

# DOCTOR OF EDUCATION (EDD)

## Doctor of Education

These programs are offered in the AU Online format:

**Instructional Leadership: Coaching and Mentoring**

**Leadership in Educational Administration: Superintendent Endorsement**

**Advanced Standing: Leadership in Educational Administration for Principal Endorsed**

**Advanced Standing: Leadership in Educational Administration for Superintendent Endorsed**

**Leadership in Higher Education Administration**

## Program Description

The School of Education offers three doctoral degree programs: Leadership in Higher Education Administration; Instructional Leadership: Coaching and Mentoring; and Leadership in Educational Administration. These programs develop expertise in professional practice and are intended for individuals pursuing advanced careers as school and district administrators, program administrators, instructional coaches, staff developers, curriculum developers, teacher educators and classroom teachers. The programs may be completed in three years and must be completed within six years. The first two and a half years are devoted to coursework, and the remaining time to finishing the dissertation.

Faculty members make an effort to create a collegial, friendly, and collaborative environment that supports doctoral-level study. Faculty members in the EdD program all possess the highest degree in their field and hold considerable expertise in their subject areas. Because full-time faculty teach only in the doctoral program, they are able to give extensive professional and academic advisement to students. Other professors across campus and within the School of Education teach courses and participate in dissertation committee work. Adjunct faculty members all possess a terminal degree, and are current practitioners in the field of P-20 education, and are recognized as leaders and experts in their subject areas.

The curriculum is designed to provide a comprehensive program for students. The courses and assignments are carefully coordinated and sequenced to facilitate student growth from course to course. Graduates will possess expertise in the area of leadership, instruction, change management, equity in education, and educational research.

The EdD program has the expressed purpose of developing scholar-practitioners. This is accomplished by melding theory, academic study, and practice into course readings, assignments, and dissertation studies. All candidates receive a strong grounding in research and inquiry. It is possible to specialize in quantitative or qualitative methods, as well as historical, philosophical, and theoretical methods of inquiry. Candidates are expected to conduct research in areas relevant to their practice and to apply research appropriately.

## Curriculum/Schedule

Candidates following the full EdD plan who seek to complete their degrees in three years will complete six courses each year as follows. Candidates on the lengthened plan can take courses on a part-time basis within the six-year limit to complete coursework. EdD courses are offered

in a 100% asynchronous format with optional weekly synchronous sessions offered by the instructor.

## Admission Requirements

The candidate must complete the admission portfolio and submit it to Aurora University. The admission portfolio will be assessed for the following: leadership ability, communication ability, and scholarship. To gain admission to the Leadership in Educational Administration with Superintendent Endorsement, candidates must hold an administrative position in their school districts. In addition, Illinois candidates must also hold the Type 75 Credential or the Principal Endorsement on a Professional Educators License. The required content for all programs includes:

- A completed Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply) (<http://www.aurora.edu/auapply/>)).
- At least two references including:
  - A person familiar with the candidate's academic work.
  - A person familiar with the applicant's professional leadership work, such as a manager, a principal, a department chair or school board chair.
- One set of official transcripts for all graduate study, showing completion of an appropriate master's degree from a regionally accredited university and, if applicable, all courses that led to the superintendent's endorsement.
- A curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/or presentations and other relevant information relating to the applicant's leadership background. Note: Candidates should refer to the web page <https://aurora.edu/academics/graduate/edd/admission-requirements.html> to ensure that their curriculum vitae or resume addresses the concerns of the admission committee.
- A personal statement, approximately 1,000 to 2,000 words in length, describing present goals and interests and showing their connection to prior experiences and to the EdD program.

Once the admission portfolio is complete, applicants will be asked to participate in an on-campus interview with faculty members. During this interview, applicants will complete a 30-minute writing sample that will be included in their admission portfolio. Students applying to the Leadership in Educational Administration program may be asked to complete a leadership portfolio to be discussed during the on-campus interview.

## Advanced Standing Students

### Leadership in Educational Administration for Superintendent Endorsed/Advanced Standing

Students who possess a valid ISBE superintendent endorsement and are employed as a school leader or are ABD (all but dissertation) for from a regionally accredited doctoral program of study in education may apply for advanced standing for up to one-half of the semester hours (30 semester hours) in approved transfer credit toward the EdD Program. Advanced standing students are required to take 30 semester hours of research-related coursework. Should there be less than 30 semester hours of transfer credit, students will be required to take elective courses designated by the program to fulfill the total of 60 semester hours required for the doctorate in education. Special admission procedures and standards may apply to advanced standing applicants. (For additional information on advanced standing, please refer to the EdD Policy Handbook).

### Leadership in Educational Administration for Principal Endorsed/ Advanced Standing

Students who have two master's degrees, including a Master of Arts in Educational Leadership (MAEL) degree and a second education-related master's degree, possess a valid ISBE principal endorsement and are employed as a school leader, teacher, or are ABD (all but dissertation) from a regionally accredited doctoral program of study in education may apply for advanced standing for up to one-half of the semester hours (30 semester hours) in approved transfer credit toward the EdD Program. Advanced standing students are required to take 30 semester hours of research-related coursework. Should there be less than 30 semester hours of transfer credit, students will be required to take elective courses designated by the program to fulfill the total of 60 semester hours required for the doctorate in education. Students pursuing this pathway would not receive the superintendent endorsement, but they could complete those requirements at a later date. Special admission procedures and standards may apply to advanced standing applicants. (For additional information on advanced standing, please refer to the EdD Policy Handbook).

## Program Requirements for the EdD Program

- Minimum of 60 semester hours (beyond the master's degree): 30 hours of content related coursework, 30 hours of research coursework and dissertation hours
- Committee approved final dissertation that has been orally defended and published on the ProQuest database
- Successful completion of qualifying self-assessment and comprehensive examinations
- Completion of all requirements within three years (minimum) or six years (maximum) from first enrollment
- No 7000 or 8000 level course grade below a B will be accepted toward an EdD degree at Aurora University

## Leadership in Higher Education Administration (EdD)

| Code                                  | Title  | Credits |
|---------------------------------------|--|---------|
| EDU-7235                              | Fundamentals of Enrollment Management                                | 4       |
| EDU-7420                              | Institutional Governance Structures & Leadership                     | 4       |
| EDU-8175                              | Institutional Diversity & Equity                                     | 4       |
| EDU-8530                              | Historical Foundations of Higher Education                           | 3       |
| EDU-7310                              | Proseminar in Educational Research                                   | 4       |
| Milestone: Qualifying Self-Assessment |  |         |
| EDU-8010                              | Introduction to Educational Research Designs                         | 4       |
| EDU-8300                              | Strategic Planning: Evaluation, Assessment, Budgeting, and Reporting | 3       |
| EDU-8100                              | Quantitative Educational Research                                    | 4       |
| EDU-7165                              | Ethical and Legal Issues of Adult Learning Contexts                  | 4       |
| EDU-8315                              | Adult Learning and Higher Education Internship                       | 2       |
| EDU-8520                              | Seminar in Higher Education Administration                           | 3       |

Milestone: Comprehensive Exams

|                                 |                                   |           |
|---------------------------------|-----------------------------------|-----------|
| EDU-8190                        | Qualitative Research in Education | 4         |
| EDU-8225                        | Philosophies of Adult Learning    | 3         |
| EDU-8420                        | Dissertation Seminar              | 4         |
| EDU-8800                        | Dissertation                      | 10        |
| Milestone: Dissertation Defense |                                   |           |
| <b>Total Credits</b>            |                                   | <b>60</b> |

## Instructional Leadership: Coaching and Mentoring (EdD)

| Code                                  | Title   | Credits |
|---------------------------------------|---|---------|
| EDU-7133                              | Organizational Theory and Change Management                             | 4       |
| EDU-7310                              | Proseminar in Educational Research                                      | 4       |
| EDU-7325                              | Curriculum and Assessment for K-12 Regular Education                    | 3       |
| EDU-7410                              | Instructional Coaching and Adult Learning in Professions                | 5       |
| EDU-8170                              | Equity, Diversity, and Justice in Education                             | 3       |
| Milestone: Qualifying Self-Assessment |   |         |
| EDU-7355                              | Curriculum and Assessment for Special Populations                       | 3       |
| EDU-7500                              | Effective Principles of Mentoring and Professional Conversations        | 3       |
| EDU-8010                              | Introduction to Educational Research Designs                            | 4       |
| EDU-8100                              | Quantitative Educational Research                                       | 4       |
| EDU-8460                              | Instructional Practices and Learning Theories for School Improvement    | 4       |
| EDU-8163                              | Instructional Leadership Internship Supervision and Teacher Development | 2       |

Milestone: Comprehensive Exams

|                                 |   |           |
|---------------------------------|---|-----------|
| EDU-8190                        | Qualitative Research in Education                           | 4         |
| EDU-8255                        | Program Evaluation and Data Analysis for School Improvement | 3         |
| EDU-8420                        | Dissertation Seminar  | 4         |
| EDU-8800                        | Dissertation  | 10        |
| Milestone: Dissertation Defense |   |           |
| <b>Total Credits</b>            |   | <b>60</b> |

## Leadership in Educational Administration Program for Superintendent Endorsed (EdD)

| Code     | Title  | Credits |
|----------|--|---------|
| EDU-7133 | Organizational Theory and Change Management          | 4       |
| EDU-7335 | Advanced School District Finance                     | 3       |
| EDU-7325 | Curriculum and Assessment for K-12 Regular Education | 3       |
| EDU-7310 | Proseminar in Educational Research                   | 4       |
| EDU-7365 | Advanced School Law and Human Resources PK-12        | 3       |

Milestone: Qualifying Self-Assessment

|                                 |  |           |
|---------------------------------|--|-----------|
| EDU-8010                        | Introduction to Educational Research Designs                               | 4         |
| EDU-7355                        | Curriculum and Assessment for Special Populations                          | 3         |
| EDU-8100                        | Quantitative Educational Research  | 4         |
| EDU-7345                        | Advanced Operations and System Management                                  | 3         |
| EDU-7715                        | Illinois School District Superintendent Internship I                       | 2         |
| EDU-7330                        | Equity, Ethics, and Excellence in School District Leadership Intensive I   | 1         |
| EDU-7510                        | School District Superintendent and Board Policy                            | 3         |
| EDU-7725                        | Illinois School District Superintendent Internship II                      | 2         |
| EDU-7340                        | Equity, Ethics, and Excellence in School District Leadership Intensive II  | 1         |
| Milestone: Comprehensive Exams  |  |           |
| EDU-8190                        | Qualitative Research in Education  | 4         |
| EDU-7735                        | Illinois School District Superintendent Internship III                     | 2         |
| EDU-7350                        | Equity, Ethics, and Excellence in School District Leadership Intensive III | 1         |
| EDU-8420                        | Dissertation Seminar   | 4         |
| EDU-8800                        | Dissertation   | 9         |
| Milestone: Dissertation Defense |  |           |
| <b>Total Credits</b>            |  | <b>60</b> |

## Leadership in Educational Administration for Principal Endorsed (EdD)

| Code  | Title  | Credits |
|---|--|---------|
| MAEL Principal Prep Courses                     |  |         |
| EDU-6510  | Educational Leadership and Organizational Theory                                       | 3       |
| EDU-6515  | Technology for School Leaders  | 3       |
| EDU-6525  | The Leader's Role in Human Resources and Supervision of Staff                          | 3       |
| EDU-6530  | The Leadership Role in Curriculum Development, Instruction, Assessment, and Evaluation | 3       |
| EDU-6535  | The Leader's Role in School-Community Relations  | 3       |
| EDU-6565  | The Leader's Role in Fiscal Management   | 3       |
| EDU-6570  | School Leadership and the Law  | 3       |
| EDU-6575  | School Leadership and the Law for Special Populations                                  | 3       |
| EDU-6580  | The Leader's Role in School Improvement Learning                                       | 3       |
| EDU-6585  | Introduction to the Internship   | 3       |
| EDU-6590  | Internship for Educational Leadership I  | 3       |
| EDU-6595  | Internship for Educational Leadership II   | 3       |
| Research coursework taken for Advanced Standing |  |         |
| 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-8420 | Dissertation Seminar                         | 4    |
| EDU-8800 | Dissertation                                 | 1-10 |

## Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

## Annual Progress

After their first 27 credit hours completed, candidates submit a Milestop One self-reflection on their progress toward the EdD program outcomes. Immediately prior to taking Dissertation Seminar, students must pass a comprehensive examination to continue in the program.

## Deadlines for Final Dissertation Defense

| Semester            | Oral Defense Date | ProQuest Publication Date |
|---------------------|-------------------|---------------------------|
| December Graduation | November 1        | December 1                |
| May Graduation      | March 15          | April 15                  |
| August Graduation   | July 1            | August 1                  |

## Learning Outcomes

1. Foundational Knowledge and Practice:
  - 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.
  - Doctoral students will demonstrate mastery of contemporary issues of equity as well as the institutional and pedagogical implications of diverse populations in learning environments.
  - Doctoral students will demonstrate multiple perspectives in understanding the impact of learning technologies on society and education, and competence in the use of technologies to enhance research, teaching, and learning.
2. Research Knowledge and Practice:

- Doctoral students will demonstrate that they can critically read, evaluate, and apply both theoretical and empirical research to problems arising from practice.
- Doctoral students will demonstrate that they can plan, design, and conduct qualitative and quantitative research methodology research project to address problems arising from practice.
- Doctoral students will demonstrate knowledge of current research trends and seminal researcher contributions to the major subfields (i.e. leadership, curriculum, learning, administration) within the field of education.
- Doctoral students will successfully defend an individually written dissertation that contributes to the field of education.
- Doctoral students will be active professionals in professional and academic organization giving presentations at conferences, as well as publishing, initiating, and leading projects within their communities, schools, and districts.

3. Specialized Content Knowledge and Practice:

- 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 coaching models, mentoring, professional conversations, adult learning theories, 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.
- Doctoral students in adult learning and higher education will demonstrate mastery of the theories and practice of adult learning, curriculum implementation, program evaluation, organization and policy of higher education, strategic planning and governance within higher education, contemporary issues of higher education administration, and comparative and international educational trends.

4. Internship and Partnership Competency:

- 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.