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**EdD HANDBOOK OVERVIEW**

This handbook provides those in the EdD Program at Aurora University with information about the program, policies, and procedures of the department. The contents of this handbook are particular to those entering the program as "Cohort 17." Doctoral students should work closely with their advisors and with their dissertation chairs. Successful completion of the program is defined by students contributing an original, scholarly contribution to the field of education in the form of the summative dissertation experience. This handbook is subordinate to official university documents that are online at the university website. Changes made to policies will be available online prior to appearing in this handbook.

**THE EdD PROGRAM**

**CONCEPTUAL FRAMEWORK OF THE PROGRAM**

**VISION STATEMENT OF THE UNIT**

*Excellence through continuous learning communities*

**PHILOSOPHY OF THE EdD PROGRAM**

The EdD Program is based on a philosophy of transformative learning that challenges doctoral students to learn, grow, and lead. It is a practice-based program that blends theory and practice to prepare future educational leaders to deal with the challenges facing schools and other educational organizations.

**PRINCIPLES OF ADULT LEARNING**

The following principles of adult learning guide the EdD Program:

- Candidate experiences are the foundation of learning;
- Learners are involved in planning and implementing learning activities;
- Self-direction is cultivated in learners;
- A supportive learning environment is created;
- Collaboration is built into the learning process;
- Social learning, cooperation, and collaboration are emphasized through use of small groups;
- Classroom learning mirrors what educational professionals do; and

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1. “Unit” is defined by the National Council for Accreditation of Teacher Education (NCATE) as “the school, college, department or other administrative body within the institution that is primarily responsible for the preparation of teachers and other professional school personnel. NCATE. (2001). Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education. Retrieved August 19, 2005 from http://www.ncate.org/2000/2000stds.pdf
Learning experiences are designed to cause reflection and growth in learners.

**DEFINITION OF “PRACTICE-BASED”**

As a practice-based program, the EdD Program aims to remain relevant to the issues and concerns of K-12 school districts, institutions of higher education, and a variety of learners. This particular focus is reflected in the EdD Program in a variety of ways:

- The curriculum includes courses that deal with the day-to-day activities of school districts and adult learners. For example, the Leadership in Educational Administration strand provides courses in law and school facilities use; the Leadership in Curriculum and Instruction strand provides courses in teacher supervision and program evaluation; and, the Adult and Higher Education strand provides courses in philosophies of adult learning and pedagogy.

- The content of each course blends theoretical and practical knowledge. Educational theories and research are applied to practical situations. Theory is taught to enhance the practice of educational leadership.

- Course discussions and assignments are designed to cause doctoral students to reflect on their current understandings and practices in light of new information provided by educational theory and research presented in course work.

- Course assignments require doctoral students to apply theoretical knowledge and research claims to contemporary educational issues.

**THE EdD DEGREE AND THE PhD DEGREE**

In the United States, colleges and schools of education can confer either an EdD degree or a PhD degree. Both are fully recognized and confer all the benefits of a doctoral degree, but there are subtle differences. There is no clear definition that distinguishes the two degrees at all universities, but generally the EdD is intended to improve educational practice in educational institutions by developing thoughtful and reflective practitioners while the PhD is intended to prepare individuals to engage in scholarship and research that leads to new knowledge. To these ends, the EdD develops knowledge to improve practice. Practical application of knowledge is stressed; and, generally, no course work is required outside of the school of education. The PhD focuses on theoretical and conceptual knowledge, usually includes course work outside the college, and often requires competence in a foreign language. Research courses that prepare individuals to engage in qualitative and quantitative research are part of both PhD and EdD programs across the nation. EdD dissertations are often oriented towards problems of practice that occur within institutions of education. PhD dissertations inform disciplinary knowledge and demonstrate a mastery of competing theories. EdD dissertation committees may contain a member who is a full-time practicing professional in an area appropriate for the dissertation topic. PhD dissertation committees consist of active researchers in areas appropriate for the dissertation topic and only university faculty. These distinctions, however, are often tenuous and subject to local interpretation. Aurora University decided to confer the EdD degree because it seeks to prepare practitioners who will serve in leadership positions within various educational settings.
The School of Education offers three doctoral degree strands:

- Leadership in Educational Administration
- Leadership in Curriculum and Instruction
- Leadership in Adult and Higher Education Curriculum

These strands emphasize the development of expertise in professional practice and are intended for individuals pursuing careers as school and district administrators, program administrators, staff developers, curriculum developers, teacher educators, and classroom teachers. The EdD Program may be completed in 3 years and must be completed in 6 years. The first 2 years are devoted to

---

**DESCRIPTION OF THE EdD PROGRAM**

EdD

- Designed for candidates with substantial work experience within one of our EdD strands. Cohort model to provide support throughout the process.
- Prepares candidates to be scholarly practitioners in their field, with a focus on applying what’s learned in the program to a career that will directly impact students, families and/or communities.
- Accomodates the needs of working professionals through specific, structured timelines and a responsive course delivery model that includes weekend learning experiences, and blended learning experiences.
- Requires that students complete comprehensive exams, and conduct original research in the form of a dissertation study.

PhD

- Designed for candidates with substantial work experience within one of our EdD strands.
- Designed for those with clear research interests and proven capability to excel at advanced coursework and in-depth research.
- Designed for those who can attend graduate school full-time and for an extended period of time.
- Requires that students complete comprehensive exams, and conduct original research in the form of a dissertation study.

PREPARES CANDIDATES TO BE SCHOLARLY PRACTITIONERS IN THEIR FIELD, WITH A FOCUS ON APPLYING WHAT’S LEARNED IN THE PROGRAM TO A CAREER THAT WILL DIRECTLY IMPACT STUDENTS, FAMILIES AND/OR COMMUNITIES.
course work, and the remaining time allows for electives, the internship in the Administrative strand, and to completing the dissertation. Experience suggests that most doctoral students need approximately 4 years to complete the program.

Each fall a new cohort is admitted at the Aurora Campus and Woodstock Center. Approximately one-third of the candidates are in each degree program. Each candidate becomes part of a stable cohort of doctoral students. Faculty make every effort to create a collegial, friendly, and collaborative environment that supports rigorous doctoral-level study. Full-time faculty in the EdD Program are all professors with considerable expertise in their subject areas. Because they teach primarily in the EdD Program, they are able to give extensive professional and academic advisement to doctoral students. Other professors in the School of Education and clinical faculty teach courses in the curriculum; these professors are also recognized leaders and experts in their subject areas.

The curriculum is designed to provide a comprehensive program for doctoral students. The courses and assignments are carefully coordinated and sequenced to facilitate candidate growth from course to course. Graduates will possess broad understandings of curriculum and instruction or administration, as well as individual areas of specialization.

Courses are offered at the same times each year so doctoral students can plan their personal schedules. The EdD Program has the purpose of developing better practitioners. This is accomplished by melding theory, academic study, and practice in course readings, assignments, and dissertations. All doctoral students receive a strong grounding in research and inquiry. It is possible to specialize in quantitative or qualitative methods; historical, philosophical, and a range of theoretical methods of inquiry can be accommodated. Doctoral students are expected to conduct research in areas relevant to their practice and to apply research appropriately.

The EdD Program has established nine learning outcomes for the program. All doctoral students are expected to achieve these outcomes at the advanced level by the end of the program. In addition, doctoral students in the Leadership in Administration strand are expected to meet the Standards for Advanced Programs in Educational Leadership established by the National Policy Board of Educational Administration. Doctoral students are evaluated in their progress towards achieving these standards annually through a Qualifying Self-Assessment at the end of the first year of course work and the Comprehensive Examination at the end of the second year of course work. These timelines are extended for those doctoral students who take courses at a slower pace.

**EdD Program Learning Outcomes**

- Doctoral students will demonstrate that they can critically read, evaluate, and apply research to problems arising from practice.
- Doctoral students will demonstrate that they can plan, design, and conduct a research project to address problems arising from practice.
- Doctoral students will demonstrate that they can analyze an educational problem or issue from many perspectives including the following: philosophical, political, socioeconomic, historical, theoretical, economic, and ethical.
- Doctoral students will demonstrate knowledge of the history, foundational theories, and philosophies of current trends in and principal contributors to the major subfields within the field of curriculum and instruction or educational administration.
Doctoral students will demonstrate knowledge of current research in, and principle researchers contributing to, the major subfields within the field of curriculum and instruction or educational administration.

Doctoral students will demonstrate their leadership abilities by belonging to and being active in professional and academic organization; giving presentations at conferences; and publishing, initiating, and leading projects within their communities, schools, and districts.

Doctoral students will demonstrate multiple perspectives in understanding the social and pedagogical implications of diversity and individual differences.

Doctoral students will demonstrate multiple perspectives in understanding the impact of technology on society and education, and competence in the use of technology to enhance research, teaching, and learning.

Leadership in Curriculum and Instruction Students will demonstrate that they can create and evaluate effective curricula.

Leadership in Educational Administration students are required to take and pass the superintendency exam for the State of Illinois as part of the requirement for graduation.

Leadership in Educational Administration students are required to successfully complete an internship that is supervised by a local site mentor and the Internship Director at Aurora University.

A rubric of beginning, developing, and advanced descriptors can be found in the appendix.

EDUCATIONAL LEADERSHIP CONSTITUENT COUNCIL (ELCC) DISTRICT LEVEL STANDARDS (2011)

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

1.3 Candidates understand and can promote continual and sustainable district improvement.

1.4 Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

2.1 Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district.
2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate district management and operational systems.
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district.
3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
3.4 Candidates understand and can develop district capacity for distributed leadership.
3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.
4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.
5.1 Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.
5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.
5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

6.1 Candidates understand and can advocate for district students, families, and caregivers.
6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.
7.2 Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.
7.3 Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.

**EdD Program Learning Outcomes Rubric**

Learning Outcome 1: Candidates will demonstrate that they can critically read, evaluate, and apply research to problems arising from practice.

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<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Candidate does not differentiate between research and other types of educational writing (argument/opinion,</td>
<td>Candidate differentiates the various types of educational writing, understanding the contribution each makes to</td>
<td>Candidate differentiates the different types of educational writing, understands the contribution each makes to</td>
</tr>
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<td></td>
<td>philosophical, historical, political, descriptions of practice, etc.).</td>
<td>educational knowledge and decision making, and begins to critically evaluate each type.</td>
<td>educational knowledge and decision-making, critically evaluates each type, and incorporates the knowledge and critical reading into educational decision making.</td>
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<tr>
<td>1.2</td>
<td>Candidate accepts uncritically the results of research studies.</td>
<td>Candidate is developing the ability to read research critically using knowledge of educational research processes and procedures, knowledge of research types, and accepted evaluation criteria for educational research.</td>
<td>Candidate is adept at reading educational research critically and this ability is demonstrably used when applying research to make educational decisions.</td>
</tr>
<tr>
<td>1.3</td>
<td>Candidate does not have an understanding of the field of educational research: the major types, the accepted processes and procedures, the politics, or critical perspectives on the field of educational research.</td>
<td>Candidate has some knowledge of the field of educational research, but it is not synthesized or evaluated.</td>
<td>Candidate has knowledge of the field of educational research which is synthesized and evaluated and applies such knowledge when using research to make educational decisions.</td>
</tr>
<tr>
<td>1.4</td>
<td>Candidate does not know or use the accepted criteria for generalizing the results of research.</td>
<td>Candidate knows the accepted criteria for generalizing the results of research.</td>
<td>Candidate knows the accepted criteria for generalizing the results of research, and applies such knowledge when using research to make educational decisions.</td>
</tr>
<tr>
<td>1.5</td>
<td>Candidate is able to compile a simple bibliography for a specific educational topic and write a descriptive, uncritical literature review.</td>
<td>Candidate is able to compile a bibliography for a specific educational topic that includes the relevant major researchers and thinkers, the classic works, and the criticisms of both. As well, the candidate can write a literature review that includes critical reading of the material.</td>
<td>Candidate is able to compile a thorough bibliography, and write a critical literature review that synthesizes and evaluates the materials. As well, the candidate applies knowledge of current controversies and politics/policy in the area of the topic, knowledge of ongoing work in the area of the topic.</td>
</tr>
<tr>
<td>1.6</td>
<td>Candidate does not differentiate between research findings, conclusions, and statements of research implications.</td>
<td>Candidate differentiates between research findings, conclusions, and statements of research implications.</td>
<td>Candidate differentiates between research findings, conclusions, and statements of research implications, and applies that understanding when using research to make educational decisions.</td>
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Learning Outcome 2. Candidates will demonstrate that they can plan, design and conduct a research project to address problems arising from practice

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<th>Developing</th>
<th>Advanced</th>
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<tr>
<td>2.1</td>
<td>Candidates are able to identify problems arising from practice in their personal experience.</td>
<td>Candidates are aware of research related to identified problems and of researchers working in the field.</td>
<td>Candidates are competent to write a survey of research related to identified problem.</td>
</tr>
<tr>
<td>2.2</td>
<td>Candidates are not able to plan a research study appropriate for identified problems.</td>
<td>Candidates are able to phrase questions that correspond to identified problems.</td>
<td>Candidates are able to define research questions and identify data collection needed to answer those questions.</td>
</tr>
<tr>
<td>2.3</td>
<td>Candidates are not able to create a research design.</td>
<td>Candidates are able to create research design that relates questions, data collection, and procedure in a simple study.</td>
<td>Candidates can create a research design for a dissertation quality research study.</td>
</tr>
<tr>
<td>2.4</td>
<td>Candidates are not able to conduct a research study.</td>
<td>Candidates are able to implement an action research study in their school or classroom.</td>
<td>Candidates are able to conduct a dissertation quality research study.</td>
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Learning Outcome 3: Candidates will demonstrate that they can analyze an educational problem/issue from many perspectives including the following: philosophical, political, socio-economic, historical, theoretical, economic, and ethical.

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<th>Beginning</th>
<th>Developing</th>
<th>Advanced</th>
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<tr>
<td>3.1</td>
<td>Candidate has a rudimentary knowledge and understanding of the various perspectives gained from some reading of journal articles and monographs, and educational popular press. These perspectives are not used in any</td>
<td>Candidate gains knowledge and understanding of the various perspectives, the controversies within perspectives through reading the works of major thinkers. The candidate begins to apply</td>
<td>Candidate reads widely and has knowledge of the major thinkers and controversies in the areas of current educational problems/issues (e.g., school choice). As well, the candidate consistently applies such</td>
</tr>
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</table>
organized fashion to analyze or argue educational problems or issues. such knowledge when analyzing and discussing an educational problem/issue. knowledge when analyzing and discussing educational problems/issue.

| 3.2 | Candidate does not read the literature critically, nor synthesize various viewpoints. He/She tends to take uninformed and sometimes unreasoned stances on educational problem/issues, often those espoused in the popular press. | Candidate develops critical reading skills and begins to synthesize various viewpoints. As well, the candidate is beginning to take informed stands based on their synthesis of various viewpoints. | Candidate reads critically and synthesizes various viewpoints. The candidate takes reasoned, consistent, informed positions on educational problems/issues. |
| 3.3 | Candidate tends not to be open to positions different from his/her own. | Candidate explores positions different from his/her own, trying to reach higher levels of understanding. | Candidate takes flexible positions on educational problems/issues, recognizing the complexity of educational problems/issues and the need to incorporate many perspectives and viewpoints when considering solutions. |

Learning Outcome 4: Candidates will demonstrate knowledge of the history, foundational theories and philosophies of, current trends in and principal contributors to the major content areas within the field of Curriculum and Instruction or Educational Administration.

<table>
<thead>
<tr>
<th>Major Content Areas:</th>
<th>Beginning</th>
<th>Developing</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Administration</strong></td>
<td>Candidate will have some rudimentary foundational knowledge for some of the content areas (see lists below) gained from earlier education and/or reading. The knowledge will be disorganized and not used, except sporadically, to discuss topics within the various content areas.</td>
<td>Candidate will gain foundational knowledge for all of the content areas through wide reading of the major contributors and from doctoral classes. The knowledge will become more organized and used to discuss topics within the various content areas.</td>
<td>Candidate will have solid foundational knowledge for all of the content areas through wide reading of the major contributors and from doctoral classes. Further, the candidate will demonstrate the ability to remain current in each of the content areas through reading current journals and monographs or book reviews. The knowledge will be used extensively to discuss topics within the various content areas.</td>
</tr>
<tr>
<td><strong>Curriculum and Instruction</strong></td>
<td>School Reform/Renewal</td>
<td>School Reform/Renewal</td>
<td>Leadership</td>
</tr>
<tr>
<td><strong>School Reform/Renewal</strong></td>
<td>Educational Policy</td>
<td></td>
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</tr>
</tbody>
</table>
Learning Outcome 5: Candidates will demonstrate knowledge of current research in and principal researchers contributing to the major content areas within the field of Curriculum and Instruction and/or Educational Administration.

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<thead>
<tr>
<th>Beginning</th>
<th>Developing</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>5.1 Candidate will have some rudimentary knowledge of research for a few of the content areas (gained from the introductory research class and from reading journals and the popular press). The knowledge will be disorganized and not used, except sporadically, to discuss topics within the various content areas.</td>
<td>Candidate will gain research knowledge for all of the content areas through wide reading of the major research contributors in each field and from doctoral classes. The knowledge will become more organized and used to discuss topics within the various content areas.</td>
<td>Candidate will have solid research knowledge for all the content areas through wide reading of the major contributors and from doctoral classes. Further, the candidate will demonstrate the ability to remain current in each of the content areas through reading current journals, monographs or book/literature reviews. The knowledge will be used extensively to discuss topics within the various content areas.</td>
</tr>
</tbody>
</table>

Learning Outcome 6. Candidates will demonstrate their leadership abilities by belonging to and being active in professional and academic organizations, giving presentation at conferences, etc., publishing, initiating, and leading projects within their communities, schools, and districts.

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<tr>
<th>Beginning</th>
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<tbody>
<tr>
<td>6.1 Candidates will have demonstrated leadership abilities by undertaking</td>
<td>Candidates will have shown leadership abilities by engaging in the following, or similar activities:</td>
<td>Candidates will have shown leadership abilities by engaging consistently in</td>
</tr>
</tbody>
</table>
activities beyond the specific requirements of their position such as being active in the leadership professional associations, participating in conferences, leading projects in their comities, schools or districts and professional writing.

- Hold leadership position in professional organization
- Make presentation in state or national educational conference
- Consult with schools or school districts in their area of competence
- Publish article or review
- Initiate educational project in their school, district or community
- Write proposal for project in their school, district or community
- Participate in school district task forces or other study group
- Prepare grant proposal
- Other activities of a similar nature

professionally significant activities:

- Hold leadership position in professional organization
- Make presentation in state or national educational conference
- Consult with schools or school districts in their area of competence
- Publish article or review
- Initiate educational project in their school, district or community
- Write proposal for project in their school, district or community
- Participate in school district task forces or other study group
- Other activities of a similar nature

Learning Outcome 7. Candidates will demonstrate multiple perspectives in understanding the social and pedagogical implications of diversity and individual differences.

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<thead>
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</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Candidates will recognize that cultural diversity and individual differences need to be taken into account in educational practice.</td>
<td>Candidates will be able to adapt curriculum, instruction and school management in rudimentary ways in response to diversity and individual differences.</td>
<td>Candidates will adapt instruction, curriculum and school management in response to subgroups of individual differences and diverse student populations.</td>
</tr>
<tr>
<td>7.2</td>
<td>Candidates are not able to view diverse student populations and individual differences from more than one perspective.</td>
<td>Candidates will be able to view individual differences and diverse student populations from the perspective of members of those groups.</td>
<td>Candidates will be able to adapt educational policy in response to individual differences and diverse student populations.</td>
</tr>
</tbody>
</table>
Learning Outcome 8: Candidates will demonstrate multiple perspectives in understanding the impact of technology on society and education, and competence in the use of technology to enhance research and teaching/learning.

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</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Candidates will recognize the need and benefits of using technology in curriculum, instruction, school management and research.</td>
<td>Candidates will be able to adapt curriculum, instruction, school management and research in rudimentary ways to make use of the capabilities of technology.</td>
<td>Candidates will provide leadership in the adaptation of instruction, curriculum, school management and research to take full advantage of the capabilities of technology.</td>
</tr>
<tr>
<td>8.2</td>
<td>Candidates have a superficial knowledge of the impact of technology on society and education.</td>
<td>Candidates will be able to distinguish the many ways technology is changing society and education.</td>
<td>Candidates will be able to view the impact of technology on society and education from multiple perspectives.</td>
</tr>
</tbody>
</table>

Learning Outcome 9: Leadership in Curriculum and Instruction doctoral candidates will demonstrate that they can create and evaluate effective curricula.

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<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>9.1</td>
<td>Candidate attempts to relate curriculum content using big ideas, but is unable to do so properly.</td>
<td>Candidate is unable to consistently relate curriculum content using big ideas.</td>
<td>Candidate is able to effectively organize curriculum content using big ideas.</td>
</tr>
<tr>
<td>9.2</td>
<td>Candidate creates curriculum that does not have alignment of curricular goals, content, and teaching strategies.</td>
<td>Candidate is able to create curriculum</td>
<td>Candidate is able to create curriculum that has alignment of curricular goals, content, and teaching strategies.</td>
</tr>
<tr>
<td>9.3</td>
<td>Candidate creates curriculum that partially and inconsistently addresses standards, mandates, and state testing.</td>
<td>Candidate creates curriculum using standards, mandates, and state testing as a framework for content, skills, and dispositions.</td>
<td>Candidate creates curriculum that, while addressing standards, mandates, and state testing, also transcends those requirements.</td>
</tr>
<tr>
<td>Learning Objective</td>
<td>Beginning</td>
<td>Developing</td>
<td>Advanced</td>
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</tr>
<tr>
<td>9.4</td>
<td>Candidate creates curriculum that is lacking in effective use of organization, scope, sequence, alignment, and articulation.</td>
<td>Candidate creates curriculum that is inconsistent in the effective use of organization, scope, sequence, alignment, and articulation.</td>
<td>Candidate can create curriculum that meets standards of excellence for organization, scope, sequence, alignment, and articulation.</td>
</tr>
<tr>
<td>9.5</td>
<td>Candidate is minimally able to create curriculum that contains accommodations for special populations including special education, gifted students, and English language learners.</td>
<td>Candidate is able to create curriculum that inconsistently provides accommodations for special populations including special education, gifted students, and English language learners.</td>
<td>Candidate is able to create curriculum that has effective accommodations for special populations including special education, gifted students, and English language learners.</td>
</tr>
<tr>
<td>9.6</td>
<td>Candidate is unable to create curriculum that minimizes prejudice based on race, gender, culture, and ethnicity.</td>
<td>Candidate can create curriculum that minimizes prejudice based on race, gender, culture, and ethnicity.</td>
<td>Candidate is able to create curriculum that contains multiple perspectives based on race, gender, culture, and ethnicity.</td>
</tr>
<tr>
<td>9.7</td>
<td>Candidate is unable to use formative and summative data to revise curriculum.</td>
<td>Candidate understands the use of formative and summative data, but does not appropriately use that data to revise curriculum.</td>
<td>Candidate is able to interpret formative and summative data to revise curriculum.</td>
</tr>
</tbody>
</table>

Learning Outcome 10: Leadership in Curriculum and Instruction Students in the adult learning emphasis will understand the unique learning characteristics and needs of adult learners and how they can be addressed in a variety of learning contexts.

| 10.1 | Doctoral student attempts to organize curriculum content and teaching strategies using models and theories of adult learning. | Doctoral student is unable to consistently organize curriculum content and teaching strategies using models and theories of adult learning. | Doctoral student is able to effectively organize curriculum content and teaching strategies using models and theories of adult learning. |
| 10.2 | Doctoral student is aware that teaching strategies used with adult learners are different than strategies used with other age groups. | Doctoral student is inconsistent in use of teaching strategies that are effective with adult learners. | Doctoral student is able to effectively use teaching strategies effective with adult learners. |
The unit's goal is to produce collaborative educators who understand “their roles and responsibilities as professionals in schools that must prepare all students for equitable participation in a democratic society” (Darling-Hammond & Bransford, 2005, p. 11). In light of the unit’s focus on learning through collaboration this would include learning to “function as members of a community of practitioners” (Darling-Hammond & Bransford, 2005, p. 13). These educators will have a deep knowledge of:

- self, including an understanding of their dispositions for teaching and learning;
- reflective practice;
- subject matter and curriculum goals;
- pedagogy;
- learners and their development;
- integrating technology;
- ethical practice; and,
the importance of working within a practitioner community as well as the larger school community.

Reflection

The importance of reflective thinking in teaching, administration, and school service has been the subject of much research (Darling-Hammond & Bransford, 2005; Zeichner, 2003). This research points to the relationship between reflectivity and teacher classroom behavior and concludes that reflectivity “can be a powerful force influencing teacher classroom behavior, improving instruction, and affecting student learning” (Darling-Hammond & Bransford, 2005; Spellman, 1989).

The ability to reflect and to learn from practice in concert with others is a disposition that sets apart the collaborative educator. At the end of their first year, the EdD doctoral students complete a self-assessment that stimulates reflection on their progress regarding program objectives and the Educational Leadership Constituent Council (ELCC) standards. From this reflection, they create an action plan to advance those standards that would most benefit their practice. A comprehensive examination at the end of their second year prompts reflection on all of their course work and how it melds with practice. Reflections are also laced throughout their course work. For example, in the superintendency class, the doctoral students write their expectations of the job. After interviewing superintendents, they reflect on their new knowledge and modify their expectations.

In the unit, reflection is developed and encouraged at the pre-service level through professional teaching and assessment portfolios, field experience discussion seminars, and the advisement process. At the doctoral level, reflection is developed and encouraged through advisement, coursework, self-assessment, and comprehensive examination.

Diversity

The reality is that schools in the United States are becoming increasingly diverse at a rate that far outstrips the diversity of the teaching population. Not only does this mean that the teaching profession must recruit teachers from diverse backgrounds, but also that all pre-service and in-service teachers must be capable of teaching a population diverse in race, class, language, ethnicity, gender, sexual orientation, religion, and ability.

Successful teachers of students of color and English language learners form connections with their students’ community lives. They may incorporate speech patterns of the community into their lessons. They allow the use of multiple languages in their classrooms as they teach in the target language. They ask students to share who they are and their cultural knowledge with one another in a celebratory way (Irvine, 2003; Murrell, 2002). In addition, effective teachers “link classroom content to students’ experiences, focus on the whole child, and believe that all students can succeed” (Banks, et al., 2005, citing Gutierrez & Rogoff, 2003).

To become culturally-responsive leaders, doctoral students must first examine their own cultural assumptions, inquire into and learn about the cultural backgrounds of their students and fellow teachers, and connect what they learn to their instructional decision-making (Banks, et al., 2005, citing Gutierrez & Rogoff, 2003). In other words, doctoral students must develop a sociocultural consciousness (Banks et al., 2005). This disposition to examine one’s own cultural assumptions requires that doctoral students appreciate the degree to which their own cultural views may have been influenced by their life experiences and their location within society (e.g. sex, socioeconomic status, and race). Further, they need to appreciate the influence a leader exerts in creating a respectful climate.
Successful doctoral students will learn to create not only a culturally-responsive classroom, school, or district but an inclusive one as well. While there is some overlap in these concepts, they are not identical. Inclusiveness is a disposition that encompasses the idea of including all types of learners in one’s community and believing that all these diverse learners can and will learn. Both inclusivity and cultural responsiveness suggest respecting and supporting all community members, and building on strengths, while differences are considered a positive part of the learning environment (Banks, et al., 2005).

The unit at Aurora University builds diversity issues into all courses (pre-service, masters, and doctoral). Field placements in administrative settings will, whenever possible, allow doctoral students experiences with diverse students, parents, and other stakeholders. Further, the program will provide its doctoral students with an understanding of diversity in U.S. education as well as examining effective programs and strategies for diverse students. In addition, doctoral students in the Leadership in Curriculum and Instruction strand take a course totally devoted to diversity and its impact on curriculum.

**Technology**
As the use of technology in schools increases (Becker, 2001; Ronnkvist, Dexter, & Anderson, 2000) it is essential that teacher education include the use of educational technologies.

At the doctoral level, instructors incorporate technology into courses through the use of Moodle, online research techniques, laboratory use of quantitative and qualitative software packages, and projects that require knowledge of desktop software. Also, in the Curriculum and Instruction strand, doctoral students take a course in integrating technology into the curriculum. Administration doctoral students study how districts make use of technology and make technology available to their schools.

**Field Experiences**
The key to our field experiences throughout the unit is collaborative relationships within professional learning communities, consisting of pre-service teachers, in-service teachers, university faculty, school and district administrators, parents, and other members of the school and district community. Partnerships bring opportunities to schools and children that may not otherwise exist. This is evidenced by the STEM school on campus and the Institute for Collaboration.

Internships in the EdD Program prepare educators for the responsibilities and technical operations that they face as leaders. Milstein (1999) argues that internships are an important aspect of leadership preparation programs. Research conducted by Krueger and Milstein (1995) indicates that leadership doctoral students rank the internship experience as one of the most valuable of their experiences. According to Milstein (1999), there are six program components of successful internship programs: sufficient time on task, placement with mentors and mentor training, multiple and alternative internship experiences, reflective seminars, field supervision, and program coordination.

The Educational Administration doctoral students complete an individual internship, crafted with the help of their advisors and district representatives. The interns spend 15 weeks in their districts under the guidance of a district mentor. The Aurora University Internship Coordinator works with
the district to place the doctoral students, monitor progress, and have the doctoral students reflect on their experiences.

The Curriculum and Instruction strand conducts a series of curriculum-oriented activities within their district over the course of their two years in the program, led by the senior faculty member in curriculum and instruction. This opportunity puts academic learning in the practical context of district needs. Doctoral students reflect in class on their learning. In addition, Curriculum and Instruction doctoral students may elect an individual internship.

The Leadership and Adult and Higher Education Curriculum strand focuses on adult learning foundations and applied theories the first two years in the program. This program is in place to deepen the knowledge of doctoral students working in higher education and in adult learning and development. Doctoral students will critically analyze forces shaping adult learning and higher education to create research questions and prepare them for dissertation work.

**THE CURRICULUM, TEACHING, AND LEARNING AND THE LEARNER**

At the doctoral level, the goal is to develop building leaders, district leaders, teachers, and adult educators capable of conducting research on issues that arise from practice and of adding to the education knowledge base. There is continuing dialogue in the profession concerning research methodologies, with some supporting quantitative methodologies and others arguing the value of qualitative methodology (e.g. Anderson, 2002; Page, 2001). In our EdD Program, doctoral students receive training in both quantitative and qualitative research. They learn how to evaluate research for its quality so that they will be prepared to understand its value for their districts. All doctoral students prepare a rigorously-researched dissertation. However, because these projects are based on traditions of collaboration with the schools, doctoral students are encouraged to conduct the research on problems of interest to their districts. Doctoral students often ask a district administrator who has a doctoral degree to serve as a dissertation committee member. To further tie research to practice, the program holds an annual dissertation conference where doctoral students present their research to both the university and the broader educational community.

National, state, and professional standards for the preparation of educational leaders inform the EdD Program. McCarthy and Kuh (1997) advise the infusion of practice along with academic content in leadership preparation. Milstein (1999) outlines key elements necessary for successful leadership preparation programs: readiness for program change; recruitment and selection of doctoral students; academic offerings which emphasize the leadership skills and the knowledge base required in leadership roles; incorporation of adult education principles; model instruction; regular program evaluations; learning in cohorts; resource acquisition; internships; and, program coordination.

The EdD Program incorporates the practice-oriented elements of McCarthy and Kuh (1997) and Milstein (1999). The EdD Program recruits into cohorts doctoral students who work in school districts across Northern Illinois and Southern Wisconsin. Roughly one third of the doctoral students in each cohort study curriculum and instruction, one third study adult and higher education, and the other third specialize in administration. In an academic setting, doctoral students in the cohort are able to bring the issues of their districts to light; they inform and challenge each other. The variety of perspectives—from curriculum directors, to superintendents and assistant superintendents, to teacher-leaders—expands the thinking of each and makes the academic learning understandable within particular and differing contexts. Each group studies the
knowledge base for their area and practices leadership skills through internships, class assignments, and on-the-job practice.

Using adult-education principles (Knowles, 1984a, 1984b), instructors engage doctoral students in experiential, problem-centered learning. Doctoral student assignments include skills they will need on the job; for example, critiquing their district’s curriculum design, or constructing an evaluation plan for a district program. Professors model a variety of instructional techniques to reach the diverse learners in the class. Doctoral students evaluate instruction, suggesting possible changes. Their input is part of the data used to inform program improvement and doctoral student competency.

THE COMMUNITY AND SOCIETY

It is the belief of our unit that learning occurs best through the formation of collaborative learning communities that are simultaneously supportive and challenging. It is through the experience of participating as members of an interdependent collaborative community that individuals are “introduced to a world larger than their own experiences and egos, a world that expands their personal boundaries and enlarges their sense of community” (Palmer, 1998, p.120).

Collegiality and collaboration are encouraged through a cohort approach in the Aurora University EdD Program. The program works closely with the educational community by enrolling diverse active practitioners through the internship, through including practitioners with a doctoral degree on dissertation committees, through joint interdisciplinary research projects involving the educational community, and through community events such as the dissertation conference or the opening ceremonies that include family and graduates.

REFERENCES


THE EdD CURRICULUM

ADVISING

Following acceptance into the EdD Program, doctoral students will be assigned a program advisor. Usually this advisor will provide advice and assistance until a dissertation chair is selected who will then become the doctoral student's advisor. The advisor will be the doctoral student’s first contact for any issues or concerns regarding the program. The advisor will assist the doctoral student with all course and program-related issues. Service on the doctoral student's dissertation committee is a separate decision. The program advisor may or may not serve on the dissertation committee.

DEGREE REQUIREMENTS

To complete the doctoral degree, all doctoral students are required to maintain satisfactory progress and to complete the following:

Continuous Enrollment
Aurora University requires that all students in the EdD Program maintain continuous enrollment by registering for at least one credit hour every semester, fall, spring and summer. If all required semester hours of course work have been taken, students must register for a minimum of one dissertation credit hour per semester. If a student is not registered for one or more semesters, that student will have to reapply for admission into the EdD Program. If accepted, the tuition fee will be the fee charged the most recent cohort.

Course Requirements
A minimum of 60 semester hours (beyond the master's degree); 42 hours of course work, 6 hours divided between a choice of electives, advanced research, and internship, and 12 hours of dissertation. Doctoral students who complete 48 hours of course work/internship/elective and wish to take the advanced dissertation research course may apply those 3 hours to their dissertation hours.

Electives
For Leadership in Curriculum and Instruction students and Adult and Higher Education students six semester hours of elective are required. Students in Leadership in Educational Administration must take three semester hours of electives. Electives can be directed study courses and courses taken at another university, with prior approval. Electives need to be approved by doctoral student’s advisor.

Internship
Doctoral students in Leadership in Educational Administration are required to take EDU 7750, a practical internship experience situated in a local school district. Leadership in Curriculum and Instruction doctoral students may also take EDU 8750 as an elective.

Superintendent Endorsement
Doctoral students in the Leadership in Educational Administration strand must take the state examination for the Superintendent Endorsement. It is recommended that the examination be taken no sooner than completion of the second year.
**Dissertation**
Graduation from the EdD Program requires that all students complete a single-authored dissertation that involves the application of research methodology and research literature to an area of interest within the broad domain of “Education.” The final dissertation must be approved by a committee of three and subsequently published in the ProQuest database. Additional information is provided in the portion of this handbook labeled “Degree Milestone 3.”

**Examinations**
A Qualifying Self-Assessment and Comprehensive Examination are required of all students in the program. However, students who are “completers” may have alternative requirements as a result of their prior academic work. Additional information is provided in the portion of this handbook labeled “Degree Milestone 2.”

All requirements must be completed within three (minimum) to six (maximum) years from first enrollment. Under special circumstances, an extension of the time limit may be granted by a vote of doctoral faculty.

**Disclaimer:** Faculty reserves the right to make changes to the curriculum as they see fit. Any changes to the curriculum will be communicated formally to all students in a timely manner.
## Leadership in Educational Administration

### Year One

<table>
<thead>
<tr>
<th>Term/Semester</th>
<th>Credit Hours</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Fall</td>
<td>3</td>
<td>EDU 7110 School Reform/School Renewal</td>
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<tr>
<td></td>
<td>4</td>
<td>EDU 7120 Policy Analysis/Research in Education</td>
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<tr>
<td>Spring</td>
<td>4</td>
<td>EDU 7135 Dynamics of Organizational Theory and Change</td>
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<td>4</td>
<td>EDU 7010 Introduction to Educational Research</td>
</tr>
<tr>
<td>Summer</td>
<td>3</td>
<td>EDU 7140 Advanced Educational Law</td>
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<tr>
<td></td>
<td>3</td>
<td>EDU 7150 Advanced Human Resources Administration</td>
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### Year Two

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<tr>
<th>Term/Semester</th>
<th>Credit Hours</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Fall</td>
<td>4</td>
<td>EDU 7100 Quantitative Research OR EDU 7190 Qualitative Research</td>
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<tr>
<td></td>
<td>3</td>
<td>EDU 7225 Curriculum for Administrators</td>
</tr>
<tr>
<td>Spring</td>
<td>2</td>
<td>EDU 7170 Administration of Educational Facilities</td>
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<td>2</td>
<td>EDU 7240 Administration of Technology</td>
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<td></td>
<td>4</td>
<td>EDU 7220 Economics of Education</td>
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<tr>
<td>Summer</td>
<td>3</td>
<td>EDU 7260 The Modern Superintendency</td>
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<td>3</td>
<td>EDU 7270 Assessment for Administrators</td>
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### Year Three

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<tr>
<th>Term/Semester</th>
<th>Credit Hours</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Fall</td>
<td>3</td>
<td>EDU 7200 Advanced Quantitative Dissertation Research OR</td>
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<tr>
<td></td>
<td>3</td>
<td>EDU 7210 Advanced Qualitative Dissertation Research OR</td>
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<tr>
<td></td>
<td>Up to 12</td>
<td>EDU 7830 Directed Study</td>
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<td></td>
<td></td>
<td>EDU 7750 Educational Leadership Internship</td>
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<td></td>
<td></td>
<td>EDU 7800 Dissertation</td>
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<tr>
<td>Spring</td>
<td>Up to 12</td>
<td>EDU 7800 Dissertation</td>
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<tr>
<td>Summer</td>
<td>Up to 12</td>
<td>EDU 7800 Dissertation</td>
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</tbody>
</table>

Note: All doctoral students are required to be continuously enrolled. Doctoral students must be enrolled for at least one semester hour of dissertation credit until their dissertation is completed. In any semester, doctoral students can register for as few as one dissertation credit or as many as twelve.
# Leadership in Curriculum and Instruction, K-12 Learning

## Year One

<table>
<thead>
<tr>
<th>Term/Semester</th>
<th>Credit Hours</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Fall</td>
<td>3</td>
<td>EDU 7110/8110 School Reform/School Renewal</td>
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<tr>
<td></td>
<td>4</td>
<td>EDU 8130 Foundations for Curriculum Studies</td>
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<tr>
<td>Spring</td>
<td>4</td>
<td>EDU 7135 / 8135 Dynamics of Organizational Theory &amp; Change</td>
</tr>
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<td></td>
<td>4</td>
<td>EDU 8010 Introduction to Educational Research</td>
</tr>
<tr>
<td>Summer</td>
<td>3</td>
<td>EDU 8150 Technology for Educators</td>
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<tr>
<td></td>
<td>3</td>
<td>EDU 8170 Curriculum for Race, Gender, Culture, and Ethnicity</td>
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## Year Two

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<th>Courses</th>
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<tbody>
<tr>
<td>Fall</td>
<td>4</td>
<td>EDU 8100 Quantitative Research OR EDU 8190 Qualitative Research</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>EDU 8080 Curriculum Design I</td>
</tr>
<tr>
<td>Spring</td>
<td>4</td>
<td>EDU 8180 Leadership and Implementation of Curriculum</td>
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<td>4</td>
<td>EDU 8250 Principles and Practices of Assessment and Program Evaluation</td>
</tr>
<tr>
<td>Summer</td>
<td>3</td>
<td>EDU 8220 Teaching: Current Research and Theory</td>
</tr>
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<td></td>
<td>3</td>
<td>EDU 8160 Clinical Supervision and Teacher Development</td>
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<tbody>
<tr>
<td>Fall</td>
<td>3</td>
<td>EDU 8200 Advanced Quantitative Dissertation Research OR</td>
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<tr>
<td></td>
<td>3</td>
<td>EDU 8210 Advanced Qualitative Dissertation Research OR</td>
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<tr>
<td></td>
<td>3 Up to 12</td>
<td>EDU 8830 Directed Study</td>
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<td></td>
<td>3</td>
<td>EDU 8830 Study</td>
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<td>EDU 8800 Dissertation</td>
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<td>Spring</td>
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<td>EDU 8800 Dissertation</td>
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<tr>
<td>Summer</td>
<td>Up to 12</td>
<td>EDU 8800 Dissertation</td>
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</tbody>
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Note: All doctoral students are required to be continuously enrolled. Doctoral students must be enrolled for at least one semester hour of dissertation credit until their dissertation is completed. In any semester, doctoral students can register for as few as one credit or as many as twelve.
### Leadership in Adult and Higher Education Curriculum

#### Year One

<table>
<thead>
<tr>
<th>Term/Semester</th>
<th>Credit Hours</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>3</td>
<td>EDU 8500 Contemporary Issues of Adult Learners</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>EDU 8510 Foundations in Adult Learning and Education: History, Sociology, Politics and Economics</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>4</td>
<td>EDU 7135 / 8135 Dynamics of Organizational Theory &amp; Change</td>
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<td>4</td>
<td>EDU 8010 Introduction to Educational Research</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>3</td>
<td>EDU 8170 Curriculum for Race, Gender, Culture, and Ethnicity OR EDU 7150 Advanced Human Resources Administration</td>
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<td>3</td>
<td>EDU 8150 Learning in the Digital Age</td>
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#### Year Two

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<thead>
<tr>
<th>Term/Semester</th>
<th>Credit Hours</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>4</td>
<td>EDU 8100 Quantitative Research OR EDU 8190 Qualitative Research</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>EDU 8080 Curriculum Design: Principles and Practice of Instructional Materials OR Choice of MBA 6620 Leading Strategically, MBA 6630 Leading Teams OR MBA 6075 Operations Management</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>4</td>
<td>EDU 8180 Leadership and Implementation of Curriculum OR Choice of MBA 6620 Leading Strategically, MBA 6630 Leading Teams OR MBA 6075 Operations Management</td>
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<tr>
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<td>4</td>
<td>EDU 8250 Principles and Practices of Assessment and Program Evaluation</td>
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<tr>
<td><strong>Summer</strong></td>
<td>3</td>
<td>EDU 8225 Philosophies of Adult Learning</td>
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<td>3</td>
<td>EDU 8515 Learning How to Learn: Applied Theory for Adult Learners</td>
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#### Year Three

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<tr>
<th>Term/Semester</th>
<th>Credit Hours</th>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>3</td>
<td>Pick Two From the Following: EDU 8200 Advanced Quantitative Dissertation Research OR EDU 8210 Advanced Qualitative Dissertation Research OR EDU 8830 Directed Study OR EDU 8520 Seminar: Issues in Higher Education Administration</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>EDU 8800 Dissertation</td>
</tr>
<tr>
<td></td>
<td>Up to 12</td>
<td>EDU 8520 Seminar: Issues in Higher Education Administration</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Up to 12</td>
<td>EDU 8800 Dissertation</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>Up to 12</td>
<td>EDU 8800 Dissertation</td>
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</tbody>
</table>

Note: All doctoral students are required to be continuously enrolled. Doctoral students must be enrolled for at least one semester hour of dissertation credit until their dissertation is completed. In any semester, doctoral students can register for as few as one dissertation credit or as many as twelve.
**EDU 7010: Introduction to Educational Research | 4 semester hours**
The purpose of this course is to provide an introduction to the major research paradigms of educational research: quantitative and qualitative. At the same time, the course will provide the skills and knowledge necessary to critically read educational research literature. Doctoral students will examine current research practices in education, analyze research findings related to current educational issues, and analyze and evaluate the implications of those findings.

**EDU 7100: Quantitative Research in Education | 4 semester hours**
This course examines educational quantitative research design and data analysis. The course stresses the connections between research design, data analysis, and the use of computer software for statistical analysis and reporting. Topics include the use of statistical software, the relationship between research design and the appropriate selection and use of simple and complex descriptive and inferential statistics.

**EDU 7110: School Reform/School Renewal: A Seminar | 3 semester hours**
After examining specific reform/renewal movements in American education history and learning about the factors that affect and affect the success of reform/renewal, this course will turn its attention to current school reform/renewal issues, policy, and initiatives and analyze them from historical, philosophical, political, economic, and social perspectives. This course is considered foundational to both strands of the EdD Program in that it provides doctoral students with necessary background perspectives to understand and discuss current trends, issues, research, policies, principles, and practices of education in America.

**EDU 7120: Policy Analysis/Research in Education | 4 semester hours**
This course will focus on the elements of public policy analysis/research. It will examine the purposes, conceptual frameworks, methodologies, design, and strategies that comprise policy analyses/research—particularly the relationship between policy evaluation/analysis and decision making in education. Doctoral students will be introduced to the analytical tools necessary for policy analysis/research and will learn to view policy and policy making from different perspectives: as rational problem solving, organizational habit, and political settlement; as the effort to symbolize key values; and as expression or temporary resolution of moral dilemmas. The course will address current problems and issues in community relations as they affect administrative practices in the areas of policy analysis and research. This course will consider internal relationships such as those among various components of the school district and between the board of education and the district office.

**EDU 7135: Dynamics of Organizational Theory and Change | 4 semester hours**
This course will critically analyze traditional and alternative assumptions about organizations, how they function, and why people in organizations behave as they do. The impact of information, power, beliefs, resources, professions, controls, incentives, organizational structure, and environment as they pertain to education will be discussed. The course will enable doctoral students to define the organizational setting of their institutions and implement appropriate management theories and processes in institutional problem solving. The course also focuses on the study of organizational change, addressing the processes organizations invoke as they respond to reform pressure. The course will consider these approaches: socio-psychological, rational planning, political perspectives, and those associated with notions of organized anarchies. Specific topics related to change and innovation will be considered: roles of beliefs, groups, symbols and norms, diffusion of innovations, and research issues.

**EDU 7140: Seminar in Advanced Education Law | 3 semester hours**
This course will analyze the impact of state and federal laws on schooling and educational practice, and on the interactions among participants in education such as teachers, doctoral students, parents and administrators. It will also provide educators with the conceptual and practical skills to handle the legal function of educational administration and to become proactive advocates regarding educational policy and law.
EDU 7150: Advanced Human Resources Administration | 3 semester hours
This course will examine various theories, practice, and research in human resources administration. Through fictionalized and local case studies and relevant literature, doctoral students will learn about patterns and practices in educational personnel management, and issues and trends in human resources administration.

EDU 7170: Administration of Educational Facilities | 2 semester hours
Through case studies, field experiences, and the literature, this course will explore the problems, issues, research and trends in the design, maintenance and utilization of educational facilities.

EDU 7190: Qualitative Research in Education | 4 semester hours
Building upon “Introduction to Educational Research,” the first part of this course will examine research design and data collection for a number of types of qualitative research: lived experience, narrative inquiry, life history/oral history, focus groups, case study, documentary research, grounded theory, descriptive/interpretive, critical theory/feminist/action research. Issues such as ethics, validity, and reliability and the role of the practitioner-researcher will be addressed. The second part of this course will address data analysis and representation examining types of data analysis and management and critical issues in qualitative research.

EDU 7200: Advanced Quantitative Research | 3 semester hours
This course builds upon “Introduction to Educational Research” and “Quantitative Research in Education I”. The first part of this course will examine quantitative research design and data collection, and various data analysis techniques. The use of SPSS in data analysis will be stressed. The quantitative research concerns of individual doctoral students will be addressed in the second part of this course.

EDU 7210: Advanced Qualitative Research | 3 semester hours
Building upon “Introduction to Educational Research” and “Qualitative Research in Education I,” this course will emphasize data analysis, its assumptions, variations, and processes. The course will also examine various ways of presenting and communicating the findings of qualitative research, and doctoral students will read and analyze examples of qualitative research. Issues such as ethics, validity, and reliability will continue to be addressed.

EDU 7220: Economics of Education | 4 semester hours
This course will focus on the relationship between economics and the provision of educational services. Current topics in educational economics such as return to investment in education, school choice, teacher compensation, accountability, and privatization of education will be examined. Doctoral students will learn how to analyze issues from an economic perspective. The course will examine current problems in school finance, including costs, the ability to support schools, and financial implications of educational principles. Problems of federal, state, and local school support will be examined.

EDU 7225: Curriculum for Administrators | 3 semester hours
This course provides administrators with an overview of how to provide curriculum leadership, including designing, aligning, implementing, and evaluating curriculum. It examines the curriculum development cycle from concept, through writing and piloting, to formative evaluation, revision, and implementation. Students will focus on aligning a curriculum with other curricula and with state standards. They will also discuss providing leadership around professional development. Students will complete a practical project that involves evaluating a district-wide curriculum.

EDU7240: Administration of Technology and Technology for Administrators | 2 semester hours
As the title suggests, this course will have two foci. The course will concentrate on issues surrounding technology in the schools and the administrative functions that technology requires. It will also concentrate on the functions that technology can play in efficient management and management of information. The course will include lab experiences.
EDU 7260: The Modern Superintendency | 3 semester hours
Doctoral students will take this course toward the end of their academic program. As such, “The Modern Superintendency” will provide a practical, capstone experience, during which doctoral students will analyze, synthesize, and apply their knowledge from previous courses. The course will take a very broad perspective in examining the job of superintendents in today’s schools. Doctoral students will examine the leadership characteristics of modern superintendents, the role of the superintendent in 21st century schools, and the many challenges facing superintendents in today’s educational environment.

EDU 7270: Assessment for Administrators | 3 semester hours
This course will explore assessment issues faced by administrators, especially issues around high-stakes standardized tests. Doctoral students will address essential concepts regarding interpreting and using assessments, including ethical behavior, reliability, validity, and interpreting norm-referenced scores. In light of the purposes of assessment, they will examine and critically analyze specific testing and assessment programs and consider the elements of an ideal district assessment program.

EDU 7750: Educational Leadership Internship | 3 semester hours
The Internship in “Educational Leadership Internship” provides continued practical experience in the candidate’s major field, under close supervision and direction of local school district personnel and doctoral faculty members. The internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational, and contextual leadership program standards associated with the EdD Program at Aurora University. The outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders. Each Internship is unique to the needs of that particular doctoral student and comes at, or near, the end of the formal program of studies. It is understood that effort expended during the internship must be comparable to formal course work. This effort translates into approximately 60-65 clock hours devoted to the internship for three semester hours of credit.

EDU 7800: Dissertation | 12 semester hours
Dissertation credits may be taken only with the consent of the dissertation chair and only after passing the Qualifying Self-Assessment. One to twelve credit hours may be taken in any semester. When working on the dissertation, all doctoral students are required to remain continuously enrolled by taking at least one credit hour of EDU 7800 or EDU 8800 each fall, spring, and summer semester.

EDU 8010: Introduction to Educational Research | 4 semester hours
The purpose of this course is to provide an introduction to the major research paradigms of educational research: quantitative and qualitative. At the same time, the course will provide the skills and knowledge necessary to critically read educational research literature. Doctoral students will examine current research practices in education, analyze research findings related to current educational issues, and analyze and evaluate the implications of those findings.

EDU 8080: Curriculum Design I: Principles & Practice of Instructional Materials & Curriculum Design 3 semester hours
This course will examine principles and research in the design and development of instructional materials and curriculum. The development cycle of conceptualization, writing, formative evaluation, and revision of instructional materials, including textbooks (e-books), is examined. The realities of publishing and marketing instructional materials are explored as are procedures for evaluating and selecting instructional materials. A contemporary curriculum project and research related to that project is examined for its assumptions, development process, content, and effectiveness. Doctoral students will design instructional materials employing best practice in the design.

EDU 8100: Quantitative Research in Education | 4 semester hours
This course examines educational quantitative research design and data analysis. The course stresses the connections between research design, data analysis, and the use of computer software for statistical analysis and reporting. Topics include the use of statistical software, the relationship between research design and the appropriate selection and use of simple and complex descriptive and inferential statistics.
EDU 8110: School Reform/School Renewal: A Seminar | 3 semester hours
After examining specific reform/renewal movements in American education history and learning about the factors that affect and affect the success of reform/renewal, this course will turn its attention to current school reform/renewal issues, policy, and initiatives and analyze them from historical, philosophical, political, economic, and social perspectives. This course is considered foundational to both strands of the EdD Program in that it provides doctoral students with necessary background perspectives to understand and discuss current trends, issues, research, policies, principles, and practices of education in America.

EDU 8130: Foundations for Curriculum Studies | 4 semester hours
This course will examine epistemologies influencing the field of curriculum and curriculum development. Historical, philosophical, sociological, and psychological influences on curriculum are included. Primary and secondary source readings will be used, as well as, philosophical analyses of curriculum. Detailed analysis of these influences on curriculum and curriculum development will be a major portion of the course.

EDU 8135: Dynamics of Organizational Theory and Change | 4 semester hours
This course will critically analyze traditional and alternative assumptions about organizations, how they function, and why people in organizations behave as they do. The impact of information, power, beliefs, resources, professions, controls, incentives, organizational structure, and environment as they pertain to education will be discussed. The course will enable doctoral students to define the organizational setting of their institutions and implement appropriate management theories and processes in institutional problem solving. The course also focuses on the study of organizational change, addressing the processes organizations invoke as they respond to reform pressure. The course will consider these approaches: socio-psychological, rational planning, political perspectives, and those associated with notions of organized anarchies. Specific topics related to change and innovation will be considered: roles of beliefs, groups, symbols and norms, diffusion of innovations, and research issues.

EDU 8150: Learning in the Digital Age | 3 semester hours
This course will examine the theoretical foundations and research into various techniques of learning technologies: computer-based and internet-based technologies, virtual classrooms and schools, Web 2.0, digital libraries, videoconferencing, virtual reality, networks, discussion forums, interactive whiteboards, online courses, MOOCs, etc. As well, the course will include discussions and readings about access, globalization, adult technophobia, ethics, equity, privacy, and the impact of the technologies on society in general, adult learning, and education in particular. Students will be exposed to applications for various curriculum subjects and will analyze technology standards for students, teachers and administrators (ISTE). In lab sessions, students will examine specific technologies and design learning experiences that integrate technology.

EDU 8160: Clinical Supervision and Teacher Development | 3 semester hours
This is an advanced course in supervision which focuses on the theory and practice of supervision and teacher development. The focus will be on supervision as an instructional process, the aim of which is to improve instruction. Both pre-service and in-service supervision will be discussed.

EDU 8170: Curriculum for Race, Gender, Culture, and Ethnicity | 3 semester hours
This course will examine educational responses to diversity and inequality of educational opportunity. Students will focus on programs, policies and curricula aimed at ameliorating problems faced by disenfranchised groups in contemporary P-12 schools as well as adult learning institutions. Issues such as race, gender, class, exceptionalities, culture etc. will be addressed

EDU 8180: Leadership for Curriculum Implementation | 4 semester hours
This course will evaluate traditional approaches to leadership as well as contemporary theories and styles of leadership. Candidates will examine principles underpinning leadership such as their own values, personal philosophy and beliefs. Candidates will apply leadership content to the role of Curriculum Director in a school district or administrator in an adult learning institution. They will critically analyze selected curricula and
curricular trends from a number of perspectives, develop a curriculum in an area of interest and reflect on how to implement the curriculum effectively.

**EDU 8190: Qualitative Research in Education | 4 semester hours**

Building upon “Introduction to Educational Research,” the first part of this course will examine research design and data collection for a number of types of qualitative research: lived experience, narrative inquiry, life history/oral history, focus groups, case study, documentary research, grounded theory, descriptive/interpretive, critical theory/feminist/action research. Issues such as ethics, validity, and reliability and the role of the practitioner-researcher will be addressed. The second part of this course will address data analysis and representation examining types of data analysis and management and critical issues in qualitative research.

**EDU 8200: Advanced Quantitative Research | 3 semester hours**

This course builds upon “Introduction to Educational Research” and “Quantitative Research in Education I.” The first part of this course will examine quantitative research design and data collection, and various data analysis techniques. The use of SPSS in data analysis will be stressed. The quantitative research concerns of individual doctoral students will be addressed in the second part of this course.

**EDU 8210: Advanced Qualitative Research | 3 semester hours**

Building upon "Introduction to Educational Research" and "Qualitative Research in Education I,” this course will emphasize data analysis, its assumptions, variations, and processes. The course will also examine various ways of presenting and communicating the findings of qualitative research, and doctoral students will read and analyze examples of qualitative research. Issues such as ethics, validity, and reliability will continue to be addressed.

**EDU 8220: Teaching: Current Research and Theory | 3 semester hours**

This course will explore the research literature on classroom teaching and the contrasting conceptual and methodological approaches upon which the research is based. The course is designed to help doctoral students become knowledgeable about the major areas in the field, develop a critical perspective on contrasting paradigms and raise questions about the implications of research on teaching for curriculum, instruction, evaluation, and professional development.

**EDU 8225: Philosophies of Adult Education | 3 semester hours**

The course begins by defining common characteristics of adult learners. Readings include the research literature on learner-centered instruction. The course emphasizes theories of self-regulated learning and motivation, focusing particularly on: constructivism, social cognition, efficacy, attribution, and self-determination. The course accentuates adult-oriented constructivist methods of teaching and learning, including problem-based learning.

**EDU 8250: Principles and Practices of Assessment and Program Evaluation
4 semester hours**

This course explores issues and practices of the evaluation and assessment of learning and educational outcomes, including student learning, curriculum effects, program evaluation, teacher competency, impact of large-scale assessment programs, assessment and distance education, adult competency-based assessments, comprehensive exams, and the impact of higher education admission policies and ethics. Students examine and analyze critically specific testing/assessment / higher education admission policies and read, analyze and evaluate selected curriculum and program evaluations and design a program or curriculum evaluation. Although the course does not have a statistical measurement focus, it will require students to read and understand assessment results.

**EDU 8500: Contemporary Issues of Adult Learners | 3 semester hours**

This course examines various contemporary issues in adult education: social justice, diversity and marginalization; human resource development; lifelong learning, globalization; the role of mass media and popular culture; technology; and health, welfare and the environment. Emphasis is on the identification definition, and study of adult learning issues and how education leaders address them. Legal and ethical
issues are also considered. Participants critically analyze forces shaping adult learning and higher education to create research questions.

**EDU 8510: Foundations in Adult Learning and Education: History, Sociology, Politics, and Economics**  
*4 semester hours*  
This survey course brings various disciplinary perspectives – such as history, philosophy, political science, and sociology – to bear on the analysis of educational theories and practices in adult learning and education. Participants analyze the contributions of major scholars and leaders in the field of adult development and learning's influence on current perspectives. Additionally, participants predict the probable impact of the various disciplines on the future of adult learning and education.

**EDU 8515: Learning How to Learn: Applied Theory for Adult Learners**  
*3 semester hours*  
This course applies the theoretical understandings of adult learning and the skills that enable adults to learn effectively in classrooms, small groups, and individually. Participants analyze and apply effective policies, methods, techniques, and strategies for the instruction of adults.

**EDU 8520: Issues in Higher Education Administration**  
*3 semester hours*  
This course examines administrative strategies and characteristics of adaptive and sustainable higher education organizations. Participants consider higher education administrators response to external forces (governmental agents, the public, the global community) and internal (faculty, staff, students and administrator) issues. Participants investigate shared governance, autonomy and accountability, economics, policy and politics, ethical and sociological issues, management, personnel development, program planning, and evaluation.

**EDU 8800: Dissertation**  
*12 semester hours*  
Dissertation credits may be taken only with the consent of the dissertation chair and only after passing the Qualifying Self-Assessment. One to twelve credit hours may be taken in any semester. When working on the dissertation, all doctoral students are required to remain continuously enrolled by taking at least one credit hour of EDU 7800 or EDU 8800 each fall, spring, and summer semester.

**MBA 6200: Human Resource Management**  
*3 semester hours*  
This course explores the basic concepts of individual and social behavior as they apply to the modern organizational environment and day-to-day issues of human resource management. Specific topics include: communication, motivation, training and development, compensation, and labor relations issues. Labor relation issues include: minority rights, sexual harassment and environmental concerns. Emphasis is on organizational development and team building.
DEGREE MILESTONES

MILESTONE 1: QUALIFYING SELF-ASSESSMENT

Qualification as a doctoral student is based upon successful completion of first-year courses and a standards-based self-assessment. We estimate that the self-assessment can be completed in at least five pages, and no more than ten double spaced pages.

The self-assessment will consider the doctoral student’s accuracy, clarity of communication, analytical skills, and perceptiveness.

The self-assessment has three parts:
   I. A self-rating of the candidate’s performance level for each outcome or standard and dispositions;
   II. A written analysis of the learning the candidate has achieved for each outcome or standard, with specific examples of relevant learning experiences;
   III. A written action plan for achieving the next developmental level of the two or three outcomes or standards where the candidate sees the greatest need. That plan should include:
      • The outcome or standard
      • Developmental activities or strategies
      • Needed resources
      • Target date for completion

MILESTONE 2: COMPREHENSIVE EXAMS

The Aurora University EdD Program requires that all doctoral students complete and pass a comprehensive examination taken toward the end of the candidate’s course work. The purpose of the comprehensive examination is to evaluate candidate proficiencies in identifying, synthesizing, and critiquing theoretical and empirical literature, translating such literature into recommendations for effective practice and future research, and writing clearly at a doctoral student level.

ELIGIBILITY

Doctoral students may take the comprehensive exam when they have completed no less than forty-two hours of their course work and no Incompletes remain on their transcript.

PREPARATION FOR THE EXAM

Doctoral students submit topics they are willing to write on for the third question of the comprehensive exam to the program secretary. This shall be done at the completion of their spring classes in their second year. Doctoral students on the extended program should check with their program advisor to schedule the exam.
The Doctoral comprehensive examination is a take-home examination in which doctoral students may use whatever books and resources are helpful to them. Doctoral students are expected to abide by the University’s Code of Academic Integrity. Candidates’ responses to these examinations must be their original work for this specific purpose. These examinations must not include cut-and-paste material from work previously written for other purposes. Doctoral students may use any written resources relevant to this examination. Doctoral students must not, however, use people as resources (e.g., peers, colleagues, and faculty) regarding content of the examinations and their responses.

Doctoral students should use proper documentation for all sources they have cited in their examination. Material that is directly cited should be quoted. A complete list of references should be included for each question in the examination.

Responses to each question should begin on a new page following a cover page that includes a restatement of the question, student’s name, cohort number, and date. Each response should be limited to ten, double-spaced, 12 point font pages.

Aurora University doctoral comprehensive examinations will be offered annually after the summer term. Examinations will typically only be offered during this time frame. Students choose the two week interval in which they will complete the examination. This information should be emailed to the department secretary. Appeals for unanticipated and extraordinary circumstances must be made to the doctoral chairperson who will determine if an exception may be made. Student responses are to be placed in a 9” x 12” manila envelope and given or e-mailed by midnight, no later than two-weeks after the receipt of the questions. Those doctoral students who encounter a major personal issue, such as personal illness or death in family, must notify the doctoral chair immediately of their inability to complete the examination within the two-week time limit. With approval from the chair, the doctoral student will be required to return the questions and will be rescheduled to take the examination as soon as possible.

Aurora University doctoral comprehensive examinations consist of three parts: the doctoral core, an area of concentration, and a case study. Doctoral students will indicate the topic for the “area of concentration” question, and will be provided the core question as-well-as a case study question.

1. **Doctoral Core Question:** The doctoral core question may be based upon:
   - Reform efforts
   - Research Strategies
   - Program Evaluation
   - Diversity

2. **Case Study Question:** Faculty in Leadership in Educational Administration, Leadership in Curriculum and Instruction, and Leadership in Adult and Higher Education will determine case study questions.
3. Area of Concentration Question: The area of concentration question may be based upon the candidate’s personal or professional interests, including the candidate’s dissertation research interest. This question is written by the doctoral student’s dissertation chair. Examples include:

- Current and future issues in education
- Educational law
- Curriculum studies
- Diversity
- The Superintendency
- Human Resources
- Finance

**Evaluation of the Examination**

Examinations will be graded Pass or No Pass. Criteria for the evaluation of the exam will include:

- Thoughtfulness of response
- Responsiveness to question asked
- Effectiveness of analysis of the question
- Clarity of communication
- Use of scholarly works
- Application to the real world

**Failure of the Examination**

Doctoral students may fail a part of the examination or all of it. Partial failures only require the retaking of the portion of the examination that was failed. Upon failure of the comprehensive examination, doctoral students may: a) retake the exam up to two additional times; or b) appeal the evaluation to the committee who read the examination. If the candidate remains unsatisfied, the candidate may appeal to the Executive Director of the School of Education, who may ask outside readers to evaluate the candidate’s response. Doctoral students may also choose to leave the program.

**Retaking the Examination**

Doctoral students who fail part or all of the comprehensive examination may reapply to take the examination. The application for retaking the entire examination or two questions will include a statement by the student explaining what study and preparation has taken place to justify the expectation of a better performance on the examination. The examination will be given the following December to allow time for this preparation. Those doctoral students who fail only one question may petition the faculty to retake that question as soon as the following November provided evidence is given that justifies the expectation of a better performance in answering the question. If two or three questions need to be retaken, examinations must be completed within two weeks of receiving the question. Only one week is allowed for answering one question.

**Passing the Examination**

Upon passing the comprehensive examination, doctoral students may continue to work on the dissertation, and will be considered “candidates” in the EdD Program.
MILESTONE 3: DISSERTATION

The dissertation is the most substantial scholarly work completed as part of the EdD Program. It is a culminating experience, rather than one big evaluation piece that occurs at the end of your program. The dissertation, within this context, is an extension of work done during the program. The dissertation is practice-based dealing with issues faced by educational organizations. It should have relevance to the doctoral student’s professional setting. The dissertation belongs first to the doctoral student. The role of the dissertation chair and other dissertation committee members is to assist the doctoral student in the completion of the research and writing of an excellent dissertation. The stages of dissertation completion process are intended to assist doctoral students, not become barriers to impede progress. The dissertation chair and committee members serve as coaches to help doctoral students through the process. All members of the dissertation committee are chosen by the student. The chair of the dissertation committee must be selected in the Spring semester of the second year.

Over many years, a style for dissertations has developed. The dissertation is a report on the results of a scholarly study. The dissertation is usually completed in five chapters. In Chapter One an introduction to the study and rationale for the study are provided. Chapter Two contains a literature review showing how the study relates to previous research and scholarly thought. In Chapter Three the design of the research is detailed. In Chapter Four the author describes the results of the research. In Chapter Five the author discusses the significance of the research findings. This five-chapter format is often adapted for a particular study. Six, and even seven, chapter dissertations have been approved. The steps in creating a dissertation are briefly described below.

ROLE OF CHAIR, COMMITTEE MEMBERS, AND DOCTORAL STUDENT

The doctoral student, dissertation committee chair, and dissertation committee members are responsible for creating the dissertation and assuring that it is of doctoral quality. The dissertation chair and methodologist must be full-time faculty within the EdD department. The third reader may be an adjunct faculty member, university faculty member, or come from outside the university. All members of the dissertation committee must hold terminal degrees. Outside members must be approved by the department by submitting a curriculum vitae and other credentials.

Doctoral students plan and conduct the research as-well-as write both the study proposal and dissertation. Primary responsibility for assisting the doctoral student belongs to the dissertation chair. Committee members provide additional assistance as needed and participate in approval of the dissertation proposal and the completed dissertation. Sufficient time must be provided for chair and committee review of the proposal and dissertation drafts. It is customary that committees are given two weeks to review documents. Normally the proposal and dissertation require multiple drafts. Sometimes doctoral committees will require doctoral students to use the assistance of a professional editor to assure the written quality of the dissertation. This determination is made on a case-by-case basis.

UNIVERSITY FACULTY AS DISSERTATION COMMITTEE MEMBERS (SEE APPENDIX A)

Faculty across Aurora University can serve on dissertation committees. Appendix A provides a list of faculty (within and outside the School of Education) who have volunteered to be involved and included in this student handbook.
**Expenses of Dissertation**

In addition to tuition, doctoral students normally incur the following expenses:

- Costs related to conducting the dissertation research, e.g., postage for questionnaire mailing
- Costs for editing the proposal ($300-$500)
- Cost for editing the dissertation (quality editors range between $500-$1000)
- Cost for binding of dissertation (currently $15 per copy)
- Cost of copyrighting and publishing dissertation in ProQuest database (currently $130)

On an individual basis other expenses may be incurred.

**Proposal**

The first step is to write a dissertation proposal. The dissertation proposal is a description of the research to be conducted. The purpose of the proposal is to reach agreement between the doctoral student, the dissertation committee, and the Institutional Review Board (IRB) about the research to be conducted. The dissertation committee must approve the proposal first and then the IRB must approve it. Once the proposal is approved, no major changes are permitted in the research design without the approval of the dissertation committee and the IRB.

The proposal usually consists of three chapters and additional information required by the IRB. The three chapters parallel the first three chapters of the dissertation (introduction, literature review, research design). The proposal does not need to be the completed first three chapters of the dissertation, but should have all the essential components of those three chapters. For example, if the literature review is not wholly completed, it should be complete enough to inform the research and allow the committee to understand what the completed literature review will eventually contain. A statement of additional topics to be included in the finished literature review is required.

The proposal should comply with the formatting rules for the dissertation. All drafts of the proposal should be accompanied by a title page that lists the title, doctoral student’s name, names of committee members, and date of the draft. A running header on all pages of the proposal should include the doctoral student’s name and date of draft. When the proposal is completed, the running header should be removed from the approved proposal.

**Procedures**

The proposal is created by the doctoral student with the assistance of the dissertation chair and dissertation committee. The proposal may incorporate work done for other doctoral courses. When the chair and committee are satisfied that the proposal is ready, an oral defense is scheduled. After the oral defense, the proposal is reviewed by an AU approved editor and then it is submitted to the IRB. Only after the oral proposal defense has been passed and the IRB approval secured can any data be collected. Subsequently, the data is collected, and analyzed, and remaining chapters of the dissertation are written with the assistance of the dissertation chair and the dissertation committee. When the committee agrees with the chair that the dissertation is ready, an oral defense of the dissertation is scheduled. After the oral defense, any additional changes required by the committee must be made and approved by the chair. Then the dissertation is submitted to an AU approved editor for full editing including proper APA format. After all changes are made, the dissertation is submitted to ProQuest to make the dissertation available online. Bound copies of the
dissertation are available for purchase through ProQuest. Additional details of these procedures are provided below.

**ORAL DEFENSE OF PROPOSAL**

The oral defense of the proposal is scheduled when the dissertation chair and committee agree that the proposal is ready. The oral defense of the proposal is attended only by the doctoral student and the dissertation committee. At the defense, the doctoral student presents an overview of the proposed dissertation. It is useful if a PowerPoint or other such presentation is made. The committee may require additional changes to the proposal which the doctoral student must make before it is approved. Another defense may be scheduled if the changes are substantial, or approval of less significant changes can be delegated by the committee to the chair. When the proposal is approved, the committee members sign an approval form which is placed in the doctoral student’s file. The doctoral student may be required to have the proposal professionally edited at the student’s expense.

Comprehensive exams must be successfully passed prior to the oral defense of a dissertation proposal. However, a student may petition the department for a dissertation proposal defense prior to the passing of comprehensive exams if extenuating circumstances arise related to dissertation data collection. In this case, the dissertation chair assists the student to submit the proper paperwork. Once the proper paperwork is submitted, a faculty committee considers petitions on a case by case basis.

**INSTITUTIONAL REVIEW BOARD (IRB)**

The approved proposal is submitted to the IRB for review of the treatment of subjects. The IRB’s task is to assure that subjects understand the research project and their involvement in the project. The IRB meets monthly and normally requires receipt of the proposal two weeks before its next meeting. The proposal must comply with all the requirements of the IRB, which are stated separately in IRB documents. The proposal must be accompanied by the IRB cover sheet, the doctoral student’s vita, a timeline for completion of the research, any permission letters required for research to be conducted in a school district or other context, research documentation (survey, interview protocol, etc.) and copies of consent forms that subjects must sign before participating in the study. Doctoral students also must include the Completion Certificate documenting completion of the Human Participants Protection Education for Research Teams (completed in EDU 7010/8010). Doctoral students are encouraged to follow the IRB guidelines very carefully to avoid delay in approval of dissertation proposals. Only after IRB approval can research begin. IRB approval is for twelve months. If the student’s dissertation is not defended within twelve months, candidates must request an extension from the IRB. If modifications to the research design are proposed, both the dissertation committee and the IRB must approve. For more information and forms go to:
http://aurora.edu/documents/academics/resources/irb/IRB_PACKET.pdf

**ORAL DEFENSE OF DISSERTATION**

The Oral defense is an opportunity for the doctoral student to explain his or her dissertation research to the university community and engage in a dialogue with the dissertation committee about the research. It is the event at which the dissertation committee formally passes judgment on
the dissertation. The dissertation committee may approve the dissertation, approve pending revisions, or reject the dissertation for major revisions. It is most common for the committee to approve pending revisions.

An oral defense is scheduled by the dissertation chair when the dissertation chair and committee agree that the dissertation is ready for oral defense.

The dissertation committee chair opens the oral defense of the dissertation by describing the process of the defense. The candidate presents and defends the dissertation. This presentation should be limited to 20 minutes and focus primarily on the research design, findings, conclusions, and implications. Any professor, dean, member of doctoral student's family, or other doctoral student may attend this presentation. At its conclusion, all guests will be asked to leave the room. The committee and doctoral student will discuss the dissertation. At the conclusion of this discussion, the doctoral student will be asked to leave the room. The committee will discuss its decision. If revisions are required, the committee will agree at this time what those revisions are. The doctoral student and any guests will be asked to return to the room when the decision of the dissertation committee will be announced.

If the dissertation is approved or approved with minor revisions, the dissertation committee members sign and date the acceptance page of the dissertation. Dissertation committee members will provide any required minor revisions to the candidate. If the dissertation is not approved, the doctoral student will work with the dissertation committee to revise the dissertation until the dissertation committee can approve the dissertation. Another oral defense will be required.

**POST-DEFENSE**

Several specific steps need to be followed after the dissertation defense.

- Any revisions required by the committee must be made. The dissertation chair will oversee those changes until the dissertation is appropriately revised.

- Next, the dissertation will go to a professional editor to check for grammar and APA style. The fee for this edit is paid by the student.

- When the dissertation comes back from the editor, the editor may note additional changes that need to be made by the candidate. If that is the case, the candidate will need to make those corrections.

- If no changes are needed, or after the needed changes are made, the candidate should make sure that nothing has been changed by the editor inappropriately.

- The dissertation chair is required to give final approval for all changes made to the final document that will be submitted to ProQuest.

**TIMELINE FOR GRADUATION**

Due to intense effort and involvement of the candidate and committee as dissertations are completed, careful scheduling is crucial. The first 2 years focus on course work with some attention to the dissertation; the remaining time is devoted to the dissertation. Each dissertation will have its own unique features that may alter this timeline; a fixed timeline cannot be created that will
address every dissertation. Therefore, it is critical that the student identify a general dissertation topic early in the program under the guidance of the dissertation committee chair and committee members.

**Specific dates are as follows:**

<table>
<thead>
<tr>
<th>Graduation/ Degree Awarded</th>
<th>Deadline to Defend Dissertation</th>
<th>Deadline for Submission of Final Dissertation (ProQuest)</th>
<th>Graduation Ceremony</th>
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<tr>
<td>December</td>
<td>November 15</td>
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<td>Fall graduates may participate in the next May ceremony</td>
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<tr>
<td>May</td>
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<td>May 1</td>
<td>Spring graduates can participate in ceremony in May of the current year</td>
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<td>August</td>
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<td>August 15</td>
<td>Summer graduates may participate in the next May ceremony</td>
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**DISSERTATION FORMAT**

The format for the dissertation is described below.

1. **Number of copies:** Doctoral students must submit copies of the dissertation to the dissertation committee chairperson and each member of the committee prior to the defense. The following must be submitted in the defense-ready document: title page, abstract, table of contents, body of the manuscript, references, and all appendices.

2. **Document Format:**

   **Type Styles:** Times New Roman in 12 point font is required for all dissertations.

   **Margins:** Original manuscripts and copies must have these uniform margins:

   ❖ Left margins must be 1" throughout, including footnotes, appendices, charts, graphs, tables, etc.
   ❖ Right margins must be 1" throughout.
   ❖ Top Margins: First pages of all chapters must have a 1½” margin at the top. All other pages must have a 1” margin at the top.
   ❖ Bottom margins must be 1” throughout.
   ❖ Page numbers must be least ¾” from edge of page.

   **Spacing:** Double-space: abstract, dedication, acknowledgements, table of contents, and body of the manuscript; except for quotations as paragraphs, captions, items in tables, lists, graphs, charts. Single-space: footnotes/endnotes, bibliographic entries, lists in appendices.

   **Pagination:** Use lowercase Roman numerals to number your introductory pages (title page, acknowledgements, dedication, abstract, etc.) with the title page bearing no number but included in the sequence. A table of contents is required, and on it should be listed all introductory pages, chapter headings, references, and appendices (if any). Arabic numerals are to be used to number the remaining pages of the text, including appendices. Page numbers must be centered at the top of the page.
Endnotes: Should be placed at the end of each chapter. Please consult with your dissertation chair about preferences. Endnotes should begin on a separate page at the end of the chapter and be single-spaced, with a double space between each note. Notes should follow the guidelines of the *American Psychological Association (APA) Stylebook*, Sixth Edition, second or later printing.

References: A list of references must be appended to the dissertation. It must list (alphabetically by author) all references that are cited within the dissertation and must follow APA style guidelines except the references should be single spaced, with a double space between each note. Reference list may only include works cited in the dissertation.

Copyright: If your dissertation is to be copyrighted, indicate as follows: © Copyright [date]. Copyrighting your dissertation is optional, so consult with your dissertation chair. ProQuest can copyright your dissertation if you request that service. The fee is $55, paid at the time of submission to ProQuest.

Condition of copies: The School of Education requires that you assume full responsibility for the correctness of content and form of all copies of your dissertation. All pages must be present and in proper order before submitting copies of the dissertation to the committee.

Title Page: The title page of the original manuscript of the dissertation must contain the title of the dissertation, author, date, and copyright statement (if copyrighted). See example in appendix of this document.

Dissertation Acceptance Page: This page must contain the ink signatures of your committee members after the dissertation has been defended. See example in appendix of this document. This should be inserted into the final PDF document that gets uploaded to ProQuest.

Abstract: When the final manuscript is submitted, an abstract must also be submitted. In general, abstracts are roughly 350 words. The abstract is placed after the acceptance page.

Model Pages: See the model pages for the title page, dissertation acceptance page, and abstract in the appendices of this handbook.

Preparing Your Manuscript for Submission (Including Supplemental Files) –Submit as a PDF

When submitting a page-based manuscript of your dissertation or thesis, it must be submitted to ProQuest Dissertation Publishing in Adobe PDF format. When preparing your PDF, be sure to do the following:

- Embed all fonts (further information is provided below related to embedding fonts).
- Make sure there is no password protection on the PDF.
- Ensure that security settings allow printing.
- Format as individual, single pages.

Note: As part of our normal process, ProQuest inserts an extra page in the front of every published manuscript.

Verify Proper Formatting

ProQuest Dissertation Publishing makes no changes to the formatting or content of submitted manuscripts. Therefore, the burden of how the manuscript looks when it is accessed or printed is
entirely the responsibility of the author. ProQuest strongly recommends that individual authors take responsibility for reformatting the document into Adobe PDF, for checking the reformatted document for accuracy, and for submitting the PDF document to the graduate school or library for publication.

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<th>Digital Format Specifications</th>
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<td><strong>File format manuscript</strong></td>
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**Abstracts**
We no longer have a word limit on your abstract, as this constrains your ability to describe your research in a section that is accessible to search engines, and therefore would constrain potential exposure of your work. The abstract as you submit it will NOT be altered in your published manuscript. Please include an additional version of your abstract in English, even if the primary language of your dissertation or thesis is NOT English. For additional information regarding formatting of abstracts, please see the FAQ here: [http://www.etdadmin.com/cgi-bin/main/faq?siteld=164#ts10](http://www.etdadmin.com/cgi-bin/main/faq?siteld=164#ts10)

**Manuscript Specifications**
Refer to previous formatting guidelines for Aurora University dissertations. MAKE SURE all your fonts are embedded. See the end of this guide for instructions on embedding fonts. Manuscripts without embedded fonts can cause ALL punctuation and formatting to disappear.
when the document is printed from the digital files, and causes delays in the ProQuest publishing process.

**Supplementary Materials**
If supplementary materials—such as audio, video, and spreadsheets—are part of your dissertation or thesis, you can submit them as supplementary files during the online submission process. Upload them as part of the submission process, and provide a description of each supplementary file or files in the abstract of your graduate work.

- Do not embed media files in your PDF.
- Upload media files as supplementary files. During online submission, you will be asked to upload any supplementary files.
- Describe files in your abstract. Add a description of each supplementary file in your abstract.

**Supporting Documentation for Supplementary Materials**
Including supplementary materials with the submission may require additional paper documentation before ProQuest can complete the publishing process. For further information see a Sample Permission Letter for Use of Previously Copyrighted Material.

- Reprint Permission Letters: If the candidate will include multimedia material covered under someone else’s copyright—an audio or video clip, a digital photograph, etc.—it is the student’s responsibility to provide us with written permission to include it.
- Third Party Software Licenses (if needed): If the candidate will include third party software with his or her submission, written permission must be provided to distribute it. Note that this is different than including a file generated by a particular program. For example, including a Microsoft Excel file (.xls) does not require including the software license.

Additional paper documentation, when required, can be mailed to ProQuest at the following address:
Dissertations Acquisitions
ProQuest
789 Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106-1346

**Embedding Fonts**
This guidance assumes the candidate is writing his or her manuscript in MS Word on a PC. If you are using a Mac, similar guidance can be found at [http://www.etdadmin.com/cgi-bin/main/faq?siteld=0#pdf9](http://www.etdadmin.com/cgi-bin/main/faq?siteld=0#pdf9).

Create the manuscript using a TrueType font—NOT a scalable font. See below for a list of recommended TrueType fonts and point sizes.

- Aurora University requires the following font and size:
  - *Times New Roman 12pt

*Web font. Designed for easy screen readability. Since many readers are likely to view and/or use the dissertation or thesis onscreen, the candidate may wish to improve the readability of your text by using one of these fonts.
Once you have chosen a True Type font you must embed it:

1. On the Tools menu, click Options, and then click the Save tab.
2. Select the Embed TrueType fonts check box.
3. Save the document.

Alternatively, Adobe Acrobat Professional may be used with the following instructions:

1. Open the document in Microsoft Word.
2. Click on the Adobe PDF tab at top. Select “Change Conversion Settings.”
3. Click on Advanced Settings.
4. Click on the Fonts folder on the left side of the new window. In the lower box on the right, delete any fonts that appear in the "Never Embed" box. Then click "OK."
5. If prompted to save these new settings, save them as "Embed all fonts."
6. Now the Change Conversion Settings window should show "embed all fonts" in the Conversion Settings drop down list and it should be selected. Click "OK" again.
7. Click on the Adobe PDF link at the top again. This time select Convert to Adobe PDF. Depending on the size of your document and the speed of your computer, this process can take 1-15 minutes.
8. After the document is converted, select the "File" tab at the top of the page. Then select "Document Properties."
9. Click on the "Fonts" tab. Carefully check all fonts. They should all show "(Embedded Subset)" after the font name.
10. If the message "(Embedded Subset)" appears after all fonts, the embedding process has succeeded.

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**SUBMITTING YOUR DISSERTATION VIA ETD ADMINISTRATOR**

Following a candidate's oral defense and after receiving confirmation from the candidate’s advisor that his or her dissertation/thesis is ready for publication, he or she must officially submit the dissertation/thesis to an online submission site, ETD Administrator.

ETD Administrator will guide the candidate through each step, but the steps are also listed below. After the document has been submitted, ETD Administrator will send an email to the EdD program of Aurora University. The EdD program will review and approve the formatting of the document to ensure that it meets AU’s standards and send confirmation once the submission is complete. After each step, be sure to click **Save & Continue**; this will allow the submitter to log out and log back in at a later time without losing the information already entered.

**Please make sure to read the Electronic Thesis and Dissertation policy carefully such that the electronic submission implications for the scholarly work is completely understood.**

When the candidate is ready to submit the document, follow the steps listed below:

1. Go to the AU ETD Administrator website: [www.etdadmin.com/aurora](http://www.etdadmin.com/aurora)
2. Click on **Submit My Dissertation/Thesis** and log in using the username and password.
a. If this is the first time using ETD Administrator, click on Create an Account and enter the information requested.
b. A confirmation email will be sent. Click on the link in the email to confirm the account and continue with the submission.

3. The candidate will see a checklist on the left side of the page. As the candidate is prompted to move through the steps, the checklist will be checked off. The candidate will not be able to submit the dissertation/thesis until all items are checked.

4. Read the Submission Instructions page and click Continue.
   a. Submitters may use the PDF conversion tool on this page if there is a need to convert the document to a PDF.

5. On the Publishing Options page, the candidate can select the Traditional Publishing or Open Access option. Open Access is $95. Read the information below BEFORE clicking Save & Continue.

6. The candidate also has the option to delay the release of the dissertation/thesis on this page. An embargo period which will prevent ProQuest and the Library from making your dissertation/thesis available for viewing or purchase can be chosen.

7. Read and accept the Publishing Agreement.

8. Complete the Contact Information and click Save & Continue.

9. Enter the Dissertation/Thesis Details and click Save & Continue.

9. Upload the PDF version of the dissertation/thesis and click Save & Continue.

10. In the rare event that there are additional files to upload, such as music or movie clips, upload them and click Save & Continue, otherwise skip this screen and continue.

11. If there are any notes to add about the dissertation/thesis add them in Notes to Administrator and click Save & Continue.

12. Check the preference for copyrighting the dissertation/thesis and click Save & Continue. The copyright service is optional. The cost is $55.

13. Next the candidate will be asked to purchase bound copies. It is customary to provide the dissertation chairperson with a copy of your dissertation (8 ½ x 11, hardbound copy). A bound copy will be automatically sent to Aurora University's library through the submission process.

14. Review the information on the Submit and Pay page and if everything is correct, click Continue with submission.

15. Review the charges and click Pay with credit card.

17. Congratulations, the dissertation/thesis submission process is now complete!

After the document has been submitted, the EdD Department at Aurora University will review its formatting and information provided. The candidate will receive an email when the document has been accepted by the University. If asked to make changes or corrections, the candidate is to use his or her account information to log back in and make the changes. If corrections to the dissertation/thesis are made, do NOT start the submission over. Candidates who complete an entirely new submission will be charged the submission fees again. Instead, log back into the initial submission and click on the revision button. Submitters will have the chance to upload a new PDF without having to enter information again and without having to submit a new payment.
[ TITLE OF THE DISSERTATION ]

A Dissertation

Submitted to the School of Education

of Aurora University

in Partial Fulfillment of the Requirements for the Degree of

Doctor of Education

by

[Candidate name]

June 2016
Accepted by the faculty of the School of Education in partial fulfillment of the requirements for the Doctor of Education in the School of Education, Aurora University.

[Title of Dissertation]

By: Candidate’s First Name Last Name

Doctoral Committee

_______________________
Chair

_______________________
Member

_______________________
Member

_______________________
Date

This page is given to you on the day of the defense and should be inserted into the final PDF that gets uploaded to ProQuest.
ABSTRACT

[Title of dissertation]

By

[Name of candidate]

Committee Members:

[Name of chair], Chair

[name of committee member]

[name of committee member]

[text of abstract roughly 350 words]
Dr. Jack Barshinger  
University Professor of Education  
Institute, Room 218 | 630.844.7596  
jbarshinger@aurora.edu

Dr. Barshinger joins us as a University Professor of Educational Leadership after having served as superintendent of schools at Batavia, Glen Ellyn and Winfield districts. He holds an EdD from Northern Illinois University and has served Aurora University in an adjunct role since 2006.

Dr. Marvin Edwards  
Professor of Education  
Institute, Room 219 | 630.844.4625  
medwards@aurora.edu

Dr. Edwards holds an EdD in Educational Leadership from Northern Illinois University. He came to Aurora University after serving nine years as Superintendent in School District U-46, in Elgin, Illinois. His 22 years as superintendent included stints in Dallas, Texas; Topeka, Kansas; and Joliet, Illinois. In 1998 he was selected as “Illinois Superintendent of the Year.” He is widely published and has taught numerous graduate classes. He is the principal faculty in the Leadership in Educational Administration strand.

Dr. Jessica Heybach  
Chair of the EdD Program,  
Associate Professor of Education  
Institute, Room 222G | 630.844.5782  
jvivirit@aurora.edu

Dr. Heybach holds an EdD in Curriculum Leadership and master’s degrees in Social Foundations of Education and Elementary Education from Northern Illinois University. She has been at Aurora University since 2008 and spent six years teaching in the undergraduate teacher licensure program. Prior to her time in higher education, she taught middle school science, as well as community based art, and outdoor education. Her scholarly interests center on issues of justice and equity in schooling, as well as the philosophical, historical, and sociological study of education and schooling. She is currently the Associate Editor of the journal Critical Questions in Education.

Dr. Austin Pickup  
Assistant Professor of Education  
Institute, Room 218 | 630.844.7597  
apickup@aurora.edu

Dr. Pickup holds a PhD in Educational Research from The University of Alabama where he has served as a graduate assistant since 2012. He also holds a Master’s Degree in Secondary Education with certification in social studies. His research interests focus on social studies education, teacher education, teaching for social values and responsibility, and the notion of teacher expertise.
Dr. Darryl Tyndorf  
Senior Lecturer  
Institute, Room 218 | 630.844.6232  
dtyndrof@aurora.edu

Dr. Tyndorf holds a PhD in Higher Education – Community College Leadership with a cognate in research methods. He also holds a Master’s Degree in Economics. He has published research in Community College Journal of Research and Practice and New Directions for Community College. He also serves as an Associate Editor for the journal Academic Perspectives in Higher Education. His research interests focus on the economic impact of higher education in developed and developing countries, transnational education, trade of education, and community colleges. He worked in higher education institutional research, and prior to his career in higher education, he conducted quantitative and qualitative research internationally for a market research company.

Dr. Faith Agostinone Wilson  
Full Professor of Education  
Institute, Room 221 | 630.844.4226  
fwilson@aurora.edu

Dr. Wilson holds a doctorate in Curriculum and Instruction from Oklahoma State University. Before joining the George Williams College of Aurora University, she taught, served as department chair and directed the early childhood education degree program at Donnelly Community College, a small private institution serving a non-traditional adult student population in Kansas City, Kansas. Faith’s scholarship includes critical-theory research, research methods, publication and presentations in the areas of policy studies, higher education labor issues, aesthetics in education and the politics of the built environment.

Dr. Jay Thomas  
Full Professor of Education  
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jthomas@aurora.edu

Dr. Thomas is an educational psychologist with interests in learning theory and gifted education. He spent 15 years conducting research on learning characteristics of gifted students and coordinated a longitudinal study of over 900 gifted and talented students. He has a broad background in research methods and data analysis and has published books, chapters, and research articles on giftedness, STEM education, and motivation. He is currently the editor of NCSSS Journal, a publication for teachers and educational leaders in STEM education.
Dr. Melissa Byrne
mbyrne@aurora.edu

Dr. Byrne is Assistant Director of Curriculum for the St. Charles school district. Dr. Byrne is an alumna of the Aurora University Doctoral program and holds an EdD in Curriculum and Instruction. Her dissertation titled *Implications of Understanding: Exploring the Relationship Between Teachers’ Beliefs and Perceptions of Education and Curriculum on the Implementation of Curriculum and of Pedagogical Design* examined teachers’ beliefs about the purpose of education and curriculum and how those beliefs impacted their understanding of curriculum. Dr. Byrne teaches Foundations of Curriculum Studies, Curriculum Design I, and Assessment and Program Evaluation. Areas of research interest include but are not limited to curriculum development, curriculum implementation, gifted education, social emotional learning, STEM education, and teachers’ belief systems. Dr. Byrne also serves as the volunteer co-director of Greater Fox River Valley Operation Snowball, a drug, alcohol, and suicide prevention in teens.

Dr. Merry Edmonson
medmonson@aurora.edu

Dr. Edmonson holds an EdD from Aurora University. Her life’s work focuses on understanding, supporting, and promoting individual learner’s needs in balance with those of a learning community. She believes learning is at its best when a trusting, caring, exciting, and participatory learning environment is provided. She has taught: Clinical Supervision and Teacher Development, Contemporary Issues of Adult Learners, Foundations in Adult Learning and Education: History, Sociology, Politics, and Economics, and Learning How to Learn: Applied Theory for Adult Learners.

Dr. Renee Goier
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Dr. Goier holds an EdD in Reading from Northern Illinois University. She has been a superintendent in Kaneland, Deerfield, and Rondout school districts. Her professional interests are in leadership, school administration, literacy, gifted, project based learning, school policy, curriculum, evaluation, action research, and classroom based research. Her dissertation received honorable mention as outstanding dissertation by the International Reading Association (conversational analysis in literature discussion groups).

Dr. Robert Hernandez
rhernandez@aurora.edu

Robert Hernandez holds an EdD in Education Administration in Higher Education from Northern Illinois University. Currently, Robert is the Executive Director of Student Affairs at the Illinois Mathematics and Science Academy (IMSA) in Aurora, Illinois for the past 22 years. At Aurora University, he has taught for the past 3 summers a doctoral course entitled, “Curriculum for Race, Gender, Culture, and Ethnicity.” Robert’s passion is in multicultural issues. His previous positions include The Coordinator of Minority Recruitment and Retention at IMSA, the Coordinator of Minority Advisement and Organizations at Northwestern University in Evanston, IL. His doctoral research included the cultural factors that influence the retention and successful completion of a baccalaureate degree for Latino students.
Richard Majka
rmajka@aurora.edu

Mr. Majka has spent 34 years in education, 15 years as a Principal and 14 years as an Assistant Superintendent. He spent the last nine years of his career in Elgin School District U-46 as the Assistant Superintendent for Employee Relations. In that role he served as in house counsel having earned his law degree and becoming a member of the Illinois Bar in 1985. He also served as the District’s Hearing Officer for both Student Disciplinary issues as well as Employee grievances. Mr. Majka also served as the Chief Negotiator for the Board of Education in its negotiations with the six labor unions in the District. In his capacity as Chief Negotiator he bargained over a billion dollars of labor agreements. Upon his retirement in 2003, Mr. Majka formed Educational Management Consulting, Inc. which provided Hearing Officer and Investigative services to approximately 30 school district clients. EMC continues to provide these services to school districts currently. For the past sixteen years Mr. Majka has taught doctoral students an Advanced Seminar in School Law. His vast legal experiences as an administrator and attorney have provided him with a rich practical background to share with his students.

Dr. Dennis Lundgren
dlundgre@aurora.edu

Dr. Lundgren holds a PhD in Leadership from Andrews University in Michigan. He has served as a music and computer science teacher in grades 6-12, elementary principal, central office staff, Director of the Berrien County Mathematics and Science Center, and Director of Instructional Technology at Berrien RESA in Michigan. He has taught music, theater and technology in higher education. He has worked as a strategic planning consultant for multiple school districts. Dr. Lundgren has a passionate interest in the integration of technology to increase the effectiveness of instruction and learning and utilizing technology to assist school operation. His research interest is in the implementation of technology in K-12 settings. He currently teaches: Learning in the Digital Age, and Educational Technology for Effective Teaching, Learning, and Administration.

Dr. Christie Samojedny
csamojedny@aurora.edu

Dr. Samojedny has served elementary aged students for nearly 20 years as a teacher and principal in both Georgia, her home state, and in the northwest suburbs of Chicago, Illinois. She earned her B.S. from Brenau University in Gainesville, Georgia, her M.S. in Education Administration from Northern Illinois University and her EdD in Curriculum and Instruction from Aurora University. Christie's passion for curriculum led her to work as a consultant for the Area III Learning Technology Center in Peoria, IL to provide professional development in Inquiry Based Learning for K-12 teachers across west central Illinois. Most recently, Christie was named recipient of the Illinois State Board of Education’s Those Who Excel Award of Excellent for the 2016-2017 program. Christie teaches EDU 8080, Curriculum Design at the Woodstock campus and is interested in social justice for culturally and linguistically diverse students.

Dr. Brad Newkirk
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Dr. Newkirk is currently in his 7th year as the Chief Academic Officer for Batavia Public Schools. The complex work of curriculum, instruction, and assessment within a large organization has led to an interest how organizations work through the change process. As an adjunct faculty member, Dr. Newkirk brings these insights to The Dynamics of Organizational Theory and Change course. His research focuses on student growth and the factors that contribute to learning.
Dr. Heidi Schmidt
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Dr. Schmidt has been an educator for 35 years, serving as a teacher/coach, Associate Middle School Principal, Middle School Principal and District Administrator in Wisconsin. Dr. Schmidt has a PhD from the University of Wisconsin-Madison, Department of Educational Leadership and Policy Analysis. Her dissertation was titled: *The Relationship Between the Professional Responsibilities and Personal Commitments of Wisconsin Female Principals*. She received her Master’s Degree from UW Madison in Educational Administration with a Curriculum and Instruction minor. Her Bachelor’s Degree is from UW Platteville in Elementary Education with a Reading/Language Arts Concentration. Her passion is leadership with a curriculum, instruction, and assessment focus. She teaches Assessment for Administrators, The Modern Superintendency, Economics of Education, and Policy Analysis and Research in Education for Aurora University.

Dr. Kevin Skomer
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Dr. Skomer is currently serving as an elementary principal in the Batavia School District, a position he has held for 18 years. His personal interest in the role of instructional technology in supporting student academic growth led to his dissertation work examining the factors that influence the integration of technology in our classrooms. He currently teaches The Administration of Technology, Technology for School Leaders, and Curriculum Development and Evaluation.
Phone numbers of Aurora University employees on the Aurora campus can be found on the AU website by name and by department.

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**Library Information Desk**
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DEPARTMENT POLICIES

UNIVERSITY E-MAIL ACCOUNTS
As a student of Aurora University, you are required to use your official AU email address. All program and course-related communication between faculty and student must be conducted through AU email addresses. The use of school district emails is prohibited and will not be utilized for communication purposes. Similarly, personal email accounts will not be utilized by faculty and staff for communication purposes. However, you can forward your AU email address to a personal email address (see directions below). We recommend setting up a Gmail account as many faculty utilize google docs, forms, and other google applications for the sharing of documents.

How to forward AU email to personal email (Not an option for staff or faculty)

Go to your Zimbra student email
Then Preferences
Then Mail
Under “Receiving Messages,” you will see the phrase “forward a copy to”: (input your email address of choice and save).

Please contact Information Technology Services (ITS) at 630.844.5790 or itshelp@aurora.edu with any questions.

GRADUATE LEVEL ACADEMIC PERFORMANCE AND GRADING POLICY

The EdD program is designed with courses and expectations sequenced to develop the knowledge, competencies, and dispositions necessary for effective leadership in educational settings. Faculty will periodically review the progress of each candidate. If, in the faculty’s opinion, a candidate is having difficulty, the faculty will suggest additional learning experiences. These are intended to assist the doctoral student to complete the program.

Earning a grade of “C” in a doctoral course will place the doctoral student on academic probation. A second “C” will result in dismissal of the candidate from the program. Doctoral students may appeal this decision through existing University procedures.

At the end of the end of each course, letter grades are awarded as defined:

A (4 quality points per semester hour) Excellent. Denotes work that is consistently at the highest level of achievement in a graduate college or university course.

B (3 quality points per semester hour) Good. Denotes work that consistently meets the high level of college or university standards for academic performance in a graduate college or university course.

C (2 quality points per semester hour) The lowest passing grade. Denotes work that does not meet in all respects college or university standards for academic performance in a graduate college or university course.
F (0 quality points per semester hour) Failure. Denotes work that fails to meet graduate college or university standards for academic performance in a course.

Cr (Quality points are not calculated in grade point average) Pass. Denotes pass with credit at least at the level of “C” work, in graduate courses that are graded Cr/NCr.

NCr (0 quality points per semester hour) No credit. Denotes work that fails to meet graduate college or university standards for academic performance at least at the level of “C” work.

Students are reminded that, with the exception of courses that are offered only on a Cr/NCr basis, no graduate courses may be completed under this grading system.

Incomplete Grades (I)
Under Aurora University regulations, a student who has done satisfactory work in a course but has not completed some of the specific course requirements may petition to receive a grade of “I” (Incomplete). A grade of “I” may be assigned only in cases of illness, accident or other catastrophic occurrence beyond the student’s control. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding Summer Session. Petitions for incomplete grades are available from the Registrar’s Office.

Deferred Grades (X)
A deferred grade (X) is for use in certain courses in which it is anticipated that the student’s learning experience will continue beyond a regular academic term. The deferred grade is available for use in the cases of field experiences, practicum, internships, independent study, application or research projects, and sequential courses for which a deferred grading situation has been contracted at the initiation of the experience. Deferred grades should be due by no later than the end of the subsequent (i.e. second) semester, or they should revert to an “F.” An approved list of courses for which the deferred grade may be used is available from the Registrar’s Office and is listed below.

LISTING OF COURSES FOR DEFERRED GRADE OPTION
COURSE NUMBER TITLE
5880 Travel Study
5830, 6830, 7830, 8830 Directed Study
5970, 6970, 7970, 8970 Honors Research
5980, 6980, 7980, 8980 Independent Study
EDU6060 Scholarship Applied to Teaching
EDU6670 Practicum in Educational Leadership
EDU6750 Student Teaching
EDU7800/8800 Dissertation
NUR6160 Practicum: Advanced Clinical Practice Role
NUR6210 Practicum: Role Concentration
NUR6300 Master’s Thesis or Research Project
REC6770, 6780 Recreation Administration Internship
REC6990 Thesis/Dissertation
EdD ATTENDANCE POLICY

Attendance is an essential part of any learning environment. At the doctoral-level it is imperative that students attend class and are prepared to engage course material. Doctoral courses are often seminar style and rely heavily on class discussion; thus, the learning that occurs in class cannot be accounted for by completing only the course readings. Missing class for any reason disrupts the learning environment and the ability to have meaningful collaborative learning experiences. **Absences for any reason have the potential to result in a final grade reduction.** If significant class time is lost due to excessive absences faculty reserve the right to ask students to retake a course, or choose a different semester to complete the course work. Students are required to communicate to faculty any mandatory work-related events and family emergencies that may arise in the course of a semester.

PROGRAM OF STUDY LENGTH & TUITION RATE

Doctoral students have a maximum of six years to complete the program of study. During these years, students are expected to maintain continuous enrollment (Fall, Spring and Summer Semesters). The tuition rate is frozen for six years. Upon expiration, students will receive a letter to their homes which outlines the options for extending the program. If the student chooses to stay in the program they will do so at a higher tuition rate.

LEAVE OF ABSENCE

Should a doctoral student encounter personal circumstances that interfere with his or her progress in the program, a leave of absence can be requested. Leaves of absence will only be granted for valid reasons such as ill health and major personal trauma. The purpose of the leave is to permit time for the doctoral student to deal with the interfering circumstance. The time of the leave is not included in the doctoral student’s 6 year time limit. The leave must be for at least one semester and not more than one year. A second leave can be applied for under the same terms. Application is made only after consultation with the doctoral student’s advisor. Application for a leave of absence must be submitted in writing the semester prior to the beginning of the leave, if at all possible. The application must be approved by the doctoral faculty. When the doctoral student is ready to return to doctoral studies, he or she should request reentry the semester prior to beginning studies and should provide evidence that the issue causing the leave has been resolved. Should a doctoral student not return at the end of an approved leave the student will need to reapply to the EdD Program, will pay the then current tuition rate, and may lose credits taken more than six years earlier.

TRANSFER CREDIT

Doctoral students desiring to transfer credit should complete Application for Transfer Credit (see appendix) prior to the end of their first semester in the program. If a course to be transferred is not on a college transcript submitted with the doctoral application, a transcript must be submitted. In addition, a written description of the course is required. The number of credits completed at other institutions that can be transferred into the EdD Program is limited. Course credit must be earned within 5 years of entering the EdD Program and be of sufficient rigor as to be appropriate for an EdD program. Courses that duplicate the content of EdD courses can be transferred in to replace a required course. Other courses may be transferred into the program to replace an independent
study. Candidates wishing to transfer in credits should discuss the transfer with their advisor before the end of the first semester of enrollment. The doctoral faculty will consider all requests for transferred credit and determine the appropriateness of accepting the transferred credit on a case by case basis. Under no circumstances will more than 12 credit hours of course work be accepted into the EdD Program.

**TECHNOLOGY EXPECTATION**

To complete the work required of doctoral students, it is expected that they will possess basic computer skills with ability to:

- Prepare and format word processed documents using Microsoft Word;
- Prepare and format PowerPoint presentations;
- Send and receive e-mail; and
- Conduct on-line research.

It is also expected that doctoral students will have access to a computer with an Internet connection.

Doctoral students will learn how to use specific software such as Moodle, SPSS, and NVivo, as part of the program. Other software may also be required as part of the program.

**CODE OF ACADEMIC INTEGRITY**

*Note: The following statement of this University-wide policy is presented here for your convenience; however, the official policy which can be changed at any time and becomes immediately effective is posted on the Aurora University web-site. Doctoral students, as is true with all Aurora University students, are bound by the official policy.*

Aurora University’s core values include integrity and ethical behavior. A community of learners, Aurora University doctoral students and faculty share responsibility for academic honesty and integrity. The University expects students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Aurora University’s Code of Academic Integrity (henceforth, the Code) prohibits the following dishonest and unethical behaviors, regardless of intent.

**Cheating.** Cheating is obtaining, using or attempting to use unauthorized materials or information (for example; notes, texts, or study aids) or help from another person (for example looking at another candidate’s test paper, or talking with him/her during an exam), in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers and/or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

**Fabrication.** Fabrication is unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work (for example, falsifying references in a paper); altering, forging, or falsifying any academic record or other University document.
Plagiarism. Plagiarism is representing someone else’s work (including their words and ideas) as one’s own or providing materials for such a representation, (for example, submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and cited).

Obtaining an Unfair Advantage. This is (a) stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor; (b) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; (c) intentionally obstructing or interfering with another student's academic work; or (d) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other candidates' academic work.

Unauthorized Access to Computerized Records or Systems. This is unauthorized review of computerized academic or administrative records or systems; viewing or altering computer records; modifying computer programs or systems; releasing or dispensing information gained via unauthorized access; or interfering with the use or availability of computer systems of information.

Facilitating Academic Dishonesty. This is helping or attempting to assist another commit an act of academic dishonesty in violation of this Code (for example, allowing another to copy from one’s test or allowing others to use or represent one’s work as their own).

Note: Examples provided are illustrations only and are not inclusive. Other behaviors, not exemplified, apply.

The above is in part adapted from "Issues and Perspectives on Academic Integrity," a pamphlet distributed by the National Association of Candidate Personnel Administrators.

Academic programs, colleges, and departments within the University may have additional guidelines regarding academic dishonesty that supplement this Code.

**PROCEDURES TO BE FOLLOWED WHEN AN ACT OF ACADEMIC DISHONESTY IS IDENTIFIED**

First Violation: A faculty member who identifies an act of academic dishonesty shall meet with the candidate to address the violation and articulate the nature of the violation in writing. At this time the faculty member will, at his/her discretion, impose consequences and sanctions as they relate to the course in which academic dishonesty is identified.

The faculty member shall also report the violation to the Registrar. The faculty member must provide the Registrar with a written summary along with material evidence of the violation, if such evidence exists. This material is placed in an academic dishonesty file identified to the particular student and maintained with confidentiality by the Registrar.

The Registrar will then send the student a certified letter, notifying him/her that a violation has been reported and advising the student of future sanctions on the part of the University in the event of subsequent violation. The letter also shall inform the student of the appeals process for academic dishonesty, (see Policy Statement F3). In the event that a student appeals successfully under Policy Statement F3, the faculty member’s allegation shall be removed from the academic dishonesty file.
The contents of the academic dishonesty file will not be shared with faculty members and staff, with the exception of members of the Academic Standards Committee in the event that the student appears before that body. The academic dishonesty file shall be destroyed upon the completion of the degree by the student.

**Second Violation.** In the event that a second violation is reported to the Registrar, the Registrar shall inform the student of the allegation via certified letter. This letter shall inform the student that she/he has ten business days from the date of the letter to contact the Registrar’s Office to arrange a hearing before the Academic Standards Committee. Failure to do so shall be taken as an admission of guilt and shall result in dismissal from the university. The student shall be permitted to attend class and other university-sponsored activities during the ten business days following the mailing of the certified letter by the Registrar to the student. If the student schedules a hearing, she/he shall be permitted to attend classes and other university-sponsored activities while the hearing is pending.

The committee shall determine whether the violation occurred. The Provost shall not participate in the hearing. If the committee finds that a violation occurred, the student shall be immediately dismissed from the university. If the committee finds that the violation did not occur, the allegation shall be expunged from the student’s record.

**Note:** In unusually serious cases, the judiciary procedure normally initiated by the second academic dishonesty violation may be triggered in the event of a first violation by specific request of either a faculty member or the registrar. This would occur only in cases that are particularly egregious (the term egregious means here that the act is both premeditated and, by itself, potentially damaging to the academic culture of the university if not immediately redressed). Examples of egregious academic dishonesty include, but are not limited to misrepresenting a degree-completion work like a doctoral dissertation, master’s thesis, or senior capstone project as one’s own; committing an act of academic dishonesty intended to cause harm to another person or group; committing a crime while committing an act of academic dishonesty intended to result in direct material gain from the act; and others. This list of examples is illustrative and not exhaustive. Other behaviors may also apply.

**APPEALS PROCESS FOR ACADEMIC DISHONESTY**

**First violation.** A student who believes that he/she has not violated the Code of Academic Integrity as reported by the faculty member, may appeal to the Academic Standards Committee. This must be done in a written letter to the Registrar, within one week after the certified letter from the Registrar informing the student of the opening of an academic dishonesty file was sent.

The Academic Standards Committee will review all relevant materials. It will meet with the student who will present his/her response to the academic dishonesty charge(s). The committee may also question the faculty member who reported the dishonesty.

The Academic Standards Committee shall make one of two decisions:

- violation of the Code took place and the report remains in the academic dishonesty file;
- violation of the Code is not substantiated and the faculty member’s allegation shall be removed from the academic dishonesty file.
The decision of the Academic Standards Committee shall be final.

**Appeal Procedure for Second or Egregious Violations.**
A student who has appeared before the Academic Standards Committee for an egregious first violation or second violation and been found guilty and dismissed from the University may appeal the decision to the Provost of the University. This must be done in the form of a written request to the Provost within one week after the Academic Standards Committee has informed the student of its decision.

The Provost will appoint two faculty members to serve with him/her as an ad hoc committee to review the student’s appeal. This committee will review all relevant materials and meet with the student and others, as it deems necessary. The decision of this committee to either uphold or overturn the decision of the Academic Standards Committee shall be final.

**Readmission to the University**
A student who has been dismissed for violation of the Code of Academic Integrity shall not be readmitted to the University. The student’s transcript shall indicate that the student was “dismissed with cause.”
MONITORING PROGRESS

REMEDIATION, PROBATION, AND WITHDRAWAL PROCEDURES

REMEDIATION
The first step in remediation will be an informal meeting between the candidate and program advisor. In circumstances in which informal attempts to rectify the problem prove to be unsuccessful, a formal process for consideration of probation or enforced withdrawal from the program will begin. These procedures are followed to insure that the rights of the candidate and the integrity of the program are protected in the process.

Step One: Informal Remediation
If at any time the doctoral faculty identify that a candidate is having an educational problem, the first action will be an informal meeting between the candidate and program advisor. The advisor will advise the candidate of the consequences of failure to remedy the problem (probation or enforced withdrawal). The advisor will provide the following to the candidate:

a) A behavioral description of the problem;

b) Possible courses of remediation;

c) Criteria stated in behavioral terms for ending the remediation status;

d) A time frame for meeting these criteria;

e) A detailed description of the consequences of not meeting criteria within the time frame.

Step Two: Formal Remediation
If the problem continues, the advisor, candidate, and program chair will meet. The candidate will be informed of the time of this meeting in advance and will have an opportunity to provide additional information or evidence to the faculty for consideration at the meeting, either in writing or in person. The purpose of the meeting will be to determine whether additional remediation is needed and, if so, what remediation, or whether the problem needs to be addressed by the program core faculty and any relevant adjunct faculty for decision on probation or withdrawal from the program.

Step Three: Faculty Consideration of Probation or Withdrawal
If in step two faculty recommend probation or withdrawal then the entire doctoral faculty is invited to attend a meeting. The candidate will be informed of the time of this meeting in advance and will have an opportunity to provide additional information or evidence to the faculty for consideration at the meeting, either in writing or in person. Following the meeting, the faculty will vote to decide whether the candidate should be placed on probation or withdrawn from the program. Either of these actions requires that three-quarters of the faculty present at the meeting be in agreement. The vote will be held with only doctoral faculty present. The advisor or other designated persons will inform the candidate of the decision both orally and in writing. The candidate will be given the opportunity to respond orally and in writing to the recommendation.

Step Four: Final Decision
The program faculty will review oral or written responses to the action to take place on probation (if any) and make a final decision regarding the disposition of the case. Should the candidate file no response to the action, the action taken in step three will be considered final. A vote to reconsider may be passed by a majority of the program faculty. Final disposition of the reconsideration requires agreement by three-quarters of the faculty. The candidate will be informed of the meeting
at least two weeks in advance and will have the opportunity to provide additional information or
evidence to the committee either in person or in writing. The program chair will notify the
candidate, in writing, of the decision of the committee. Appeals may be made to Dean of the College
of Education.

**Probation Procedure**

*Step One*
Whenever a candidate is placed on probation, the program advisor will meet with the candidate and provide in writing the following information:

a) A behavioral description of the problem;
b) Possible courses of remediation;
c) Criteria stated in behavioral terms for ending the probationary status;
d) A time frame for meeting these criteria;
e) A summary of the options available to the candidate (e.g., appeals, dropping out, methods of remediation); and
f) A detailed description of the consequences of not meeting criteria within the time frame.

*Step Two*
At the end of the probationary period, the program faculty will again meet to review the candidate's progress toward meeting the criteria for removal of the probationary status. The candidate will be informed of the meeting in advance and will have the opportunity to provide additional evidence to the group for consideration at that meeting, either in writing or in person. A decision will be made to:

a) Return the candidate to full doctoral student status;
b) Continue the probation (which would necessitate the preparation of another set of recommendations as specified above); or,
c) Terminate the candidate's program. Candidate will withdraw from the program.
Following the meeting, the program chair will inform the candidate of the decision both verbally and in writing. The candidate will be given the opportunity to respond orally and in writing to this recommendation. The program chair will forward the probation decision to the Executive Director of the School of Education and the Provost of Aurora University.

**Withdrawal Procedure**

If a candidate is recommended for withdrawal, the advisor will meet with the candidate and provide both orally and in writing the following information:

a) Specifications of the candidate behaviors that resulted in the recommendation for termination of her or his program of studies.
b) A summary of the appeal options available to the candidate (appeals to the Executive Director of the School of Education and the Provost of the University).
An attempt will be made to clarify the reasons for the termination decision and the options available to him or her for appeal. The program chair will forward the termination decision to the Executive Director of the School of Education, the Provost of Aurora University, and the Registrar.
Appendix A

Dr. Gerald R. Butters Jr.
PhD in History
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Dr. Butters is a Film Historian who specializes in the intersection of race, gender and sexual orientation in American popular culture. He has a PhD in History and his major fields include the History of the United States, Modern European History, African American History and the History of Film. Dr. Butters has published four books including Beyond Blaxploitation (2016), From Sweetback to Superfly: Race and Film Audiences in Chicago’s Loop (2015); Banned in Kansas: Motion Picture Censorship, 1915-1966 (2007) and Black Manhood on the Silent Screen (2002). He is currently working on book on Gay Black Men in Documentary Film. Dr. Butters has lectured internationally, including addresses in Canada, Mexico, France, Italy and a speech before the European Community in Luxembourg.

Dr. Rhonda Peterson Dealey
DSW Doctor of Social Work
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Dr. Peterson Dealey, DSW, LCSW, is a clinical social worker with over 25 years of experience working with individuals and families across the lifespan. Having worked in child protection, medical and long term care, and hospice care, she currently is employed as a school social worker. Her research interests include play as a medium for development and social emotional well-being. Dr. Peterson Dealey serves as adjunct faculty at Aurora University in the School of Social Work and is a proud graduate of the Doctor of Social Work program at AU.

Dr. Pamela Faber
EdD in Mathematics Education
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Dr. Faber graduated from Illinois State University in 2007 with a PhD in Mathematics Education. Her dissertation was on characterizing high school students understanding of the purpose of graphical representations. She is a member of the National Council of Teachers of Mathematics and a board member of the Illinois Association of Teacher Educators.

Dr. Denise Hobbs
EdD in Education
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Dr. Hobbs is an instructor in the following programs here at Aurora University: MACI, MARI, MAEL, MAET, and SPED. She holds professional certifications in the following areas: Elementary Education, Special Education, Early Childhood Education, and Curriculum and Instruction. Prior to her time in higher education, Dr. Hobbs was a public school classroom teacher, SPED resource teacher, reading resource teacher, developer/coordinator of district-wide K-1 reading intervention program, parent educator, and district staff development presenter for 35 years.

Dr. Elizabeth Hobbs
EdD in Leadership in Curriculum and Instruction
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Dr. Hobbs works full time as a high school English teacher at Neuqua Valley High School in Indian Prairie School District 204. She has been a public school teacher for the past 15 years and has worked in three very different academic settings (varied demographics and varied scheduling) throughout the 15 years. Her experience spans from curriculum writing and evaluation, to edTPA student teacher support, and she has extensive training in the following areas: reading, assessment, CRISS strategies, gifted/AP teaching, team teaching, new teacher mentoring, student teacher preparation and supervision. Currently, Dr. Hobbs is an adjunct professor in the master’s degree programs in Education here at Aurora University.
Dr. Ed Howerton  
EdD in Leadership in Educational Administration  
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Dr. Howerton has a doctorate in Educational Leadership and a master’s in Education/C&I. He has been teaching in the MAEL program for five years as an adjunct and full time faculty member. Prior to being at AU, he worked as a licensed public school administrator for 20 years at the elementary, middle school and high school levels and have opened and run two public schools: a high school and elementary/middle school. The latter was focused on STEM. Dr. Howerton has extensive experience with scheduling, building budget management, evaluation with the Danielson Framework, professional learning communities, authentic assessment, student advisory, freshman centers and strategic planning. Also, he has coached athletics at the high school level and youth sports outside of school.

Dr. Matt Kneller  
EdD in Educational Technology  
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Dr. Kneller is an associate professor of Communication. He has 14 years of experience teaching a wide range of courses in media studies. His doctoral research in Educational Technology was in the use of visual media to facilitate anchored instruction in college classrooms. He currently is a member of the executive board of the Midwest Popular Culture Association (MPCA) and have presented at their annual conferences numerous times. He is also a member of the Broadcast Educator’s Association (BEA), the University Film and Video Association (UFVA), and the Association for Education in Journalism and Mass Communication (AEJMC). Dr. Kneller currently serves as Co-Director for University Assessment and have been very active in professional development around assessment in higher education.

Dr. Donna Gardner Liljegren, EdD  
EdD in Higher Educational Leadership  
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Dr. Donna Gardner Liljegren has more than twenty years of experience in higher education as a faculty member and administrator. Her research interests include online learning, faculty development, and program development. Her dissertation focused on the assessment of online learning programs, and her most recent publications focus on faculty development, program development, and MOOCs. She is a member of the editorial board for eLearning Magazine and serves on the board for the Illinois Council on Continuing Higher Education (ICCHE). More detailed information may be found on LinkedIn: http://www.linkedin.com/in/donnagardnerliljegren

Dr. Shajaira Lopez  
EdD Educational Leadership  
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Dr. Lopez was an assistant principal and middle school bilingual teacher. Currently, she serves as Assistant Professor and Chair of the ESL/Bilingual Education Program at AU. Her research interests include English learners and language acquisition programs, and her goal is to work collaboratively with stakeholders in order to address the academic needs of students from language diverse backgrounds through student engagement, staff development, and parental empowerment.

Dr. William Martin  
PhD in Plant Breeding and Plant Genetics  
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Dr. Martin’s background is in plant biotechnology and techniques including genetics, biochemistry, and molecular biology. He has extensive experience with commercial horticulture evaluation and production methodologies.
Dr. John McCormack  
PhD in History  
jmccomack@aurora.edu | 630.844.5267  
Eckhart 404  

Dr. McCormack has MA in Religion from Yale University, and an MA and PhD in History from the University of Notre Dame. He teach a wide range of courses in Religion and IDS at AU. His research is focused in two areas: 1) the role of religion in politics, and 2) discourses about human emotions. Dr. McCormack pursue these themes through studies of early modern European history (roughly the period 1500-1700), but with an eye toward the ways in which developments in this period have shaped the modern world.

Dr. Aubrey Southall  
PhD in Teaching and Learning  
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Dr. Southall is an assistant professor and program chair of Secondary Education at Aurora University. Previously, she was a middle and high school social studies and ESOL teacher in the metropolitan Atlanta area with private and public school teaching experience. Dr. Southall received three degrees from the University of Georgia, a B.S.Ed. in Social Studies Education with TESOL, a B.A. in Political Science, and M.Ed. in Social Studies Education. Dr. Southall also received an Ed.S. and Ph.D. in Teaching and Learning with an emphasis in Middle and Secondary Education from Georgia State University. During her time at Georgia State, she instructed social studies methods courses for elementary, middle, and secondary pre-service and in-service teachers. Dr. Southall’s research interests include: culturally relevant social studies instruction, diverse children’s literature, ESOL social studies instruction, (auto)biography use in the classroom, ESOL instruction in the content area, service learning, and student centered instruction.

Dr. Jim Varney  
EdD Leadership in Educational Administration  
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Dr. Varney is an associate professor of education and the current Chair of the Elementary Education program at AU. His prior experience includes 35 years in Early Childhood and Elementary Education, and 20 years as an Elementary School principal. He has published articles related to self-efficacy, mentoring, and the cohort model.

Dr. Stephanie A. Whitus  
PhD in Criminal Justice  
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Dr. Whitus is an associate professor in Criminal Justice. She authors and present research related to teaching criminal justice, juvenile correctional populations, disabled offenders and victims, wrongful conviction and exoneration, program evaluation, research methodology and statistics.