. The advisor informs student and brings the results to the Learning Sciences Faculty.

The Committee's recommendation is presented to the assembled Learning Sciences faculty for final decision on the results of the comprehensive exam. Possible outcomes of the LS faculty vote include Pass, Fail, or Revise. In the case of a Pass vote, the LS Director of Graduate Studies informs the Graduate College that the student has passed the comprehensive exam and the student proceeds to the dissertation proposal (and Preliminary Exam) phase. In the case of a Fail vote, the student is considered not to have made satisfactory progress in the doctoral program, and the LS Director of Graduate Studies informs the student that s/he has failed the comprehensive exam and is being dismissed from the program as of the end of that semester. In the case of a Revise vote, the student must repeat the entire Portfolio process a second time. The outcome of this second defense will be a new recommendation from the Committee, of either Recommended-Pass or Recommended-Fail, sent to the Learning Sciences faculty for final approval, as described above. (A second defense, after a Revise vote, cannot result in another Recommended-Revise.)

Preliminary Exam

The purpose of the preliminary examination is to determine the student's readiness to undertake dissertation thesis research and successful passage constitutes Admission to Candidacy. The preliminary examination, in accord with Graduate College processes and procedures, occurs at least one year in advance of the thesis defense. The preliminary examination consists of an oral defense of the completed dissertation proposal before a doctoral committee of five faculty members. The doctoral committee consists of a minimum of three LS Program Faculty and at least one faculty member representing the disciplinary specialization. The fifth member can come from the UIC faculty or from another university. The doctoral committee continues through the Thesis Defense. Successful passing of the preliminary exam serves as admission to candidacy for the student.

Process. Students must have successfully completed the comprehensive qualifying exam and 70 semester hours of graduate coursework and be in good standing in the LS program to be eligible for the Preliminary Exam. The student prepares a written dissertation proposal in consultation with members of the doctoral examining committee. The student selects a doctoral adviser, which may or may not be the major adviser, and together they decide on potential members of the doctoral committee. The student consults the potential members of the committee and upon their agreement, notifies the

graduate advisor of the members of the committee. This information is processed by the Graduate College to formally constitute the doctoral committee. When the majority of committee members decide that the dissertation proposal is well-developed an oral defense of the proposal is scheduled. On the basis of the oral examination and written document, the doctoral committee recommends advancement to candidacy or a course of action in lieu of advancement.

Students who do not complete the degree requirements within five (5) years of passing the preliminary examination must retake the examination. Combined programs leading to two degrees may require additional study beyond the period normally involved for completing requirements for the PhD degree; and may require an extension of the 5 year rule.

Defense of Thesis Research

The completed thesis research is reported in a written dissertation thesis document and orally defended before the doctoral committee (described above).

Process. The student works with the chair of the doctoral committee and in consultation with other members of the committee as appropriate in writing the dissertation document. A completed “final” draft of the dissertation is submitted to the committee members who respond to the chair of the doctoral committee within two weeks of receipt of the document. If a majority of the committee indicates that the document is sufficiently well-done to proceed to an oral defense, the defense is scheduled. There must be three weeks between the date of scheduling the oral exam with the Graduate College and the date of the oral defense. If a majority indicates that additional work is needed prior to the oral defense, they provide the chair of the committee with specifications as to the issues and recommended revisions, much as in a journal article review.

On the basis of the written document and the oral defense of it, the doctoral committee awards the degree or specifies the steps that need to be taken to address issues preventing successful completion of the degree.

The Graduate College specifies additional processes and procedures associated with the Preliminary Examination and the Doctoral Dissertation Defense. Students should consult the website for this information (<http://grad.uic.edu/cms/?pid=1000037>). The LS program processes are designed to be consistent with those of the Graduate College.

PROGRAM ADMISSION

Admission Requirements

Applicants are considered on an individual basis. Transcripts for all undergraduate and any graduate work must be submitted. In addition to the Graduate College minimum requirements, applicants must meet the following program requirements:

Baccalaureate Field: No restrictions.

Master’s degree optional

Grade Point Average: At least 4.25/5 (A=5.00) or 3.25/4 (A = 4) for the final 60 semester hours (90 quarter hours) of baccalaureate study and for all post-baccalaureate course work.

Tests Required: GRE

Minimum TOEFL Score: 550 (paper-based); 213 (computer-based); new TOEFL iBT total score of 80 and sub scores of 21 in Writing, 20 in Speaking, 17 in Listening, and 19 in Reading.

Letters of Recommendation: Three required, attesting to potential for success in rigorous doctoral program in Learning Sciences.

Personal Statement: Required. Statement must identify and explain applicant's career objectives and qualifications for pursuing doctoral degree in Learning Sciences (5 page limit). Applicants should indicate if there are specific Learning Sciences faculty with whom they wish to work or in whose research they are particularly interested.

Deadlines

The application deadline for this program is January 1 for priority consideration for fellowships and March 15 (preferred) and May 15 (extended) for consideration for Fall admission.

The Learning Sciences Graduate Program is intended as a full-time during the day program. Accordingly, the program places a very high priority on providing financial support for its students and aims to provide five years of support for all students admitted to the program.

PROGRAM OPERATIONS AND PROCEDURES

Registration

Registration, including changes to any existing registration, begins a number of months before the term and continues through the first official ten days of the term (first official five days for summer session). During the registration period, all registration activity is done by the student using Student Self-Service, which may be accessed from [UIC Web For Student](#). When attempting to register, if you receive an error message directly pertaining to the class or section you are requesting, consult with the department offering the course as an override may need to be input into the system to allow you to continue to register. For problems with registration for Learning Sciences course, contact the Graduate Coordinator. Once the override has been added you still have to register for the course in Student Self-Service. If you receive an error message that you do not understand, consult the Registration Help Line at (312) 996-8600.

Once you have registered for a course you may obtain your *i-Card*. The *i-Card* is the official identification card of the University for students, staff and faculty. It is important to obtain the *i-Card* and carry it with you at all times. The *i-Card* is needed to enter certain labs and buildings, for access to certain student-related events and services, and to check material out of the library. This should be done as soon as possible following your registration. You will need to bring a print-out of your registration and either a driver's license, state ID card, or passport to the *i-Card* Office. Complete information, including locations, is available from the on-line at <http://www.ois.uic.edu/index.php?section=ifs&page=ifs-icard.pi>.

Ethical Principles of Research

The *Institutional Review Board (IRB)* is a federally mandated campus-wide body, which meets once a month that must approve the ethics of all human subject research. The IRB is coordinated through the Office for Protection from Research Risks (OPRR), housed in

the Office of the Vice Chancellor for Research (OVCR) on the second floor of AOB, M/C 672, on 1737 West Polk Street. A satellite office is located in BSB Room 3018.

All research conducted by graduate students that involves human subjects requires approval by the Institutional Review Board (IRB). Students using human subjects in any research (this includes surveys, interviews, preexisting data, and human tissue obtained for nonresearch purposes) must have approval from the Institutional Review Board or one of its approved committees before they begin data collection. Students may complete training online or attend a workshop. For information visit <http://www.research.uic.edu/protocolreview/irb/education/>. Once training has been completed, students must provide the Graduate Coordinator with a copy of the certificate of completion, which will be filed into the student's folder.

After students successfully propose their Master Thesis or Dissertation, and before they begin collecting data, the program requires that they certify that they have IRB approval. In fact, the Graduate College requires students to include a copy of their official IRB approval in the final, program-approved copy of the Masters Thesis or Dissertation.

Orientation and Advising

Program Orientation. Every year an orientation session is held before the first week of the Fall semester. Students are required to attend the orientation session and although formal registration is not necessary, students, faculty and staff who plan to attend should contact Graduate Advisor so appropriate accommodations can be made. During orientation students meet faculty, students, and staff of the program and get an overview of the program as well as information about degree and course requirements, and the particular research projects and interests of the faculty. Students also receive a copy of the graduate student handbook and pertinent information about program policies at this time. The graduate student handbook is also available on-line at the program website: http://grad.lsri.uic.edu/under_dev.asp.

There is also an open discussion about any questions and concerns that students have about the program.

By this time, students should have received course registration information with their acceptance letter and be fully registered. However, students who still need assistance with course registration or are having problems registering should meet with the Graduate Advisor.

The Graduate College holds an orientation session each year in August. The website (<http://grad.uic.edu/cms/?pid=1000592>) provides an overview of the content and the schedule.

Academic Advising

Role of Faculty Advisor

Students admitted to the LS program are assigned an initial LS program faculty advisor and a disciplinary specialization advisor where appropriate (e.g., computer science, mathematics, history, chemistry, literacy). Advisors will help students make decisions about academic matters, including the selection of a dissertation topic, and how best to

prepare for it. Student may change their individual advisors at any time during their program.

Students are largely responsible for planning their programs of study with the assistance of a faculty advisor. Students should confer with their faculty advisor each semester to determine coursework and obtain approval of their study plan. When planning course schedules each semester, several factors should be taken into account by students and their advisors: students' interests and background in learning sciences, students' long term research goals, departmental course requirements, and any research and/or teaching commitments.

TUITION, FEES, AND SOURCES OF FUNDING

Tuition and fees are set by the Board of Trustees of the University of Illinois. The tuition and fee schedule at UIC is fairly elaborate so it is important to understand what your charges will be, as well as your payment obligations.

This information is available from the Office of Admissions and Records website: http://www.uic.edu/depts/oar/current_students/financial_matters.html.

The Learning Sciences Graduate Program places a very high priority on providing financial support for its students. The program aims at providing five years of support for all students admitted to the program, and students are expected to be full time graduate students.

Graduate student funding is available from numerous sources. The University of Illinois at Chicago offers six basic types of financial aid for graduate students: fellowships, assistantships, tuition and service fee waivers, traineeships, loans, and employment.

Applications for fellowships, assistantships, and tuition/fee waivers are available in the Graduate College Office and on the Graduate College Web site. In the administration of these programs and in selecting students for participation in them, the University of Illinois at Chicago adheres to the policy of nondiscrimination printed in the *University Regulations*.

Fellowships

Fellowship stipends are awarded in recognition of scholarly achievement and promise. They enable students to pursue graduate studies and research without a service requirement. The stipends of different fellowships vary. Unless explicitly stated otherwise, all fellows supported by the Graduate College (i.e., University Fellowships, Dean's Scholar, Abraham Lincoln, Diversifying Higher Education Faculty in Illinois) receive a tuition and service fee waiver. Fellows may engage in paid employment only to the extent permitted by the award and approved in writing by the dean of the Graduate College. Because the LSRI stipend rate is higher than the fellowship rate, award recipients will also be placed on a GRA position to make up the financial rate differential.

The following awards are available through the Graduate College: University Fellowships, Dean's Scholar Award, Provost's Awards, Abraham Lincoln Graduate

Fellowships, Diversifying Higher Education Faculty in Illinois (DFI), -Martin Luther King, Jr. Financial Award and the Chancellors Graduate Research Fellowship.

Please refer to the Web site for more information. For information on minority fellowships, see [UIC Graduate College/Diversity Matters](#). Additionally, students may consult the Graduate College's fellowship and financial aid coordinator for information on fellowships and scholarships. The coordinator counsels students in finding funding opportunities and assists them with their applications.

Assistantships

The colleges, graduate programs, administrative offices, and research centers appoint graduate students as teaching, research, or graduate assistants.

Assistants are paid stipends according to a scale called the [Stipend Minima For Graduate Assistantship](#) set by the UIC campus each year. This scale, which determines the *minimum* stipend, is available at <http://www.uic.edu/depts/hr/ahr/minimagrad.html>. Students with advanced skills can be paid more according to college practice if the assistantship position is advanced technology specific. Each year, the campus pay scale is increased, some years to match inflation, some years to go beyond inflation.

Tuition and the service fee are waived for assistants if the appointment is between 25 and 67 percent for at least three-quarters of the term (91 calendar days in fall or spring semester, 41 calendar days during the summer session). Consult the Academic Human Resources Web site for specific dates that will satisfy the 91-day and 41-day requirements <http://www.uic.edu/depts/hr/ahr/minimagrad.html>. Graduate students who hold academic appointments as assistants for the spring semester and for whom tuition and service fees have been waived are entitled to a waiver for the summer term immediately following, provided they are registered for at least three hours during that summer term. It is essential that you do not exceed a 67% appointment at any time (even if paid within two units of the university) or you will lose your tuition waiver. You must report to LSRI HR personnel (Eve Ali Boles) any external GRA positions on campus you are currently holding to avoid this issue.

Graduate students who hold academic appointments as assistants are required to register for at least 8 hours each semester. Some programs may require registration for more than 8 hours per term and/or summer registration. International students on an F-1 visa must register for a minimum of 8 hours for a 50% appointment, 10 hours for a 33% appointment, and 12 hours for a 25% appointment. The Graduate College does not require summer registration; however, a minimum of 3 hours registration is required to receive a summer tuition and service fee waiver.

The weekly clock hours of service required of assistants are twenty for a half-time appointment and the proportional fraction of time for other appointments.

Assistantships are not renewed automatically. Renewals must be negotiated with the assistantship supervisor. Some assistantships are part of special programs which commit an assistantship to you for a specific period, but even in these cases certain conditions may have to be met that are particular to the specific program. It is always good to

communicate early with your assistantship supervisor about the renewals of your assistantship.

Teaching and research assistantships may be available with faculty in their home departments. Consult individual faculty for more information.

Assistantships for international students

The case for international students is different. International graduate students in their first year of assistantship must meet the required level of financial responsibility for their assistantship. If international students cannot declare any other financial support for their entry to the US than the university, then a minimum level of earnings must be demonstrated. For any given academic year, the minimum earnings for the nine-months from 8/16/XX through 5/15/XX is set as the campus 50% minimum. If he or she can demonstrate no other earnings or resources, and if an international student does not receive what amounts in total to a 50% appointment for their first academic year, he or she cannot successfully obtain clearance to begin their research assistant appointment. Smaller percentage appointments are possible after the first year. In addition, there is another complication. International students on their first year of their first research assistant appointment must take 12 graduate hours per semester. Thereafter, they can take eight.

International students cannot start a graduate assistantship and receive a tuition and fee waiver along with a stipend without a permanent Social Security Number. Please go the [UIC Office of International Services \(OIS\)](#), and they will help you get your SSN. Sometimes, OIS needs you to make an appointment, so call them first before heading over to OIS. OIS may ask you to bring your Employee Clearance Form (see the next FAQ below) from your appointing unit with you, so they can take care that form and your I-9 (bring the needed identification from the next FAQ below) in one visit, but the UIC Human Resources will not let us start your appointment, and you cannot receive a stipend for any date previous to the date you get your permanent SSN. You must be registered for 12 semester hours initially for your SSN to be processed. Thereafter, you can maintain an assistantship with a minimum of 8 semester hours.

Board of Trustees Tuition and Service Fee waivers

A limited number of Board of Trustees tuition and service fee waivers are available to graduate students. Students must apply for waivers through the Director of Graduate Studies. A Board of Trustees waiver only waives tuition and the service fee as well as the differential when assessed; the health insurance fee and other fees are the student's responsibility. Part-time waivers are available in select departments.

Students must register for at least 12 hours per semester (6 in the summer term). Waiver recipients may accept part-time employment, not to exceed twenty hours a week either within or outside the University. If a student drops below 12 hours of registration at any time during the semester (or 6 hours in the summer term) the waiver is rescinded and the student is billed the tuition and service fee.

Other Sources of Financial Aid

Loans. Eligibility for loans is determined by the UIC Office of Student Financial Aid. Should you decide to apply for any federal aid, please visit the Office of Financial Aid's website http://www.vcsa.uic.edu/MainSite/departments/financial_aid/home/ for step-by-step instructions.

If you are a U.S. citizen or permanent resident, please consider completing the Free Application for Student Federal Aid (FAFSA). The FAFSA <http://www.fafsa.ed.gov/> is the all-purpose application for subsidized and unsubsidized federal loans.

Federal Work Study

Graduate students can apply for the Federal Work Study (FWS) Program, as well, which may help subsidize an assistantship. UIC's FWS budget is limited, so it's best to apply as early as possible. Complete information on the FWS Program and how it relates to other forms of federal financial aid can be found at: http://studentaid.ed.gov/students/attachments/siteresources/Stud_guide.pdf.

Graduate College Resource Room

The Resource Room, located in the Graduate College Room 609 University Hall, provides books and guides on graduate funding, the graduate experience, and tips on proposal writing for external awards. While materials may not be removed from the Resource Room, graduate students may set up an appointment to use them. For a complete catalogue of current materials available in the Resource Room, you can visit <http://grad.uic.edu/pdfs/Resource%20Room%20catalogue.pdf>.

For additional information on all sources of funding, see [UIC Graduate College/Financial Awards](#).

Research Funding and Travel Awards

The Learning Sciences Graduate Program
Travel Funds Program – Policy and Procedures

Effective March, 2011, the Learning Sciences Research Institute implemented a new travel funds program in support of the Learning Sciences doctoral students who are presenting at a conference.

Eligibility and Application Process

Graduate students who are presenting a paper or poster at a conference can apply for travel funds for up to \$250.00, once per academic year. The student does not have to be first author but must be the presenting author. These funds are not meant to replace, substitute for, or preclude applying for other travel funds from the Graduate College, other university sources, or any external funding sources. Students are encouraged to apply for all possible sources of funding for travel to meetings where they are presenting research.

The student must allow ample time to apply for the funds and obtain all necessary approvals. It is recommended that the student apply at least thirty days in advance of the travel plans.

What needs to be submitted?

Students need to submit a completed application –that includes the signature of their faculty research advisor. The student must also submit a copy of the conference program or invitation where presenting. Both of these documents should be submitted to the Learning Sciences Graduate Program Coordinator, preferably by email. The Graduate Program Coordinator will work closely with the Learning Sciences Department Head's to review the application(s) and approve or deny the request(s). The Graduate Program Coordinator will directly email the final decision to the student with a copy to the student's faculty advisor.

When can I get the support funds?

The travel funds program is a reimbursement only program. The student is required to pay for conference travel expenses up front. A request for reimbursement must be made with the Graduate Program Coordinator within 14 business days after the conference ends. In order to get properly reimbursed, the student must provide original receipts. No copies of receipts are allowed. Reimbursements for travel expenses must adhere to the university Office of Business and Financial Services (OBFS) policies. See the Graduate Program Coordinator prior to the conference for clarification on certain unallowable expenditures that are prohibited for reimbursement.

What about funding for more than one presentation per year?

From time to time, a graduate student may have the opportunity to present at more than one conference in an academic year. A second application for travel funds may be submitted under such circumstances. The request will be considered against available funds and requests. If a student is submitting a second application in a given academic year, an extended rationale for the request will need to be provided. It should detail the special circumstances surrounding the request and indicate what other sources of funding for this meeting is available. Information is available on the LSRI Graduate Program website <http://www.lsri.uic.edu/>

Graduate College travel awards:

The Graduate College Student Travel Awards are intended to help defray the travel expenses of graduate students who are presenters of research or scholarly work at a meeting of a nationally-recognized scientific or scholarly society. A graduate student is defined, for the purpose of this program, as a currently enrolled, degree-seeking student in the Graduate College. The Graduate College attempts to support as many qualified applicants as possible; however, awards are contingent upon the availability of funds.

Deadlines:

The annual deadlines for submission of applications are:

October 1 (for the months of July, August, September)

January 1 (for the months of October, November, December)

April 1 (for the months of January, February, March)

July 1 (for the months of April, May, June)

Applications must be submitted for the closest deadline following your trip as specified above. Applications submitted prior to the proposed trip will be reviewed on the deadline following the trip. When a deadline date falls on a weekend, the deadline will be the following Monday. Applications submitted after the above deadline dates will not be accepted. Application forms and instructions can be found at the Graduate College website: <http://grad.uic.edu/cms/?pid=1000086>

LAS PhD Student Travel Award

The LAS PhD Student Travel Award is available to students participating in academic or professional meetings, or doing research. There are two types of awards, both of which can be used for reimbursement of transportation, lodging, registration, and meal costs:

- \$500 award for students
 - ...presenting their own original work, chairing a session, or leading a discussion at a major meeting or conference

OR

- \$250 award for students
 - ...attending a major meeting or conference but not presenting their own work
 - ...traveling to do research

Please note that this is not a cash award; instead, the award will be used to reimburse the recipient for allowable expenses incurred. Recipients should keep all appropriate receipts and documentation.

The applicant must be currently enrolled in a PhD program in LAS and may receive only one (1) LAS PhD Student Travel Award per fiscal year (July 1st through June 30th). Preference will be given to those presenting their work or doing research (\$500 award applications).

To apply for a LAS PhD Student Travel Award, a student should:

1. Fill in the online [application form PDF](#) and submit directly to his / her advisor (an email will automatically be generated).
 - For applicants attending a meeting/conference but not presenting work, explain the significance of the meeting/conference to your professional development in the "Nature of Participation in Event/Research" box.
2. Ask the advisor or DGS to fill out the "statement of support", sign the form and submit directly to LAS.
3. In order to receive higher \$500 award application must be accompanied with confirmation of participation i.e. invitation from conference OR a screen shot of the conference program listing the applicant's participation.

Applications will be reviewed on a first-come, first-served basis. Applications must be received at least one week prior to travel in order to give administration time to review and approve. The funds available during each fiscal year are limited, so support is not guaranteed, and decisions about funding will be based on the relative merit of each proposal's likely impact on scholarly and/or professional development. Retroactive applications will not be considered.

For questions, contact John Fudacz (jfudac2@uic.edu).

Graduate Student Council Travel Awards:

The UIC Graduate Student Council (GSC) Travel Award is available to students actively participating in academic or professional meetings. To eligible applicants, the GSC gives awards of up to \$200, which may be used for reimbursement of transportation, lodging, registration, and meal costs.

The application form and eligibility guidelines can be found on the Graduate Student Council website: http://www2.uic.edu/stud_orgs/gsc/

Reporting awards to the IRS

The Resource Room, located in the Graduate College Room 609 University Hall, provides copies of [IRS Publication 970, "Tax Benefits for Education,"](#) which includes instructions on reporting scholarships, fellowships, and tuition awards. You can also view that information online at <http://www.irs.gov/publications/p970/ch01.html#d0e1158>.

HEALTH INSURANCE

The University requires all enrolled students to have health insurance & automatically enrolls students in CampusCare. CampusCare is a University-sponsored student health benefit program. The Plan provides or arranges for a full array of Health Care Services including physician & hospital, inpatient & outpatient services. The Plan has no deductible, offers a discount prescription drug card as well as Vision, Dental & Life Coverage. The Plan Costs less than \$3.00 per day. Some services require a co-payment. If you have other insurance & want to opt out, reinstate coverage or add dependents you will need to complete the corresponding on-line "Forms" before the change deadline. For a complete description of covered benefits and a listing of CampusCare Health Center Physician locations visit the CampusCare website at <https://www.uic.edu/hsc/CampusCare/Chicago>.

Illinois state law requires proof of certain immunizations for students in most situations. The policy and contact information are available at the [Office of Medical Immunization Records](#). It is important that you read this information carefully as registration for future terms is not allowed if you are not in compliance at that time.

FACILITIES AND RESOURCES

Labs, meeting rooms & equipment

LSRI will make available laboratory and meeting space as well as computers, printers, copiers and other equipment. These resources will be available for the use of students in the program as part of their research training.

The LSRI will also support program goals in the area of research and development by providing access to administrative support staff for research projects and technical staff in the areas of computer programming and multimedia development.

Library resources

The UIC Library has approximately 43 core journals in the field and the two major bibliographic databases. The Library also acquires over 200 books each year in this area and provides access to books from academic libraries throughout Illinois and the rest of the United States. (info from IBHE proposal need to verify with library the #'s)

In addition to the library resources currently available at UIC in the fields constituting the Learning Sciences, all of the program faculty maintain extensive journal and book collections that will be available to students in the program. A part of that collection includes an extensive library of journals in education, psychology, instructional design, technology, and curricular materials within the Learning Sciences Research Institute (LSRI). Students will have access to journals housed in the LSRI conference room, located in room 2048 BSB. Students can use this journal collection on-site or check materials out. A list of available journals can be found at the program website (will need to be uploaded).

In addition, LS will work with Library staff to identify reference collections, particularly on-line collections, which would enrich the program as it continues to develop.

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