EdD PROGRAM HANDBOOK

FOR DOCTORAL STUDENTS ENTERING DURING
ACADEMIC YEAR 2022-2023

Equity. Ethics. Excellence.

AUGUST 2022

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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 in the fall of 2022. Doctoral students should work closely with their academic advisors and with their dissertation chairs. Successful completion of the program is defined by meeting all requirements for coursework and students contributing an original, scholarly contribution to the field of education in the form of the dissertation. 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 EDUCATOR PREPARATION PROVIDER

> ***Excellence through continuous learning communities***

PHILOSOPHY OF THE EdD PROGRAM

The EdD degree challenges professionals through a curriculum dedicated to equity, ethics, and excellence. AU's EdD program is a practitioner-oriented program that integrates theory, research, and practical concerns to prepare future educational leaders.

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
- ❖ Classroom learning mirrors what educational professionals do, and
- ❖ Learning experiences are designed to cause reflection and growth in learners
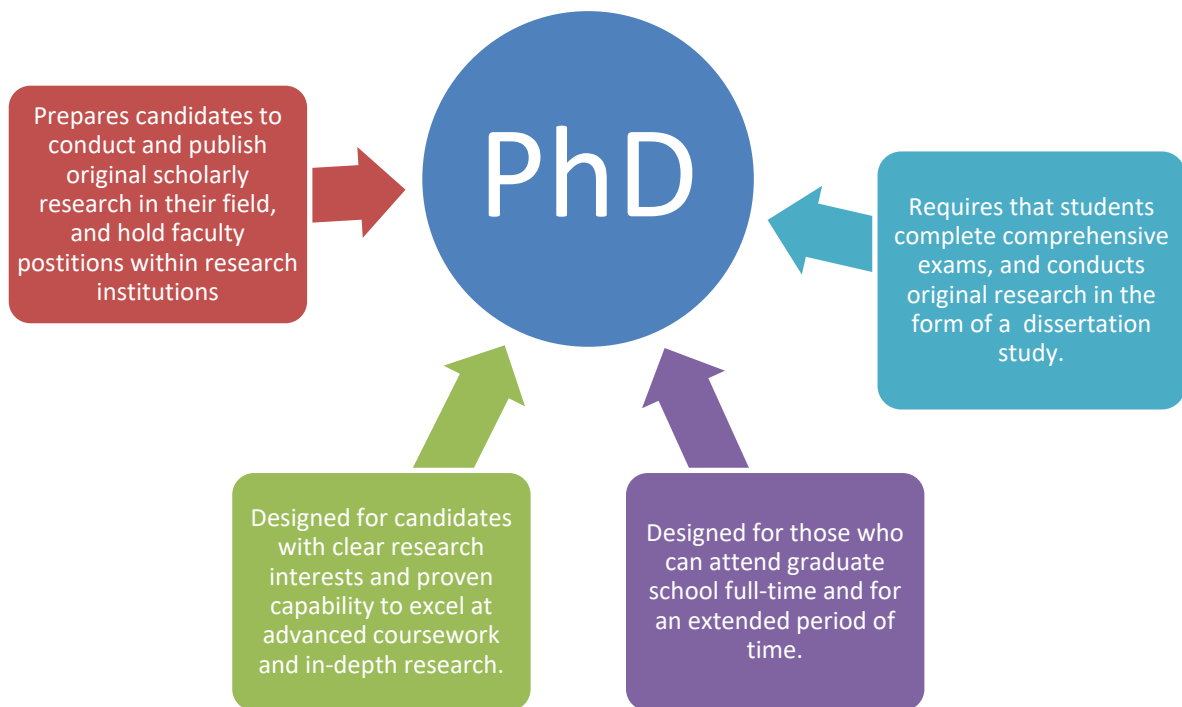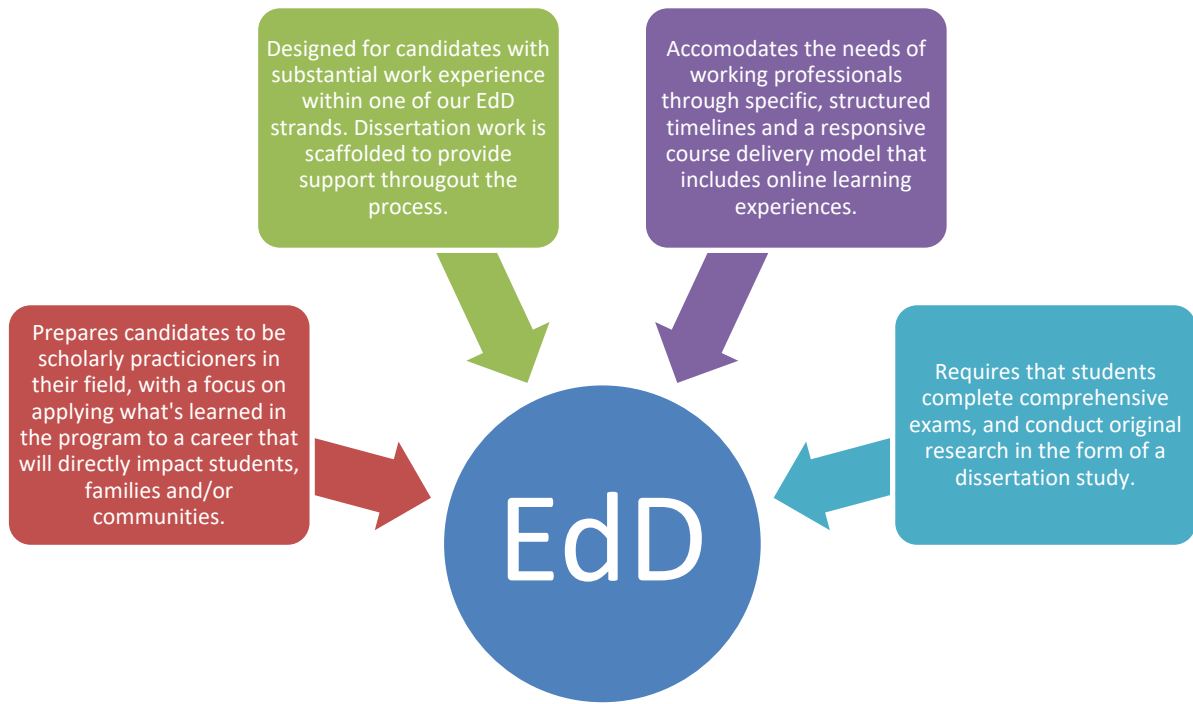
DEFINITION OF "PRACTICE-BASED"

As a practice-based program, the EdD Program aims to remain relevant to the issues and concerns of K-12 school districts. 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 those working within educational settings. For example, the Leadership in Educational Administration strand provides courses in law and school facilities use and the Leadership in Instructional Leadership: Coaching and Mentoring strand provides courses in curriculum implementation and development, as well as program evaluation.

❖ 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.

Designed for candidates with substantial work experience within one of our EdD strands. Dissertation work is scaffolded to provide support througout the process.

Accomodates the needs of working professionals through specific, structured timelines and a responsive course delivery model that includes online learning experiences.

Prepares candidates to be scholarly practicioners 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.

Requires that students complete comprehensive exams, and conduct original research in the form of a dissertation study.

EdD

Prepares candidates to conduct and publish original scholarly research in their field, and hold faculty postitions within research institutions

Requires that students complete comprehensive exams, and conducts original research in the form of a dissertation study.

PhD

Designed for candidates 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.

DESCRIPTION OF THE EdD PROGRAM

The School of Education offers two doctoral degree strands:
- ❖ Leadership in Educational Administration
- ❖ Instructional Leadership: Coaching and Mentoring

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 teacher leaders. The EdD Program may be completed in 3 years and must be completed in 6 years. The first 2 years are devoted to course work and the start of the internship in the Educational Administration strand, and the remaining time allows for the conclusion of the internship in the Educational Administration strand, and completing the dissertation. The most common rate of program completion is approximately 4 years.

Admission to the EdD program occurs every semester. Each candidate becomes part of a community 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 dissertation supervision 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 instructional leadership: coaching and mentoring, administration, and adult learning, as well as individual areas of specialization.

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.

EdD CALENDAR

The EdD Program follows the academic calendar of Aurora University. The program adheres to all holidays observed by the larger university community. During the Fall, Spring, and Summer terms, students generally take two to three courses a semester, with each course following either an 8-week or 16-week schedule. All research courses except for Dissertation Seminar follow a 16-week schedule while all content courses follow an 8-week schedule.

EdD PROGRAM LEARNING OUTCOMES

The EdD Program has established seven 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 Educational Administration strand are expected to meet the Standards for Advanced Programs in Educational Leadership established by the National Policy Board of Educational Administration (NPBEA). The NPBEA provided the National Educational Leadership Preparation (NELP) Program Standards beginning in 2018. There are eight (8) NELP Standards with twenty-five (25) supporting Components, which will be fully implemented by 2025. Current Educational Leadership Constituent Council (ELCC) district-level standards will be used until the NELP standards are fully integrated. 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:

FOUNDATIONAL KNOWLEDGE & PRACTICE
I.   Doctoral students will demonstrate mastery of social and psychological foundations of education within their major subfield of educational administration and instructional leadership: coaching and mentoring.
II. Doctoral students will demonstrate mastery of contemporary issues of equity as well as the institutional and pedagogical implications of diverse populations in learning environments.

RESEARCH KNOWLEDGE & PRACTICE
III. Doctoral students will demonstrate that they can critically read, evaluate, and apply both theoretical and empirical research to problems arising from practice.
IV.   Doctoral students will demonstrate that they can plan, design, and conduct qualitative and quantitative research methodology research project to address problems arising from practice.
V.   Doctoral students will successfully defend an individually written dissertation that contributes to the field of education.

SPECIALIZED CONTENT KNOWLEDGE & PRACTICE
VI. Doctoral students in the leadership in *educational administration* demonstrate mastery of leadership and administration related to curriculum and assessment for general education, special education, English learners, and gifted education, administration of district-wide technology initiatives, issues of school improvement and effectiveness for K-12 settings, organizational theory and education change, advanced school finance, educational law, advanced operations, human resource and systems management, and advanced educational policy analysis.

Doctoral students in the leadership in *instructional leadership: coaching and mentoring* demonstrate mastery curriculum leadership and assessment for general education, special education, English learners, and gifted education, organizational theory and education change theory, curriculum implementation, program evaluation, advanced curriculum

models to include inquiry and problem-based learning, and comparative and international educational trends.

INTERNSHIP AND PARTNERSHIP COMPETENCY
VII. Doctoral students will demonstrate mastery in leading collaborative efforts with a variety of stakeholders (i.e., other professionals, administration, faculty, families, and communities) for the betterment of educational settings.

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

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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.

NATIONAL EDUCATIONAL LEADERSHIP PREPARATION PROGRAM (NELP) DISTRICT LEVEL STANDARDS (2022)

Standard 1: Mission, Vision, and Improvement

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

STANDARD 1 COMPONENTS
Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Standard 2: Ethics & Professional Norms

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

STANDARD 2 COMPONENTS
Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.
Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions. Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

STANDARD 3 COMPONENTS
Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.
Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

STANDARD 4 COMPONENTS
Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.
Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for

educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Standard 5: Community and External Leadership

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

STANDARD 5 COMPONENTS
Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Standard 6: Operations and Management

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

STANDARD 6 COMPONENTS
Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Standard 7: Policy, Governance, and Advocacy

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and wellbeing of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

STANDARD 7 COMPONENTS
Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.
Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.
Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.
Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Standard 8: Internship

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

STANDARD 8 COMPONENTS
Component 8.1 Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.
Component 8.2 Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.
Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a

significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

EdD PROGRAM LEARNING OUTCOMES RUBRIC

LEARNING OUTCOME ONE	Does Not Meet Expectation	Emerging	Meets Expectations	Exceeds Expectations
I. FOUNDATIONAL KNOWLEDGE & PRACTICE				
A. Doctoral students will demonstrate mastery of social and psychological foundations of education within their major subfield of educational administration, curriculum and instruction, and adult learning and higher education.				
A.1	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 organized fashion to analyze or argue educational problems or issues.	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 such knowledge when analyzing and discussing an educational problem/issue.	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 knowledge when analyzing and discussing educational problems/issues.	Candidate possesses a level of proficiency that is sufficient to recommend them for a position teaching this topic.
A.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.	Candidate possesses a level of proficiency that is sufficient to recommend them for a position teaching this topic.
A.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.	Candidate possesses a level of proficiency that is sufficient to recommend them for a position teaching this topic.
B. Doctoral students will demonstrate mastery of contemporary issues of equity as well as the institutional and pedagogical implications of diverse populations in learning environments.				

B.1	Candidates will recognize that cultural diversity and individual differences need to be taken into account in educational practice.	Candidates will be able to adapt curriculum, instruction and school management in rudimentary ways in response to diversity and individual differences.	Candidates will adapt instruction, curriculum and school management in response to subgroups of individual differences and diverse student populations.	Candidate possesses a level of proficiency that is sufficient to recommend them for a position teaching this topic.
B.2	Candidates are not able to view diverse student populations and individual differences from more than one perspective.	Candidates will be able to view individual differences and diverse student populations from the perspective of members of those groups.	Candidates will be able to adapt educational policy in response to individual differences and diverse student populations.	Candidate possesses a level of proficiency that is sufficient to recommend them for a position teaching this topic.
LEARNING OUTCOME TWO	**Does Not Meet Expectation**	**Emerging**	**Meets Expectations**	**Exceeds Expectations**
II. RESEARCH KNOWLEDGE & PRACTICE				
A. Doctoral students will demonstrate that they can critically read, evaluate, and apply both theoretical and empirical research to problems arising from practice.				
A.1	Candidate does not differentiate between research and other types of educational writing (argument/opinion, philosophical, historical, political, descriptions of practice, etc.).	Candidate differentiates the various types of educational writing, understanding the contribution each makes to educational knowledge and decision making, and begins to critically evaluate each type.	Candidate differentiates the different types of educational writing, understands the contribution each makes to educational knowledge and decision-making, critically evaluates each type, and incorporates the knowledge and critical reading into educational decision making.	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.
A.2	Candidate accepts uncritically the results of research studies.	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.	Candidate is adept at reading educational research critically and this ability is demonstrably used when applying research to make educational decisions.	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.
A.3	Candidate does not have an understanding of the field of educational research: the major types, the accepted processes and procedures, the	Candidate has some knowledge of the field of educational research, but it is not synthesized or evaluated.	Candidate has knowledge of the field of educational research which is synthesized and evaluated and applies such knowledge when using research to	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.

		politics, or critical perspectives on the field of educational research.		make educational decisions.	
	A.4	Candidate does not know or use the accepted criteria for generalizing the results of research.	Candidate knows the accepted criteria for generalizing the results of research.	Candidate knows the accepted criteria for generalizing the results of research, and applies such knowledge when using research to make educational decisions.	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.
	A.5	Candidate is able to compile a simple bibliography for a specific educational topic and write a descriptive, uncritical literature review.	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.	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.	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.
	A.6	Candidate does not differentiate between research findings, conclusions, and statements of research implications.	Candidate differentiates between research findings, conclusions, and statements of research implications.	Candidate differentiates between research findings, conclusions, and statements of research implications, and applies that understanding when using research to make educational decisions.	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.
	A.7	Candidate does not utilize research in educational decision-making, does not recognize the importance of knowing the research literature, and/or does not read the research literature and/or have the skills to locate such literature.	Candidate can locate the research literature for any topic, reads it when necessary, and understands its role in educational decision making.	Candidate can locate the research literature for any topic, read it as necessary, understand its role in educational decision making, and maintain currency in one or more educational topic areas.	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.
B.		Doctoral students will demonstrate that they can plan, design, and conduct qualitative and/or quantitative research to address problems arising from practice.			
	B.1	Candidates are able to identify problems arising from practice in their personal experience.	Candidates are aware of research related to identified problems and of researchers working in the field.	Candidates are competent to write a survey of research related to identified problem.	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.

B.2	Candidates are not able to plan a research study appropriate for identified problems.	Candidates are able to phrase questions that correspond to identified problems.	Candidates are able to define research questions and identify data collection needed to answer those questions.	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.
B.3	Candidates are not able to create a research design.	Candidates are able to create research design that relates questions, data collection, and procedure in a simple study.	Candidates can create a research design for a dissertation quality research study.	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.
B.4	Candidates are not able to conduct a research study.	Candidates are able to implement an action research study in their school or classroom.	Candidates are able to conduct a dissertation quality research study.	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.

C. Doctoral students will successfully defend an individually written dissertation that contributes to the field of education.

C.1			Candidate possesses a level of proficiency that allows them to pass their final defense with minimal revisions.	Candidate possesses a level of proficiency that is sufficient coach and mentor other students through the research process.

LEARNING OUTCOME THREE	Does Not Meet Expectation	Emerging	Meets Expectations	Exceeds Expectations
III. SPECIALIZED CONTENT KNOWLEDGE & PRACTICE				
A. Doctoral students in the leadership in *educational administration* demonstrate mastery of leadership and administration related to curriculum and assessment for general education, special education, English learners, and gifted education, administration of district-wide technology initiatives, issues of school improvement and effectiveness for K-12 settings, organizational theory and education change, advanced school finance, educational law, advanced operations, human resource and systems management, and advanced educational policy analysis.				
A.1	Candidates 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.	Candidates have gained 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.	Candidate 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	Candidate possesses a level of proficiency that is sufficient to recommend them for a position teaching this topic.

			knowledge will be used extensively to discuss topics within the various content areas.	

B.   Doctoral students in the leadership in *instructional leadership: coaching and mentoring* demonstrate mastery of coaching models, mentoring, professional conversations, adult learning theories, curriculum leadership and assessment for general education, special education, English learners, and gifted education, equity and justice in education, organizational theory and education change management, curriculum implementation, program evaluation, advanced curriculum models to include inquiry and problem based learning, and data literacy for school improvement.

	B.1	Candidates 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.	Candidates have gained 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.	Candidate 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.	Candidate possesses a level of proficiency that is sufficient to recommend them for a position teaching this topic.

LEARNING OUTCOME FOUR	Does Not Meet Expectation	Emerging	Meets Expectations	Exceeds Expectations
IV. INTERNSHIP AND PARTNERSHIP COMPETENCY				

A.   Doctoral students will demonstrate mastery in leading collaborative efforts with a variety of stakeholders for the betterment of educational settings.
- Educational Administration stakeholders are defined as: other professionals, administration, faculty, families, and local communities
- Curriculum and Instruction stakeholders are defined as: other professionals, administration, faculty, families, and students

A.1		Candidate possesses an emerging level of proficiency that allows them consistently collaborate with stakeholders for the betterment of educational settings. Student is unable to consistently collaborate with all stakeholders (i.e other professionals, administration, faculty, families, and communities)	Candidate possesses a level of proficiency that allows them to consistently collaborate successfully with multiple stakeholders for the betterment of educational settings.	Candidate possesses a level of proficiency that is sufficient to mentor/coach others through the internship experience.

THE KNOWLEDGE BASE TO SUPPORT THE EdD PROGRAM

THE COLLABORATIVE EDUCATOR

Educator Preparation Programs at Aurora University aim 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
- ❖ collaboration 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 philosophical inquiry (Dewey, 1933; Rodgers, 2002) and empirical research (Darling-Hammond & Bransford, 2005; Zeichner, 2003). This research points to the relationship between reflection 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, EdD doctoral students complete a self-assessment that stimulates reflection on their progress regarding program objectives. Those in the Educational Administration Program will also reflect on the National Educational Leadership Preparation Program (NELP) standards. From this reflection, students 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 to ensure student preparedness to move into the dissertation phase of the program. Reflections are also laced throughout course work in all programs.

Across the School of Education, reflection is developed and encouraged at the pre-service level through professional teaching assessment portfolios, field experience discussion seminars, and the advisement process. At the doctoral level, reflection is developed and encouraged through advisement, course work, self-assessment, comprehensive examination, and the completion of an independent dissertation research project.

Diversity
Educational settings in the United States are becoming increasingly diverse at a rate that far exceeds the diversity of the teaching population. Not only does this mean that the teaching profession must recruit educators from diverse backgrounds, but also that all pre-service and in-service educators 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 learners form connections with their students' community lives (Ladson-Billings, 2009). 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).

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 (Gay, 2010; 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; Gay, 2010; Ladson-Billings, 2009).

Educator Preparation Programs at Aurora University include diversity related issues into all course work (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 within U.S. educational settings as well as examining effective programs and strategies for diverse students. In addition,

doctoral students in the Instructional leadership: coaching and mentoring strand take a course devoted entirely to diversity and justice in education.

Scholarship

The doctoral program at Aurora University fosters the development of "practitioner-scholars" (Bailey, 2014; Butin, 2009). A practitioner-scholar is defined as someone who can "bridge the divide between academic research and daily practice—who can bring ideas to life and research to fruition in their classrooms, school buildings, and districts" (Butin, 2009, p.xi). Throughout the program of study, there are multiple opportunities across both content and research-related coursework for students to hone this identity. Additionally, the department's co-curricular activities (writing retreats, dissertation conference, publication conference, and annual initiatives) are dedicated to this explicit outcome of the program.

Field Experiences

The key to our field experiences throughout the EdD program is collaborative relationships within a variety of educational settings (i.e., 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 generate opportunities that may not otherwise exist.

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 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 internship advisor and district representatives. The interns spend an entire year under the guidance of a district mentor (365 days). 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 Instructional leadership: coaching and mentoring strand completes a semester-long internship that takes up a project of personal importance to the educational setting they find themselves in. This opportunity puts academic learning in the practical context of district needs. Doctoral students reflect in class on their learning. In addition, Instructional leadership: coaching and mentoring doctoral students complete an individual internship to demonstrate competency.

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 (McAlpin & Norton, 2006). 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 educational setting. To further tie research and theory to practice, the program provides an extensive list of co-curricular activities where doctoral students engage their research to both their peers 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 integrated practice-oriented elements of McAlpin and Horton (2006), McCarthy and Kuh (1997), and Milstein (1999). The EdD Program recruits doctoral students who work in school districts nationwide for the administration and the coaching and mentoring strand. In an academic setting, doctoral students 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 theoretical knowledge base for their content area and practices leadership skills through internships, class assignments, and a variety of activities that bridge the theory-practice divide (Butin, 2009).

Using adult-education principles (Knowles, 1984; Knowles, Holton, & Swanson, 2015), 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 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 events such as the writing retreat and sessions of interest to EdD students.

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THE EdD CURRICULUM

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.

Course Requirements
A minimum of 60 semester hours (beyond the master's degree) is required to graduate from the EdD Program.

Internship
All doctoral students in the EdD Program are required to complete an internship distributed over three semesters for one year. The Leadership in Educational Administration program requires the successful completion of an internship (see separate internship handbook). Instructional Leadership: Coaching and Mentoring requires that you successfully complete a semester long internship in an educational setting. The only program that does not require an internship is the Advanced Standing program in educational administration. All internship activities are in-person, conducted with a superintendent that meets Illinois state criteria.

Superintendent Endorsement Examination
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 and published in the ProQuest database. Additional information is provided in the portion of this handbook labeled "Degree Milestone 3."

Annual Progress Milestones
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 reserve 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.

Courses – Superintendent Preparation Program/Endorsement
8 Week Modules EDU 7133 Organizational Theory & Change Management (4) EDU 7335 Advanced School District Finance (3) EDU 7325 Curriculum and Assessment for K-12 Regular Education (3) EDU 7365 Advanced School Law and Human Resources (3) EDU 7355 Curriculum and Assessment for Special Populations (3) EDU 7345 Advanced Operations and System Management (3) EDU 7510 Superintendent and Policy (3) 16 Week Modules EDU 7715 Illinois School District Superintendent Internship 1 (2) EDU 7330 Equity, Ethics, and Excellence in School District Leadership Intensive I (1) EDU 7725 Illinois School District Superintendent Internship 2 (2) EDU 7340 Equity, Ethics, and Excellence in School District Leadership Intensive II (1) EDU 7735 Illinois School District Superintendent Internship 3 (2) EDU 7350 Equity, Ethics, and Excellence in School District Leadership Intensive III (1)
31 Credit Hours

Courses – EdD (common across all tracks, but the minimum number of dissertation hours in EdAdmin is 9. The minimum number of dissertation hours in ILCM is 10)
16-Week Modules EDU 7310 Proseminar in Ed Research (4) EDU 8010 Introduction to Educational Research Designs (4) EDU 8100 Quantitative Research (4) EDU 8190 Qualitative Research (4) EDU 8800 Dissertation (9)** 8-Week Modules EDU 8420 Dissertation Seminar (4)
29 Credit Hours
60 credit hours - TOTAL
*Milestone 1- Qualifying Self-Assessment (Year 1) *Milestone 1- Comprehensive Exams (Year 2) *Milestone 3- Dissertation Defense (Year 3+)

**Continuous enrollment must be maintained until degree completion and a *minimum* of 9 dissertation hours in the Ed Admin track

EdD | Instructional Leadership: Coaching and Mentoring Program of Study
2022-2023

8-Week Modules (Asynchronous)
EDU 7133 Organizational Theory and Change Management (4)
EDU 8170 Equity, Diversity, and Justice in Education (3)
EDU 7325 Curriculum and Assessment for K-12 Regular Education (3)
EDU 7410 Instructional Coaching and Adult Learning in the Professions (5)
EDU 7335 Curriculum and Assessment for Special Populations (3)
EDU 8460 Instructional Practices and Learning Theories for School Improvement (4)
EDU 8163 Instructional Leadership Internship Supervision & Teacher Development (2)
EDU 7500 Effective Principles of Mentoring and Professional Conversations (3)
EDU 8255 Program Evaluation and Data Analysis for School Improvement (3)
EDU 8420 Dissertation Seminar (4)
16-Week Modules (Asynchronous)
EDU 7310 Proseminar in Educational Research (4)
EDU 8010 Introduction to Educational Research Designs (4)
EDU 8100 Quantitative Educational Research (4)
EDU 8190 Qualitative Research in Education (4)
EDU 8800 Dissertation (10)
60 credit hours- TOTAL
*Milestone 1: Qualifying Self-Assessment (Year 1)   *Milestone 2: Comprehensive Exams (Year 2)   *Milestone 3: Dissertation Defense (Year 3+)

**Continuous enrollment must be maintained until degree completion and a *minimum* of 10 dissertation hours for the Instructional Leadership track

EdD | Advanced Standing Sample Program of Study
2022-2023
Up to 30 transfer credits[1]

16-Week Modules EDU 7310- Proseminar in Educational Research (4) EDU 8010- Introduction to Educational Research (4) EDU 8100- Quantitative Educational Research (4) EDU 8190- Qualitative Educational Research (4) EDU 8800- Dissertation (10) 8-Week Modules EDU 8420- Dissertation Seminar (4)
30 Credit Hours - TOTAL

*Advanced standing program begins in the spring semester
Continuous enrollment must be maintained until degree completion and a ***minimum* of 10 dissertation hours

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[1] Transfer credit must have been earned beyond the first master's degree, and from an accredited institution of higher education. All transfer credit is subject to department approval.

SPECIALIZED CONTENT COURSES

EDU 7133 Organization Theory and Change Management (4)

This course acquaints students with theories and strategies of organizations that impact the leadership and organizational development of schools/universities. Students will examine the conceptual and operational steps organizations must take to manage change successfully. The course will critically analyze traditional and alternative assumptions about organizations, how they function, and why people in organizations behave as they do. The role of technology will be a primary viewpoint through the four major views of organizations. The course examines theoretical frameworks for 21st century learning organizations and the roles of technology.

EDU 7510: School District Superintendent and Board Policy (4)

This course is designed for aspiring superintendents and focuses on understanding a broad range of issues that are critical to the success of a new superintendent. The course will include the elements of policy development and analysis in public school districts. It will examine the purposes, methodologies, design, and strategies that comprise policy development and analysis and particularly the relationship between policy development and decision-making in education. The major purpose of this course is to acquaint the candidate with the human and institutional issues of managing school districts and working with a Board of Education, professional and support staff, parents, students, federal and state regulatory policy, and the greater educational community. The role of the school district superintendent is analyzed with reference to the job responsibilities, knowledge, skills, and dispositions necessary to serve successfully in the position.

EDU 7365: Advanced School Law and Human Resources PK-12 (4)

Advanced School Law and Human Resources for PK-12 students will analyze the impact of state and federal laws on PK-12 educational practice for general education, special education, special populations, and district personnel. The course explores theories, practices, and research in in human resources/talent administration. Through case studies and relevant literature, students learn current practices and trends in educational personnel management and the state and federal laws, regulations, and policies that govern educational human resource. Advanced Law and Human Resources will also provide superintendent candidates with the conceptual and practical skills to handle the legal function of educational administration and to become proactive advocates regarding educational policy and law for all student populations.

EDU 7325 Curriculum and Assessment for K-12 Regular Education (3)

This course provides district leaders with a PK-12 overview of curriculum, assessment, and school improvement. Candidates will evaluate a district comprehensive, rigorous, and coherent general instructional program. The course examines the curriculum development cycle from standards, through writing, piloting, and the development of formative and summative assessments. Candidates will focus on aligning a curriculum with other curricula and with state standards. They will also use data driven professional development practices. Candidates will complete a project that involves evaluating a district-wide curriculum.

EDU 7335 Advanced School District Finance (3)
This course will focus on the relationship between school district and community financing and the provision of educational services for all students. Current topics in financing education such as returns on investment in education, employee compensation, accountability, economics and diversity, will be examined. Candidates will learn how to analyze issues from a school business management perspective. The course will examine current school financing, including costs, ability to support schools, and financial implications of educational principles and values. The relationship of federal, state, and local school support will also be examined.

EDU 7345 Advanced Operations and System Management (3)
This course will focus on the knowledge and skills needed to perform the functions of the superintendent of schools in school district operations including district level auxiliary services such as management of district facilities, transportation, food service, maintenance, custodial, grounds, health services, budgeting, accounting, safety, security, and all resources necessary to provide good planning and management of the educational system.

EDU 7355 Curriculum and Assessment for Special Populations (3)
This course provides district leaders with a PK-12 overview of curriculum, assessment, and school improvement for Special Education, ELL, and gifted education. The course examines curriculum and assessment for special populations. Students will focus on aligning curriculum across all programs. Students will also learn data driven professional development standards and apply them to program delivery. Students complete a program level improvement plan that involves evaluating a district-wide program.

EDU 7715 Illinois School District Superintendent Internship 1 (2)
The year-long (365 day), Illinois School District Internship, is spread across three semesters. The Internship is a cooperative venture among school districts, the Aurora University, and the intern. All three entities have responsibilities in making this experience meaningful. The syllabus is designed to align the internship learning activities with the Programs for the Preparations of Superintendents in Illinois and the Educational Leadership Constituent Council (ELCC) Standards. Each of the internship courses requires that the intern provide evidence of a minimum of 25 hours (total for all 3 internship courses is 75 hours) of approved leadership work, aligned to Illinoi State Standards at the district level.

EDU 7725 Illinois School District Superintendent Internship 2 (2)
The year-long (365 day), Illinois School District Internship, is spread across three semesters. The Internship is a cooperative venture among school districts, the Aurora University, and the intern. All three entities have responsibilities in making this experience meaningful. The syllabus is designed to align the internship learning activities with the Programs for the Preparations of Superintendents in Illinois and the Educational Leadership Constituent Council (ELCC) Standards. Each of the internship courses requires that the intern provide evidence of a minimum of 25 hours (total for all 3 internship courses is 75 hours) of approved leadership work, aligned to Illinoi State Standards at the district level.

EDU 7735 Illinois School District Superintendent Internship 3 (2)
The year-long (365 day), Illinois School District Internship, is spread across three semesters. The Internship is a cooperative venture among school districts, the Aurora University, and the intern. All three entities have responsibilities in making this experience meaningful. The syllabus is designed to align the internship learning activities with the Programs for the Preparations of Superintendents in Illinois and the Educational Leadership Constituent Council (ELCC) Standards. Each of the internship

courses requires that the intern provide evidence of a minimum of 25 hours (total for all 3 internship courses is 75 hours) of approved leadership work, aligned to Illinoi State Standards at the district level.

EDU 7330, 7440, 7550 Equity, Ethics, and Excellence in School District Leadership (3)
This course is a three-part experiential learning experience integrated in the Superintendent Preparation Program alongside the internship experience. These three learning experiences examine perennial issues in school district leadership related to ethics, justice, fairness, equity, equality, and excellence in schooling. Students investigate and participate in case study analysis of district level policies and practices as related to serving diverse communities. Finally, the course exposes students to ethical frameworks and culturally relevant leadership strategies aimed at ameliorating problems faced by disenfranchised groups in P-12 learning environments with an orientation toward socially just education. In addition, this course satisfies ISBE's Culturally Relevant Teaching Standards.

EDU 7410 Instructional Coaching and Adult Learning in the Profession (5)
This course focuses on the function of instructional coaching in P-12 settings, and provides an overview of a variety of contemporary instructional coaching models. Students will explore the fundamentals for building and sustaining trusting relationships with teachers and administrators, and providing confidential, non-evaluative, job-embedded professional development for classroom teachers. Students will explore how adult learning theories can assist in the development and sustainability of professional learning in workplace settings.

EDU 7500 Effective Principles of Mentoring and Professional Conversations (3)
The course provides an overview of effective principles of mentoring, exams the role of the mentor and mentee, and explores how professional conversations are essential to the professional development of educators. Theoretical and empirical research regarding mentorship will be explored in relation to student learning outcomes. Through self-assessment, reflective practice, and professional conversation practices, students will learn how to analyze, critique, and strengthen the instructional practices and efficacy of classroom teachers.

EDU 8163 Curriculum Internship: Clinical Supervision and Teacher Development (4)
This course provides an opportunity to bridge the gap between theory and practice in curriculum studies thorough a competency-based supervised school district site experience. The focus of the site experience includes topics related to clinical supervision of curriculum, leadership of curriculum, implementation of curriculum, and teacher development. Enrollment must be preceded by discussion with the candidate's advisor and site supervisor regarding the curriculum related project that will be completed during the site experience. This one semester course earns three semester credit hours and is required for all doctoral students in the Instructional Leadership: Coaching and Mentoring degree program.

EDU 8170 Contemporary Issues of Equity, Diversity, and Justice in Education (3)
This course examines contemporary issues in education focusing on topics of diversity and justice. Major concepts, such as justice, fairness, equity, and equality are explored through different theoretical lenses and brought to bear on myriad issues within the context of diverse populations. In particular, students examine these concepts and issues in relation to race/ethnicity, gender, class, culture, sexual orientation, religion and individual/group experiences of schooling. Finally, the course exposes students

to different frameworks and strategies aimed at ameliorating problems faced by disenfranchised groups, both in P-12 and adult learning environments, with an orientation toward socially just education.

EDU 8460 Instructional Practices and Learning Theories for School Improvement (4)
This course provides an in-depth exploration of advanced instructional practices as they relate to contemporary learning theories, and asks students to implement learning theories to enhance students' potential for academic success across content areas. Particular attention will be given instructional practices such as learner-centered course designs, personalized learning, critical and creative thinking, philosophical inquiry, and service learning in K-12 educational settings. Students will examine the empirical educational research related to these instructional practices on school improvement indicators.

EDU 8255 Program Evaluation and Data Analysis for School Improvement (3)
This course will focus on theory and practice of program evaluation including research methods and design strategies to measure program outcomes and skills to evaluate curriculum and instruction. The course will include components of evaluation models and communicating evaluation findings. Students will develop general knowledge and understanding of the use of student performance outcomes and data-driven decision making in the areas of curriculum, data gathering and analysis, goal setting, conferencing, team building, and teacher coaching and mentoring.

EDU 8300 Strategic Planning: Evaluation, Assessment, Budgeting, and Reporting (3)
Planning within higher education is useful, necessarily, continuous, and contains many parts. This course examines the foundations of strategic planning and the challenges faced by higher education with new management style techniques. Doctoral students explore various models of strategic planning along with the purposeful processes of assessment, evaluation, and environmental scanning. Students analyze how strategic planning initiatives affects institutional culture and climate, budgeting, reporting, and accreditation.

RESEARCH COURSES

EDU 7310 ProSeminar in Educational Research (4)
This seminar enables doctoral students to describe, analyze, and assess key questions, texts, ideas, and intellectual approaches to contemporary educational scholarship. Students will be introduced to the multidisciplinary nature of educational research, how various theoretical traditions approach educational problems in complementary or contrasting ways, and how educational research functions (or fails to function) at the nexus of policy and practice. The course will also attend to the various ways empirical research brings to the foreground the role of theoretical and practical values in educational research. This course provides an introduction to the key components of dissertation research.

EDU 8010 Introduction to Educational Research Designs (4)
*This course will provide an overview of educational research designs as a means of inquiry. Students will be introduced to the major research paradigms of quantitative, qualitative, and mixed methods as they apply to various social science disciplines. Through a close examination of scholarly and empirical publications, students will acquire the skills and knowledge necessary to read and discuss methodology and various research designs. This course provides an introduction to methodologies that can be applied within dissertation research. **Prerequisites: EDU 7310***

EDU 8100 Quantitative Research (4)

This course examines the quantitative research design and data analysis applied in education. Topics include an introduction to general linear model with emphasis on concepts and application of linear regression, multiple linear regression, two-way and three-way factorial designs, analysis of covariance, repeated-measures, and mixed-model analysis through the use of SPSS statistical software. The course provides the foundation to engage the various topics to problems in educational research. **Prerequisites: EDU 7310, EDU 8010**

EDU 8190 Qualitative Research (4)
This course serves as an introduction to basic theory and history of naturalistic inquiry, including the growth of methods and frameworks for conducting research. Students will have a practical experience developing a qualitative research project. This includes skills such as development of a basic research design, research questions, interviewing, and protocols. Students also practice data analysis skills including coding, memo writing, and analysis. Throughout the semester, students learn to critically read and write about qualitative research while gaining understandings of this field of inquiry. **Prerequisites: EDU 7310, EDU 8010**

EDU 8420 Dissertation Seminar (4)
The primary goal of the course is to develop a dissertation proposal. This course is intended for doctoral students who have determined their research topic. Students will develop chapters 1, 2, and 3 of the dissertation proposal (introduction, literature review, methodology), as well as develop materials needed to successfully obtain approval from the Internal Review Board (IRB). Students will need to successfully pass this course in order to move on to independent dissertation hours. **Prerequisites: EDU 7310, EDU 8010, EDU 8190, EDU 8100**

EDU 8800 Dissertation (10)
Dissertation credits may be taken only with the consent of the dissertation chair and only after passing Comprehensive Exams. One to eight 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 8800 each fall, spring, and summer semester.
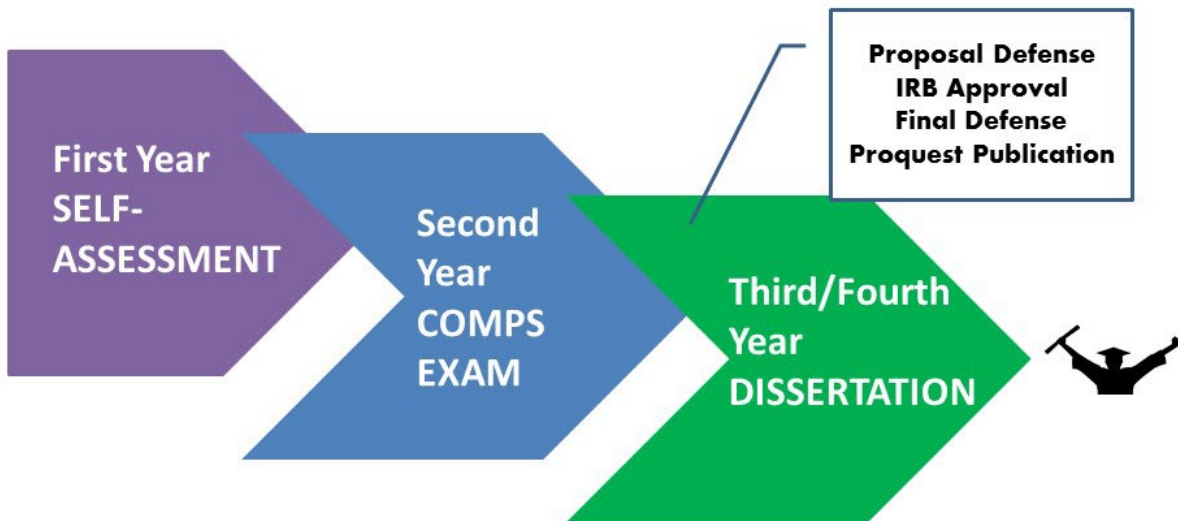
MILESTONE 1: QUALIFYING SELF-ASSESSMENT

Qualification as a doctoral student is based upon successful completion of 26 semester hours 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 two (2) parts:
I.   A self-rating of the candidate's performance level for each learning outcome or standard and disposition as described by the program and a short statement of the learning the candidate has achieved for each outcome or standard, with specific examples of relevant learning experiences,
II.   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. Ultimately, this examination ensures one is ready to author an independent dissertation research project.

ELIGIBILITY

Comprehensive exams are taken during the eight weeks prior to the Dissertation Seminar course. In order to be eligible to take Dissertation Seminar, students will have had to have successfully completed EDU 7310, 8010, 8100, and 8190. A proposal defense cannot proceed until students receive a pass grade on their comprehensive exams.

FORMAT OF THE EXAMINATION

The doctoral comprehensive examination consists of two essay questions that occur during an 8-week period prior to the Dissertation Seminar course. Students may use whatever books and resources are helpful to them to complete the exam. ***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. Comprehensive exams are subject to Turnitin®. Doctoral students must use proper APA citations for all sources in their examination. A complete list of references should be included for each question in the examination.

ADMINISTRATION OF THE EXAMINATION

All exams will be distributed to students enrolled in the 8-week comprehensive exam section prior to their Dissertation Seminar course. Each student will receive one exam question for their strand (Educational Administration or Instructional Coaching & Mentoring) and one exam question option that they select (literature review section, theoretical framework, or methodology).

Students will be uploading their examination to the Moodle course shell by the scheduled deadline as specified in the course.

Each question should be answered in a separate Word document. Google Docs and One Drive will NOT be accepted for this examination.

- ***Save each document in the following format: LAST NAME_Question #***

- *Responses to each question should have a cover page that <u>includes a restatement of the question</u>, student's name, and date.*
- *Responses must be double-spaced, 12-point font, and conform to the requirements set forth in each question.*
- *Responses must use proper APA 7th Edition citations for all sources. A complete list of references should be included in each document.*

CONTENT OF THE EXAMINATION

Aurora University doctoral comprehensive examinations consist of two questions: a common strand question for either the administrative leadership or the coaching and mentoring programs, and a question related to the student's unique dissertation interests (can be a literature review, methodology, or theoretical framework).

EVALUATION OF THE EXAMINATION

The evaluation of each exam question will result in the following possible outcomes:
   a) Pass
   b) Revise and Resubmit* (partial failure)
   c) No Pass (failure)

*The "revise and resubmit" option requires the student to revise a portion of their answer to the original question and resubmit it for a second round of evaluation.

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 of theory to practice

FAILURE OF THE EXAMINATION

Passage of the examination is required to register for Dissertation Seminar and proceed with the proposal. If doctoral students fail a part of the examination or all of it, there is the option to retake the examination. Partial failures only require the retaking of the portion of the examination that was failed, within the time frame of the comps section. 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 Dean 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 retake the examination up to two times prior to the Dissertation Seminar course. Students are required to meet with a full-time faculty member to go over exam feedback prior to retaking the entire examination or revising a question. Comprehensive Exam no-pass retakes must be completed prior to being able to proceed with Dissertation Seminar and the proposal. Revise and resubmits will be scheduled during the remaining 8-week comps section.

PASSING THE EXAMINATION

Upon passing the comprehensive examination, doctoral students may continue to work on the dissertation, can register for Dissertation Seminar, and will be considered a "**dissertation candidate"** in the EdD Program.

MILESTONE 3: DISSERTATION

The dissertation is the most substantial work completed as part of the EdD Program. It is a culminating research experience, rather than an isolated evaluation piece that occurs at the end of your program. The dissertation is often practice-based and focused on the contemporary issues related to educational/learning organizations. It should have relevance to the discipline of education broadly conceived. The responsibility of 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 the writing process. The stages of the dissertation completion process are intended to assist doctoral students and not become barriers to impede progress. The dissertation chair and committee members serve as coaches to help doctoral students through the process.

Over generations of doctoral study, a style for dissertations has developed within education. In general, the dissertation is a report of the results of a scholarly study. The dissertation is usually completed in five chapters. Chapter One provides an introduction and rationale to the study. Chapter Two contains a literature review showing how the study relates to previous empirical research and scholarly thought. In Chapter Three the methodology of the research is detailed. In Chapter Four the author describes the findings of the research study. In Chapter Five the author discusses the implications and significance of the research findings. This five-chapter format is often adapted, but not mandated. Six, and even seven, chapter dissertations have been approved.

Students will be assigned an initial dissertation chair at the conclusion of the Dissertation Seminar course. Once the methodology of the dissertation is selected by the student, a final chair will be assigned, typically an EdD research faculty member who specializes in the student's methodology. The second committee member is another doctoral faculty member and will typically specialize in the methodology of the student's dissertation if the chair is not a research faculty. The third reader may be an AU adjunct faculty member or university faculty member who has a terminal degree. A fourth member of the committee can come from outside the university. All members of the dissertation committee must hold a terminal degree. Outside members must submit a curriculum vitae and be approved by the dissertation chair as well as the EdD department chair.

Doctoral students plan and conduct research as well as write both the study proposal and final dissertation document. 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 after they are submitted. The proposal and final dissertation documents require multiple drafts. Students are responsible for dissertation edits as the draft is prepared for final upload to the ProQuest database. In some cases, students choose to hire an editor, though this is not required unless the dissertation committee feels it is necessary for approval of the dissertation.

ROLE OF CHAIR, COMMITTEE MEMBERS, AND DOCTORAL STUDENT

The dissertation chair's responsibilities include overseeing the proposal and final defense processes, including initial review of drafts before sending them to the other committee members, scheduling the defenses, compiling committee edits, and determining student readiness for scheduling defenses. Typically, the dissertation chair is also the methodologist. In that case, they will also consult with students regarding study design, recruitment of participants, IRB application, data collection, analysis, and writing up the results. In situations where the chair is not a research faculty member, the second committee member will assume these methodological duties. Otherwise, the second member's role is to provide supporting methodological and content feedback. The third committee member is typically a subject matter specialist who provides input about the literature review and pragmatics of study design (sampling, constructing data collection instruments, etc.). The doctoral student, with input from the dissertation committee chair and the dissertation committee members, is responsible for creating the dissertation, responding to committee feedback in a timely manner and assuring that the dissertation is of doctoral quality.

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 ($100-$300)
- ❖ Cost for editing the dissertation (quality editors range between $300-$600)
- ❖ Cost for binding of dissertation (currently $15 per copy)
- ❖ Cost of copyrighting and publishing dissertation in ProQuest database (currently $130)

Other expenses may be incurred on an individual basis.

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 methodology). The proposal should comply with the formatting rules for the dissertation (see EdD Style Guide, 7th Edition APA).

Comprehensive exams must be successfully passed prior to the construction of the dissertation 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 student is free to submit their IRB application to AU's IRB. **Only after the oral proposal defense has been passed and the IRB approval secured can any data be collected or analyzed.** Subsequently, the data is collected and/or 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 a successful oral defense, any additional changes required by the committee must be made and approved by the chair, and the dissertation must be fully edited according to the formatting guidelines in the EdD Style Guide, 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.

INSTITUTIONAL REVIEW BOARD (IRB)

After passing the dissertation proposal, an application for human subjects research is submitted to the IRB after being signed by the dissertation chair. 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 application one-week before its next meeting. The proposal must comply with all the requirements of the IRB, which are stated separately in IRB documents on the AU website. The proposal must be accompanied by the IRB cover sheet, any permission letters required for research to be conducted in a school district or other context outside of AU, 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. Doctoral students are encouraged to follow the IRB guidelines very carefully to avoid delay in approval of dissertation proposals, and can expect that the entire process from submission of the application to study approval will take four weeks. 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: https://aurora.edu/academics/resources/irb

ORAL DEFENSE OF DISSERTATION

The oral defense is an opportunity for the doctoral student to explain their 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 (see below for possible decisions). It is most common for the committee to approve pending revisions.

In order to schedule a final dissertation defense, students complete the following steps:
1) Revise Chapters 1, 2, and 3 to accommodate revisions from the proposal defense and submit this to your dissertation chair to review and approve.
2) Consult university deadlines to tentatively plan your final defense and graduation.
3) Submit Chapters 4 and 5 to your dissertation chair for review.
4) Upon approval from your dissertation chair, complete a Pre-Defense Meeting where Chapters 4 and 5 (Findings and Discussion) are discussed with the full dissertation committee.
5) Discuss final defense dates at the Pre-Defense Meeting and request approval to move forward to the final dissertation defense with your full dissertation committee.
6) Submit to your dissertation chair the following:
   a. Final Dissertation Title
   b. Final Dissertation Abstract
   c. Full Names and Degree Titles of your Dissertation Committee
7) Confirm that your dissertation chair has completed the scheduling of the final defense.
8) Submit your final formatted dissertation document as one complete file to the committee **_2 weeks prior_** to the defense date. This single word document must include:
   a. Title Page
   b. Table of Contents
   c. Chapters 1-5
   d. References
   e. Figures, Tables, Images, etc.
9) Upon completion of the oral dissertation defense (see possible decisions), you are to make necessary revisions and edit your final dissertation document.
10) Follow the post-defense directions to upload the dissertation to Proquest.

Outside of the final dissertation defense, you must also complete the following:
1) Apply for graduation after you complete your final defense.
2) Request a "graduation check" from your academic advisor.

EdD PROGRAM FINAL DEFENSE CHECKLIST	
COMPLETED	**ACTIVITY**
	Graduation check request
	Pre-defense meeting (scheduled by chair)
	Dissertation Chair has submitted the Oral Dissertation Defense Request
	Final dissertation document submitted to committee **2 weeks prior** to the final defense date
	Apply for graduation
	Editing of dissertation document
	Upload document to Proquest

On the Day of the 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. After the presentation, an open question and answer period is extended to the audience and committee members. At the conclusion of this discussion, the doctoral student and guests will be placed in a waiting room. The committee will discuss the document and arrive at a decision (see below for possible decisions). The doctoral student and any guests will be asked to return to the room when the decision of the dissertation committee will be announced.

Dissertation Oral Defense Possible Decisions[2]

I. **Pass with no revisions**. Committee signs all paperwork at defense. Student is free to begin the publication process immediately.
II. **Pass with minor revisions**. All revisions need to be submitted to the chair within 10 days of the defense. Committee signs all paperwork at defense.
III. **Conditional pass with major revisions**. All revisions must be submitted to the entire committee within 10 days for committee approval via email. Committee signs all paperwork upon electronic approval. If revisions are approved, student is eligible for graduation in the current semester.
IV. **Reject with major revisions**. All revisions must be submitted to the entire committee within 45 days, and a second oral defense meeting is scheduled. Committee signs all paperwork upon the completion of a successful oral defense. If revisions are approved at the second oral defense, the student is eligible for graduation in the following semester.

Post-Defense

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

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[2] Students may be required to pay for an additional dissertation hour the following semester if the dissertation is not fully approved and published on Proquest prior to graduation deadlines.

❖ Any revisions required by the committee must be made in the timeline stipulated by the outcome of the oral defense. The dissertation chair will oversee those changes until the dissertation is appropriately revised.

❖ Next, the dissertation will be thoroughly edited to check for grammar and APA or Chicago style. The fee for this edit is paid by the student if they choose to hire an outside editor.

❖ When the dissertation comes back from the final review, the editor and/or chair 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 immediately.

❖ Finally, the student submits the dissertation document to ProQuest. Once it is in ProQuest, students will be recommended for graduation by the Department Chairperson.

❖ After the document is submitted to ProQuest, the dissertation chair is given one more chance to review the document and approve the publication of the dissertation. Students may also submit changes at this time. Once the document is finalized, changes cannot be made.

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 and the remaining time is devoted to the dissertation (up to the six-year limit). Each dissertation will have its own unique features that may alter this timeline, and a fixed standardized process cannot be created that will address every dissertation. However, the dates below are fixed, and full compliance is required on the part of doctoral students.

Specific dates are as follows:

Graduation/ Degree Awarded	Request "Graduation Check" from Advisor	Deadline to Complete Pre-Defense Meeting*	Final Draft to Committee*	Deadline for Oral Defense of Dissertation	Deadline for Submission of Final Dissertation (ProQuest)	Graduation Ceremony
December	Summer Semester	September 1	October 1	November 1	December 1	Fall graduates may participate in the December ceremony
May	Fall Semester	January 15	February 15	March 15	April 15	Spring graduates may participate in the May ceremony
August	Spring Semester	May 1	June 1	July 1	August 1	Summer graduates may participate in the December ceremony

*recommended deadlines set by the department and not the registrar

DEPARTMENT FACULTY

FULL-TIME FACULTY

Dr. Jack Barshinger
University Professor of Education
Institute, Room 217 | 630.844.7596 | jbarshin@aurora.edu
Dr. Barshinger is a University Professor for Aurora University's EdD program after serving 4 communities as superintendent of schools. He retired from Batavia Public Schools in Kane County, IL on July 1, 2013. He has administrative experience in small and mid-sized elementary school districts and large unit school districts in Illinois. He has served education as a teacher, reading specialist, principal, assistant superintendent and superintendent. In addition, Dr. Barshinger served 5 years as an educational consultant to over 90 school districts in northern Illinois where he assisted with the development and implementation of quality instructional programs and accountability systems. He extended his leadership to serve as Chairperson for Illinois School District Liquid Asset Fund plus (ISDLAF+), a large investment consortium of Illinois school districts and Co-chaired the Consortium for Educational Change (CEC), an IEA and administration collaboration supporting Illinois school improvement. Dr. Barshinger serves as the Past President of the Illinois Council for Professors of Educational Administration (ICPEA) which advocates for educational leadership programs across the state of Illinois. After a K-12 career that spanned 38 years, Dr. Barshinger now teaches and coaches emerging school superintendents to navigate the challenges of a tech sophisticated, K-12 learning environment as a University Professor at Aurora University.

Dr. Dan Coles
University Professor of Education
Institute, Room 328 | 630.844.5407 | dcoles@aurora.edu

Dr. Coles is a new University Professor of Education for Aurora University's EdD program. Prior to arriving at AU, he worked at various universities instructing leadership courses, supervising superintendent interns, serving on dissertation committees and mentoring teacher candidates as a clinical supervisor. Dr. Coles retired from Wauconda Community Unit School District 118 in Lake County on June 30, 2021 after serving 17 years as superintendent of schools and 34 years in public education. During his career, he was a teacher, coach, middle school assistant principal, elementary school principal, and director of human resources. He was named a *Superintendent of Distinction* by the Illinois Association of School Administrators in 2016, *Superintendent of the Year* by the Lake County Superintendents Association in 2015, and was the recipient of the Illinois Principals Association Lake Region *Reaching Out & Building Bridges Award* in 2015. During his tenure as superintendent, he served as Executive Board President of the Special Education District of Lake County and of the Lake County High Schools Technology Campus. He co-authored "A Journey Without End" in *All Things PLC Magazine*

in Spring 2021. His leadership mission statement is "Provide all students with a pathway to a successful future."

Dr. Austin Pickup
Assosciate Professor of Education & Co-Chair EdD Program (on-ground)
Institute, Room 219 | 630.844.7597 | apickup@aurora.edu
Dr. Pickup is an Associate Professor of Education in the EdD program where he has worked since 2014. He holds a PhD in Educational Research and a MA in Secondary Education from The University of Alabama. He also received a BA in History from Western Kentucky University. Dr. Pickup's teaching focuses broadly on educational research with particular expertise in qualitative research methodology. He primarily teaches courses in the research strand of Aurora University's EdD programs, including Introduction to Educational Research Designs, Qualitative Research, and Dissertation Seminar. Occasionally, he also teaches content-related courses concerning Curriculum & Instruction and Higher Education. He currently serves as the chair of Aurora University's Institutional Review Board (IRB). Dr. Pickup's research interests focus broadly on philosophy of education, critical research methodologies, and social studies education. He has written journal articles and book chapters which have or will appear in a variety of academic publications, such as *Critical Questions in Education, Educational Studies, The Qualitative Report,* and *The Journal of Thought*. He has presented his work at regional, national, and international academic conferences, such as the American Educational Studies Association, the International Congress for Qualitative Inquiry, and the American Educational Research Association. He is the Past-President of the Southeast Philosophy of Education Society.

Dr. Jay Thomas
Professor of Education
Institute, Room 223 | 630.844.6231 | 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 the past-editor of *NCSSS Journal*, a publication for teachers and educational leaders in STEM education.

Dr. Faith Agostinone Wilson
Professor of Education & Co-Chair EdD Program (online)
Institute, Room 221 | 630.844.4226   fwilson@aurora.edu
Dr. Agostinone Wilson is Professor of Education at Aurora University. Dr. Wilson teaches courses such as Proseminar in Educational Research, Introduction to Educational Research Designs, Qualitative Research, Instructional Coaching Models, and Philosophies of Adult Learning. She has published multiple book and journal articles that include: Marxism and Education Beyond Identity: Sexuality and Schooling (Palgrave, 2010), Handbook for Undergraduate Research Advisors (Rowman & Littlefield, 2016), and Dialectical Research Methods in the Classical Marxist Tradition (Peter Lang, 2013). Dr. Wilson's most recent books include: Enough Already: A Socialist Feminist Response to the Rise of Right-Wing Populism and Fascism as well as an edited volume, On the Nature of Truth in the Era of Trump as part of a critical media series for Sense Publishers (2020). Her scholarship interests stem from board sociological questions within the critical tradition that take up the issue of power both inside and outside of educational institutions.

Dr. Craig Wilson, Full-Time Instructor, Dissertation Methodologist

847-209-3224 | cwilson@aurora.edu
Dr. Wilson holds PhD and MS degrees in Statistics from Oklahoma State University, where he taught undergraduate statistics courses for six years as a graduate teaching assistant. Dr. Wilson was employed in the pharmaceutical industry for close to 20 years, helping to design and analyze clinical trials and collaborating with colleagues to publish trial results in peer-reviewed journals. Since 2007, Dr. Wilson has taught quantitative research methods courses and served on dissertation committees as part of the EdD program on the George Williams, Woodstock and Main Campus locations, and now as part of the AU Online program.

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ADJUNCT FACULTY

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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 Instructional leadership: coaching and mentoring. 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 program for teens.

Dr. Steve Cordogan
scordogan@aurora.edu
Dr. Steve Cordogan has worked in statistical evaluation research since 1976. He directed departments of research and evaluation in high schools, higher education, and health care from 1988 through 2014. He retired from Township High School District 214 in 2014, where he had focused on using statistical analyses of student performance data for school improvement. Since retiring, he has served as a consultant for statistical research, evaluation design, and school improvement for school districts, educational consortia, and the Illinois State Board of Education. Throughout his career, he has served as an adjunct professor at several universities. He currently serves as an adjunct Professor of Education for Doctoral Studies in Statistical Research at Aurora University, teaching and serving on many dissertation committees. Additionally, he has served on many state and congressional committees and task forces, currently chairing the State Board of Education's Assessment Review Committee. He has presented and/or published dozens of research papers on academic assessment and institutional performance. He also has received statewide awards from the Illinois State Board of Education ("Those Who Excel" education award; 2014), Illinois Association for Supervision and Curriculum Development (three Winn Research Awards; 2007, 2006, and 2001), and the Illinois Community College Board/Illinois Board of Higher Education (award for Accountability in Priorities, Quality, and Productivity /Program Review Reporting; 1996).

Dr. Lisa Hichens
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Dr. Lisa Hichens is in her ninth year as Superintendent of schools in Batavia District 101. Lisa began her career teaching high school math and also served Batavia Public Schools as a dean, an Assistant Principal

of Teaching and Learning, and the Principal of Batavia High School. Aurora University has provided Lisa many opportunities to learn and to give back to the educational community. Lisa earned her doctorate in Leadership in Curriculum and Instruction in 2009 and re-enrolled after her doctorate to complete coursework that led to her superintendent's endorsement. Lisa became an adjunct professor in 2019 in the EdD program and has enjoyed helping doctoral students learn and grow. Serving on several governing boards throughout the region keeps her busy. The organizations include the John C. Dunham STEM Partnership School, the MidValley Special Education Cooperative, the Fox Valley Career Center, the Large Unit District Association, the Batavia Foundation for Educational Excellence and the Batavia Chamber of Commerce.

Dr. Kelley Karnick
kkarnick@aurora.edu
Dr. Karnick, adjunct professor at AU who has taught courses for the EdD program as well as the Principal Prep program. Kelley has spent the past 21 years in Batavia as a teacher, building administrator and Director of Curriculum. Her own dissertation focused on middle school student success, and that still remains a key interest today. She loves teaching the masters and doctoral classes and has been fortunate to serve on several dissertation committees over the past few years and loves learning so many new aspects of the education world from the doctoral candidates' studies.

Dr. Lauren McArdle
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Dr. McArdle is joining the adjunct faculty team in the EdD program starting Fall 2022. Dr. McArdle is a school psychologist by trade - but additionally holds licenses and endorsements in clinical psychology, educational administration, special education director, and the superintendency. Dr. McArdle has served as a school psychologist within the public high school setting, as a clinical director in the private therapeutic day school setting, and has also held a number of district-level administrative roles. Currently, Dr. McArdle is serving as the Assistant Superintendent for Student Services in Lake Zurich Community Unit School District 95 - where she lives and has a child in the school system.

Dr. Brad Newkirk
bnewkirk@aurora.edu
Dr. Newkirk, adjunct professor at AU, is currently the Chief Academic Officer for Batavia Public Schools D101. Brad has served the students of Batavia as a teacher, building-level administrator and now in his current position. As an AU EdD program alumni, his own research interests are around the factors that lead to student growth at all levels of K-12 education. His approach to instruction is to model and study the pedagogy that best facilitates adult learning.

Dr. Molly Swick
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Dr. Molly A. Swick Biography
Raised on the shores of Sunny California and the Rocky Mountains of Wyoming, Dr. Molly A. Swick brings a unique perspective to education. In addition to doctoral courses on theories of adult learning, Dr. Swick teaches the health education courses for the Physical Education/Health Education K-12 teaching licensure program at Aurora University. In past faculty positions, she has taught graduate courses in educational philosophy and foundations, critical pedagogy, adult learning, and theories of health behavior. The title of her dissertation is "Paulo Freire's Pedagogy of Hope: An Autoethnography in a Social Justice Classroom." The purpose of this qualitative study was to test concepts derived from Paulo Freire's writings within the educational context of a contemporary college classroom. Critical

theory served as the conceptual framework, as Dr. Swick attempted to shed light on how education can be used to bring about social, political and economic changes, with the objective of creating a fairer society, with more hopefulness and less suffering. Her core commitment is excellence in teaching, and Dr. Swick has devoted her life to inspiring future teachers, current teachers, and teacher educators by presenting for various teacher education organizations as well as being a role model in her own classroom.

Dr. Terrell Yarbrough
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Ronald "Terrell" Yarbrough is originally from Milwaukee, Wisconsin and currently resides in Beloit. He earned his undergraduate degree from the University of Wisconsin Milwaukee and his Master's degree from Marquette University. He completed his Doctor of Education degree from Aurora University. This is his 21st year in education. He is presently starting his second year as the Superintendent of Harlem Consolidated School District #122 in Machesney Park, Illinois. Terrell is in his first year as an AU on-line instructor teaching both the EDU-7410 (Instructional Coaching and Adult Learning) and EDU – 7133 (Organizational Theory and Change Management) courses.

Dr. Heidi Weeks
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Dr. Weeks is the Assistant Superintendent of Teaching and Learning for the Itasca 10 School District. She is a former principal, assistant principal and middle school math teacher and this fall will start her 26th year in education. Earning her undergraduate degree from Eastern Illinois University, Dr. Weeks went on to become a two-time alumnus from Aurora University earning both a Masters and a Doctoral Degree Her dissertation titled *The Power of Coaching: A Case Study of Teachers' Perceptions of Instructional Coaching* investigated the relationship between instructional coaches and teachers that provided themes that were integral to the coaching dynamic. For the EdD program, Dr. Weeks teaches Effective Principles of Mentoring and Professional Conversations. Dr. Weeks also teaches Human Resources and Supervision for Masters in Educational Leadership program at AU. Dr. Weeks' research and passion centers on professional learning and the power of building leadership capacity in others.

DEPARTMENT POLICIES

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.

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
EDU 8800 Dissertation
EDU EdD Internship Courses

EdD ATTENDANCE POLICY

All AU Online students are expected to be actively engaged in their online courses. Specific requirements for participation in discussion forums, projects, and other activities are provided in the syllabus.

Additionally, there are face-to-face residency requirements for the administrative strand internship and equity intensives. In these courses, attendance is an essential part of the learning environment. At the doctoral-level it is imperative that administrative strand students attend these sessions and are prepared to engage course material. The equity intensive will be a weekend format 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 or make-up assignments. Missing these face-to-face sessions 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.

Late Work

Late work will generally not be accepted in online courses. Requests for extensions may be submitted in writing (i.e., via email) at least 24 hours prior to the deadline. Requests submitted less than 24 hours prior to, or after, the deadline, will only be considered in extreme circumstances. A penalty for late submission of 10% per day may be applied, at the discretion of the instructor. Requests for extensions will be approved or denied at the discretion of the instructor. Participation in the weekly discussion forums is mandatory and posts submitted after the forum closes will not be graded.

Classroom Etiquette: Netiquette

In order to maintain a positive online environment for this class, everyone needs to follow the etiquette guidelines summarized below. All learners are expected to:

1. Show respect for the instructor and for other learners in the class.
2. Respect the privacy of other learners.
3. Express differences of opinion in a polite and rational way.
4. Maintain an environment of constructive criticism when commenting on the work of other learners.
5. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.
6. Use appropriate grammar and structure in on-line communication.
7. Never use all caps since this is the equivalent of yelling in the online environment.

The following list summarizes the kind of behavior that is not acceptable. Items listed below are grounds for removal from the class. Learners should not:

1. Show disrespect for the instructor or for other learners in the class.
2. Send messages or comments that are threatening, harassing, or offensive
3. Use inappropriate or offensive language.
4. Convey a hostile or confrontational tone when communicating or working collaboratively with other learners.

PROGRAM OF STUDY LENGTH

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). Upon expiration, students will receive a letter to their homes which outlines the options for extending the program.

LEAVE OF ABSENCE

The EdD Program adheres to the official university policies regarding the Voluntary Medical Leave of Absence (MLOA) The purpose of a voluntary medical leave of absence (MLOA) is to provide a student with time away from Aurora University for treatment of a physical or mental health condition that impairs a student's ability to function successfully or safely as a member of the University community. The authority to grant an MLOA and permission to return from an MLOA resides with the Dean of Students or designee. Aurora University has designed this policy to ensure that students are given the individualized consideration and support necessary to address their particular circumstances. This policy is designed to provide for a flexible and individualized process to facilitate student requests for MLOA, with the goal of having students return to the University and successfully complete their studies. This policy is intended for the benefit of students who experience unanticipated medical situations during an academic semester.

Students who wish to withdraw or take a non-medical Leave of Absence can do so by completing a Leave of Absence/Withdrawal Form, available from the department chair. When the doctoral student is ready to return to doctoral studies, they 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 and may lose credits taken more than six years earlier. For more information about AU's leave policies, see the 2022-2023 student handbook: https://aurora.edu/documents/abook/abook.pdf

TRANSFER CREDIT

Doctoral students desiring to transfer credit should do so prior to the end of their first semester in the program. All transfer credit must appear on an official transcript and will be evaluated by the department. In addition, a written description of the course is required (syllabus). The number of credits completed at other institutions that can be transferred into the EdD Program varies based on the program of study. 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.

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 a consistent Internet connection. Doctoral students will learn how to use specific software such as Moodle, SPSS, and Qualtrics 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 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.

Registration at Aurora University requires adherence to the following Code of Academic Integrity (henceforth, the Code). Academic programs, colleges, and departments within the university may have additional guidelines regarding academic integrity violations that supplement this Code.

In essence, this Code and any internal standards supplementing it prohibit dishonest and unethical behavior in the context of academic pursuit, regardless of intent. Unacceptable conduct includes, without limitation:

Cheating. Cheating is obtaining, using or attempting to use unauthorized materials or information (e.g., notes, texts, or study aids) or help from another person (e.g., looking at another student's test paper, or communicating with others during an exam via talking, notes, texts, electronic devices or other study

aids, unauthorized use of a cell phone or the internet), in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers, presentations, and/or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for re-grading; unauthorized collaboration on an academic assignment; or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

Fabrication. Fabrication is falsification or invention of data; falsification of information, citations, or bibliographic references in any academic work (e.g., falsifying references in a paper); or altering, forging, or falsifying any academic record or other university document.

Plagiarism. Plagiarism is representing someone else's work (including words and ideas) as one's own or providing materials for such a representation. Examples include submitting a paper or other work that is in whole or part the work of another; failing to cite references; presenting paraphrased material that is not acknowledged and cited; or failing to use quotation marks where material is used verbatim. (See under "Cheating" submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors is a violation.)

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) retaining, possessing, or using previously given examination materials where those materials clearly indicate that they were intended to be returned to the instructor at the conclusion of the examination; (c) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; (d) intentionally obstructing or interfering with another student's academic work; or (e) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' 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 or information.

Facilitating Violations of Academic Integrity. This is (a) helping or attempting to assist another in violating the Code (for example, allowing another to copy from one's test or allowing others to use one's work as their own); or (b) providing false information in connection with any inquiry regarding academic integrity.

Note: Examples provided are illustrative only and are not inclusive. Other behaviors, not exemplified, may constitute violations of the Code. The above is in part adapted from "Issues and Perspectives on Academic Integrity," a pamphlet distributed by the National Association of Student Personnel Administrators.

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

Suspected cases of academic integrity violation should be reported to the course instructor, the administration of the school or department under whose jurisdiction the suspected offense took place,

or to the Academic Affairs office (and will be addressed using the procedures set forth in this Policy Statement and Policy Statement F3 below).

Students notified by the faculty member, Dean of Academic Administration, or Registrar of a suspected academic integrity violation may not change their registration in a course in which the charge is pending or in which a finding of violation has been made. Students who voluntarily withdraw from the university while an academic integrity violation is pending are not deemed to be in good standing and may not return to the university until a pending violation is resolved.

First Violation: A faculty member who identifies a violation of the Academic Integrity Code shall follow these procedural steps. In most cases, internal proceedings regarding a first violation will conclude with the procedural steps that follow:

The faculty member will report the violation to the Dean of Academic Administration or Registrar via the official electronic reporting system. This report will include a written summary of the violation; the consequences and sanctions resulting from the violation consistent with the policies stated within the course syllabus; and any interactions with the student regarding the violation. The faculty member will also provide to the Dean of Academic Administration or Registrar any material evidence of the violation, if such evidence exists. This material is placed in an academic violation file identified to the particular student and maintained with confidentiality by the Dean of Academic Administration or Registrar.

Within five business days of receipt of the violation, the Dean of Academic Administration or Registrar will confirm the violation to be a first violation and eligible for appeal under Policy Statement F3 (below). If, in the judgment of the Dean of Academic Administration, in consultation with the reporting faculty, the violation is deemed to have been egregious, or if the violation is a second violation, the hearing procedure set forth below in the section entitled "Second or Referred Violation" shall be used. The faculty member shall be so notified.

The Dean of Academic Administration or Registrar will then send the student an electronic notification, and a certified letter as needed, informing the student 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 integrity violations (see Policy Statement F3). In the event that the student appeals successfully under Policy Statement F3, the faculty member's allegation shall be removed from the academic integrity violation file.

The contents of the academic integrity violation file will not be shared with faculty members and staff, with the exception of members of the Academic Conduct and Integrity Committee in the event that the student appears before that body or faculty and administrators participating in an appeals process. The academic integrity violation file shall be destroyed upon the completion of the degree by the student.

Second, Egregious, or Referred Violation: In the event that a second violation is reported to the Dean of Academic Administration or Registrar (or a violation is referred for hearing as set forth above), the Dean of Academic Administration or Registrar shall inform the student of the allegation via electronic notification and a certified letter as needed. This letter shall inform the student that contact must be made with the Dean of Academic Administration or Registrar within 10 business days from the date of the letter to arrange a hearing before the Academic Conduct and Integrity Committee. Failure to do so shall be taken as acknowledgement that a violation has occurred and shall result in disciplinary action up

to and/or including dismissal from the university (as determined by the Dean of Academic Administration). The student shall be permitted to attend class and other university-sponsored activities during the 10 business days following the electronic notification and a certified letter as needed sent by the Dean of Academic Administration or Registrar to the student or while a hearing is pending, unless such permission is revoked due to unusual circumstances, as determined by the Vice President for Academic Affairs. The university reserves the discretion, however, to withhold degrees or honors or postpone student graduation pending resolution of an ongoing violation.

The Committee shall determine whether the violation occurred. The jurisdictional dean or executive director shall not participate in the hearing. If the committee finds that a violation occurred, the student shall be immediately disciplined or dismissed from the university. If the committee finds that the violation did not occur, the allegation shall not be reflected on the student's record and documentation regarding the hearing process shall be maintained confidentially in the Office of Academic Affairs.

Note: As set forth above, the committee hearing procedure normally initiated by the second academic integrity violation may be triggered in the event of a first violation at the discretion of the Dean of Academic Administration. This would generally occur only in cases that are particularly egregious. The term "egregious" typically means 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 integrity violations 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 academic integrity violation intended to cause harm to another person or group; committing a crime while violating the academic integrity code, with material gain as the intended result; and others. Egregious behavior may also occur when a student commits academic integrity violations in multiple courses. This list of potentially egregious violations is illustrative and not exhaustive. Other behaviors may also apply, and the discretion to determine whether violations should be addressed using this hearing procedure (rather than the First Violation procedure set forth above) resides with the Dean of Academic Administration and the faculty member.

APPEALS PROCESS FOR ACADEMIC DISHONESTY

First Violation: A student who believes that a violation of the Academic Integrity Code has not in fact occurred may appeal any such finding to the Academic Conduct and Integrity Committee. The student has one week from the date indicated on the electronic notification of Finding and Sanction (and a certified letter as needed) to inform the Registrar in writing of the appeal. The Academic Conduct and Integrity Committee will review all relevant materials. The committee will meet with the student who will present their response to the academic integrity violation charge(s), or will rely upon written documentation provided by the student in cases where the student does not appear in person. The committee may also question the faculty member who reported the integrity violation.

The Academic Conduct and Integrity Committee shall make one of two decisions:

- violation of the Code took place and the report remains in the academic integrity violation file; or
- violation of the Code is not substantiated and the faculty member's allegation shall be removed from the academic integrity violation file.

The decision of the Academic Conduct and Integrity Committee shall be final. Imposed sanctions will be reviewed, and communicated to the student by the Dean of Academic Administration or DAA Designee.

Appeal Procedure for Second or Egregious Violations.

A student who has already had a hearing before the Academic Conduct and Integrity Committee and been dismissed from the university may appeal the decision to the Vice President for Academic Affairs. This step must be completed in the form of a written request to the Vice President for Academic Affairs within one calendar week after the Academic Conduct and Integrity Committee has informed the student of its decision.

The Vice President for Academic Affairs will appoint two faculty members to serve with the Vice President for Academic Affairs on an ad hoc committee working to review the student's appeal. This committee and the Vice President for Academic Affairs will review all relevant materials and meet with the student and others, as the ad hoc committee deems necessary. The decision of this committee either to uphold or overturn the decision of the Academic Conduct and Integrity Committee shall be final. The ad hoc committee will then report back to the Academic Conduct and Integrity Committee on the final decision and its reasoning.

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 ensure 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 academic 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 Human Performance 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 Dean of the School of Education and Social Work, Vice President of Academic Affairs of Aurora 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 Dean of the School of Education, Vice President of Academic Affairs of Aurora University, and the Registrar.