EDU 7190/8190
Qualitative Research Methods
Fall 2013 George Williams College
(Six Saturdays 8 a.m. - 3:00 p.m. via Skype)

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Credit: 4 Semester Hours

Course Description:

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

Required Texts & Materials:

If there is a newer edition than those listed below, go ahead and purchase it. There shouldn't be too many differences between the editions.

Cresswell, J. (2013). *Qualitative inquiry and research design: Choosing among the five*
        traditions (3rd Edition). Thousand Oaks: Sage.
Patton, M. (2002). *Qualitative research and evaluation methods* (3rd Edition). Thousand
        Oaks: Sage.
Skype account (free)
Turnitin account (free)
A digital recording device of your choice (price varies)
Freeware for sound editing of your choice (free- tons of options for making sound files)

Recommended Texts:

Rudestam, E. & Newton, R. (2001). *Surviving your dissertation: A comprehensive*
        guide to content and process (2nd Edition). Thousand Oaks: Sage.
Publication manual of the American Psychological Association (6th Edition).
        Washington, D.C.: American Psychological Association. This is the newest one!

Aurora University Professional Unit
Conceptual Framework

Aurora University Mission Statement:

An inclusive community dedicated to the transformative power of learning.

The Mission of the Unit:

The unit is dedicated to preparing competent and qualified professional educators who are dedicated to excellence and continuous learning for themselves and their students. The preparation process occurs within a collaborative environment, where the curriculum equips our candidates with knowledge, skills, and dispositions to educate all P-12 learners. Our candidates are empowered to create and support communities where integrity, citizenship, and reflective practice are modeled.

The Vision of the Unit:

Excellence through continuous learning communities.

Visualization of the Conceptual Framework

Organizing Concepts:

A. COLLABORATION

The unit's goal is to produce collaborative educational professionals who understand "their roles and responsibilities as professionals in schools that must prepare all students for equitable participation in a democratic society" (Darling-Hammond & Bradsford, 2005, p. 11). Many of our teacher candidates will seemingly work in isolation and view their classrooms as their own domains. In reality, however, "Quality teaching is not an individual accomplishment, it is the result of a collaborative culture that empowers teachers to team up to improve student learning beyond what any of them can achieve alone" (Carroll, 2009, p. 13).

In a comprehensive study of factors that help students learn at higher levels, it was found that collaboration among teachers was the most powerful strategy to assist with student learning. This collaboration involved teams of educators establishing essential learnings, gathering data

as evidence of these learnings, and using the evidence to further plan and improve instruction (Hattie, 2009). Professional collaboration occurs in all walks of the educators' lives including collaboration with colleagues, support staff, students, parents, administrators, and community stakeholders.

B. CURRICULUM

As foundations for successful teaching practice, research has identified "four different kinds of knowledge essential for expert teaching: knowledge of content; pedagogical content knowledge; general pedagogical knowledge; and knowledge of learners and learning" (Eggen & Kauchak, 2004, p.7). The Aurora University faculty strives to combine knowledge in these areas with current research-based practices, data-based methodologies, and technological advances to prepare professional educator candidates to meet the varied, diverse, and challenging needs presented by today's educational systems. Emphasis is placed on the inclusion of broad based knowledge in these areas into an extensive array of field and community-based experiences designed to create optimal learning experiences.

Perhaps the most obvious of the "knowledges" essential for school professionals is knowledge about learners and learning. Inspired by the research of Linda Darling-Hammond, all professional educator candidates enrolled in the university's licensure programs are instructed to analyze what they are teaching and whom they are teaching. This happens when educators reflect on how to engage and sustain learning (Linda-Darling Hammond, 2006).

C. COMMUNITY

There is abundant research linking higher levels of student achievement to educators who work in the collaborative culture of a professional learning community. (DuFour, 2011). The concept of community lies at the heart of the unit's vision. Aurora University candidates enter *an inclusive community dedicated to the transformative power of learning.*

Coursework, field experiences, and internship experiences support and guide candidates as they develop knowledge and reflective practice. Candidates develop an understanding of their dispositions for teaching and learning pedagogy and subject matter. They champion diversity, utilize technology to enhance communication and raise student achievement, and exemplify the importance of working within a practitioner community (Abdul-Haqq, 1997). Aurora graduates enter society with the knowledge, skills and experiences to collaboratively build professional communities of learning.

References

Abdul-Haqq (1997). *Professional development schools: Weighing the evidence.* Thousand Oaks,

CA: Corwin Press.

Carroll, T. (2009). The next generation of learning teams. *Phi Delta Kappan, 91*(2), 8-13.

Darling-Hammond, L. & Bransford, J. (Eds.) (2005). *Preparing teachers for a changing world:*

What teachers should be able to learn and be able to do. San Francisco, CA: Jossey-Bass.

Darling-Hammond, L. (2006). *Powerful teacher education lessons for exemplary programs.* San Francisco, CA: Jossey-Bass.

DuFour, R. (2011). Work together but only if you want to. *Phi Delta Kappan, 92*(5), 57-61.

Eggen, P. & Kauchak, D. (2004). *Educational psychology: Windows on classrooms.* Columbus, OH: Pearson.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analysis relating to achievement.* New York: Routledge.

Electronic Device Policy

While technology is an important part of this course, all devices except laptops are to be turned off during instructional time unless an extenuating circumstance exists. Social networking (e.g., text messaging, Face Book, surfing the web, texting) during instructional time is considered disruptive to the instructor and other classmates.

Moodle Use Policy

All course information, syllabus, assignments, notes, etc., will be posted on Moodle. Instructors will make every effort to post information in advance and update in a timely manner. Students are encouraged to access these documents electronically if possible. If a student prefers hard copies, he or she is responsible for printing the course materials and bringing them to class. The instructor will NOT provide hard copies.

Attendance Policy

As part of an adult learning community, everyone's presence is valuable and essential. If there are any extenuating circumstances, alert the instructor as soon as possible. Due to the discussion-centered nature of the class, it is difficult to make up missed sessions, but the instructor and student can work out an equitable alternative.

Learning Outcomes:

In order to complete this course successfully, doctoral candidates will have demonstrated a mastery of the following coursework elements:

Learning Outcome	National Policy Board Standards for Educational Administration (ELCC) & Aurora University Standards for Curriculum and Instructional Learning Outcomes (CILO)	
1) Design a qualitative research project, and develop a literature-based review of research suggesting a need for the study	ELS 1.0, b & c ELS 1.3, b ELS 1.4, b	CILO 1, a & b CILO 2, a, b, c,

	ELS 2.3, a, b & c ELS 4.2, a ELS 6.1, a	
2) Conduct a qualitative research project	ELS 2.4, b ELS 3.1, a	CILO 4, a, b, c
3) Revise and integrate instructional information and critiques as the candidate's research project passes through a series of iterations	Minimum Standard for successful completion of Qualitative Research 7190	
4) Critically exam personal and professional values and ethics as an aspect of conducting qualitative research	ELS 4.2, c ELS 5.1, a ELS 5.2, a ELS 5.3, a	CILO 4, a (ethical practice)
5) Present findings as a culmination of the research study and defend an abbreviated dissertation proposal and proposal power-point	ELS 1.2, b & c	CILO 5, d & e

Evaluation via Class Projects (uploaded to Moodle and forums where indicated):

1) Research Project Proposal draft
2) IRB consent form (choose 1 of 3 types to go w/your research proposal)
3) Interview questions, sound files, transcripts, data analysis
4) 4-stage ethnographic field notes & data analysis
5) Mini case study write-up (based on observation field notes)
6) Mini phenomenology bracketing write-up
7) Oral proposal mock presentation
8) Class participation (attendance, Skype, forum posts, Journal Club)
9) Methods readings discussion posts on Moodle
10) Argument assignment
11) Purpose statement/research questions

Assessment:

The instructor will assess each assignment element based on: a) meeting assignment deadlines, b) mastering research skills as explicated in the course content and program outcome rubrics, c) fulfilling project requirements – reasonable page length, citation of sources, sample size, APA style guidelines, use of IRB consent forms, etc. – and, d) revising each element of the research project in response to instructional critique and self-reflection.

Candidates will have the opportunity to revise and improve assignments as long as revisions meet deadlines stipulated in the Course Schedule below. APA style is required for all assignments. The instructor will utilize Track Changes in Word for editing. All proposal drafts must be submitted to Turnitin.com by December 15. Students can upload drafts before then to view the Turnitin reports ahead of time without it counting officially until the 15th.

Grading Scale based on possible points earned:

93-100 = A
85-92   = B

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

Beginning	Developing	Advanced
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 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 does not have an understanding of the field of educational research: the major types, the accepted processes and procedures, the politics, or critical perspectives on the field of educational research.	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 make educational decisions.
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 is able to compile a simple bibliography for a	Candidate is able to compile a bibliography for a specific	Candidate is able to compile a thorough bibliography, and

specific educational topic and write a descriptive, uncritical literature review.	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.	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 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 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.

Ed.D. Learning Outcome 2: Candidates will demonstrate that they can plan, design and conduct a research project to address problems arising form practice.

Beginning	Developing	Advanced
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.
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.
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.
Candidates are not able to	Candidates are able to	Candidates are able to

conduct a research study.	implement an action research study in their school or classroom.	conduct a dissertation quality research study.

Instructional Methods:

Lecture
Large Group Discussions
Small Group Discussions
Student Presentations
Guided Fieldwork Lab (in-class and between class meetings)

Assignments:

There is one major written assignment for this class. The research project proposal draft consists of the first three drafted chapters of your dissertation: introduction, literature review, and methods and we will be examining dissertations for examples. You will continue to refine and revise your literature review draft from EDU 7010/8010, paying particular interest to theoretical/philosophical framing, which we will be addressing in detail in this class. You will be drawing on your research texts from this class, along with your books from EDU 7010/8010 to draft your proposal. Please refer to the class Moodle page for the Proposal Contents Outline, Turnitin.com student guides, and other relevant materials. Journal Club will also be continued from the first research class.

Because there is one major assignment, it is important that I have evidence of progress being made during the semester. It is rare for students to have a complete chapters 1,2,3. Therefore, I strongly recommend using the Journal Club to provide evidence of progress if you are uncertain as to what you can accomplish within the draft itself. If you are discovering that you are struggling with the draft, **PLEASE** contact **me no later than November 1, not at the last minute!**

In addition to detailed feedback throughout the semester, everyone will generate a list of recommended readings tailored to their research topics, theoretical/philosophical framing, and methods. This reading list should provide guidance as you continue your research after this class.

Along with your research proposal, everyone will complete a sample IRB consent form, which is a requirement of the dissertation process. Note that your dissertation may require more than one type of consent form later on. The guidelines for these forms are straightforward, and have to be in a language that participants can easily grasp in order to give their informed consent to participate in your project. All IRB materials are located on the Ed.D. Program page on Moodle (the same page used for advising) and we will be reviewing the consent forms in class.

There will be in-class labs as well as outside work focusing on major forms of qualitative research data gathering: interviewing, ethnographic field notes, case study, grounded theory, narrative, and phenomenology. Though each Saturday will be devoted to these select methods, time constraints will require additional work outside of class. Data gathering, writing, and analysis will be done as whole-group so that guidance can be provided during each stage.

In response to student feedback from previous courses, lectures will be discussion-based with PowerPoint notes provided for you to review as you are completing the required course readings. In lieu of lecture, there will be different activities, including data gathering methods and writing, putting the primary responsibility on students rather than the instructor. Students will be bringing in their assignments to share as part of learning qualitative research methods. When lecture is used, it will be to introduce a lab in class or preparing for an assignment.

In order to better understand qualitative methodology, it is important to learn from the experts. I will have a set of qualitative readings posted on Moodle each Saturday to read for our online discussion group. Each reading will have a set of prompts to guide your responses and reactions, with an emphasis on interaction.

On the last day of class, everyone will gather to present their research proposal, mimicking the process of a proposal defense, with the class serving as a dissertation committee in terms of providing feedback and informed questions. It is hoped that everyone will consider the feedback as an aid to further refining your research proposal outside of class. PowerPoint is optional, but most people use it as a way to help organize their presentations.

Participation includes professionalism, attendance, Journal Club, reading discussions, Skype sessions, serving as a true team member during lab exercises, and Moodle forum postings. In addition, the dissertation conference at the main campus will provide you with an opportunity to apply research design knowledge from course readings to the presentations they will be viewing. Because this research class is very intensive, everyone should see each other as a necessary resource to help build each other's success. Your presence in the class is valuable and participation indicates this.

Course Schedule:

Class meets for a total of six Saturdays 8 a.m.- 3 p.m. Additional time for the 4 credits is made up with Moodle postings, which, along with the forum posts, consists of 20% of the class. Most likely we will be finishing in person via Skype around 3:00 or so. Consult the Moodle page for updates on these assignments. PowerPoint notes and materials are on the Moodle class page, along with weekly forums for posting to help keep you on track. Each Saturday's documents will be placed in its own slot for easy access on Moodle.

Saturday #1:   *Getting Started*

9/14/13-   Overview of assignments; research proposal contents; looking at the dissertation
                database (Quant & Qual students)
                Philosophical/theoretical framing, qualitative research design options, part 1
                Overview of first reading/methods discussion group

Assignments: Forum post in reaction to First reading, Journal Club entries

Readings: Creswell ch.2; Patton chs. 1,2,3; First reading: excerpt from *Sidewalk* (forum
                posts due by 9/21)

Saturday #2:   *Framing Research*

9/28/13-   Philosophical/theoretical framing, crafting an argument, qualitative research
                design, part 2- sharing different research styles via forum reflections (appendix
                samples from Creswell text divided among the class).

Assignments: Argument assignment, Forum posts, Second reading (forum posts due by 10/5),
                posting your purpose statements/research questions on the forum for feedback

Readings: Patton chs. 3,5, 6; Creswell chs. 3,4,5,6; Second reading: excerpt from *Women's
                Ways of Knowing*

Saturday #3:   *Basic Methods: Interview*

10/19/13-   Interview lab- overview of interviewing, highlighting Creswell & Patton; Using a
                protocol we create in class to interview, transcribe and post sound files and
                verbatim transcripts

Readings: Creswell ch. 7, Patton ch. 7, Third reading (forum posts due by 10/26)

Assignments: Forum posts, post sound files of interviews from this Saturday via the Moodle
                assignments, complete transcribing of interview that you started in class, Journal
                Club Entries, Third reading: Cyberethnographic Research

Saturday #4:   *Basic Methods: Observation*

11/2/13-   Ethnographic field notes lab- observation focus as a group, trip to observation
                site, field note write ups/transcribing, data analysis, final data write-up,
                ethnographic field notes process assignments posted in Forums, Journal Club
                entries, Fourth reading (Forum posts due by 11/9).

Readings: Creswell ch.7; Patton ch. 4; Fourth reading: Ethical Dilemmas (forum posts due
                by 11/9)

Assignments: Forum posts, Fourth reading, complete transcribing observation field notes that
                you started in class and post to Forums/Assignments, Journal Club entries

Saturday #5:   *Interpretation*

11/30/13-   Interpretation of data- using our interview and observation transcripts
                Phenomenology- basics of method, finding a focus for the group
                Phenomenology & Analysis, interpretation, & reporting- bracketing experience
                Looking toward the future: taking your research to the next level as you
                continue your dissertation research beyond this class & creating your 'must read'
                book list, Fifth reading (forum posts due by 12/7)

Readings: Creswell chs. 8,9, 10; Patton ch.8, 9; Fifth reading: Ethnography & language
                video clips

Assignments: Forum posts, phenomenology bracketing and case study write-ups posted on
                Forum/Assignments, must-read book list posted on Forum, Fifth reading, Journal
                Club entries.

Saturday #6:   *Wrap-up & Presentation*

12/14/12-   Oral defense of dissertation drafts (Quant & Qual students). Use Join.me to screen share your presentations so we can follow along.

Assignments: Wrap up your forum posts and Journal Club entries, upload final proposal drafts to turnitn.com and to Moodle for review, complete presentation feedback forms and return to classmates after the oral mock defenses

Due dates: **First drafts due no later than 12/5/12 (optional if you want early feedback); final drafts due 12/15/12 (detailed feedback given by January 10)- Chapters 1,2,3 of your proposal along with sample IRB consent form**

POLICY STATEMENT F1: CODE OF ACADEMIC INTEGRITY

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. Aurora University's Code of Academic Integrity (henceforth, the Code) prohibits the following dishonest and unethical behaviors, regardless of intent.

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

Fabrication. Fabrication is unauthorized falsification, invention or copying of data, falsification of information, citations, or bibliographic references in any academic course work (for example, falsifying references in a paper); altering, forging, or falsifying any academic record or other University document.

Plagiarism. Plagiarism is representing someone else's work (including their words and ideas) as one's own or providing materials for such a representation, (for example, submitting a paper or other work that is in whole or part the work of another, failing to cite references, presenting material verbatim or paraphrased that is not acknowledged and cited).

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

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

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

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

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

POLICY STATEMENT F2: PROCEDURES TO BE FOLLOWED WHEN AN ACT OF

ACADEMIC DISHONESTY IS IDENTIFIED

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

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

The Registrar will then send the student a certified letter, notifying him/her that a violation has been reported and advising the student of future sanctions on the part of the University in the event of subsequent violation. The letter also shall inform the student of the appeals process for academic dishonesty, (see Policy Statement F3). In the event that a student appeals successfully under Policy Statement F3, the faculty member's allegation shall be removed from the academic dishonesty file.

The contents of the academic dishonesty file will not be shared with faculty members and staff, with the exception of members of the Academic Standards Committee in the event that the student appears before that body. The academic dishonesty file shall be destroyed upon the completion of the degree by the student.

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

schedules a hearing, s/he shall be permitted to attend classes and other university-sponsored activities while the hearing is pending.

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

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

POLICY STATEMENT F3: Appeals Process for Academic Dishonesty

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

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

The Academic Standards Committee shall make one of two decisions:

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

The decision of the Academic Standards Committee shall be final.

Appeal procedure for second or egregious violations.

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

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

Readmission to the University
A student who has been dismissed for violation of the Code of Academic Integrity shall not be readmitted to the University. The student's transcript shall indicate that the student was "dismissed with cause."

Approved by Faculty Senate 21 May 2004
Approved by Board of Trustees 5 June 2004

Academic Honesty and Integrity:

All doctoral candidates are expected to maintain academic honesty and integrity as doctoral candidates at Aurora University by doing their own work to the best of their ability. Aurora University has an Academic Dishonesty Policy that provides a framework for dealing with cases of academic dishonesty, including cases that involve plagiarism. Students are expected to have, and to have read, a copy of the policy.

American Disabilities Act Compliance:

Aurora University values diversity and inclusion and recognizes disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive. If you anticipate barriers related to the format, requirements, or assessment of this course, you are encouraged first to contact the Disability Resource Office (630-844-5520) in the Center for Teaching & Learning, then to meet with the instructor to discuss options or adaptations."

Candidates who have any situation/condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the instructor at the beginning of the term. Adaptations of teaching methods, class materials including text and reading materials, may be made as needed to provide equitable participation.

Classroom Conduct Policies

Students enrolled in AU courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Continued problems will be reported to the College Dean and/or the Dean of Student Life for further action. Course instructors may also impose class related sanctions on the offending student. (AU Academic Standards and Conduct Committee, 2006).

Statement about University Emergency Procedures

Students are encouraged to be aware of measures that Aurora University has taken to create a safe learning environment. All classrooms and labs have a deadbolt lock installed in entry doors. The university has also installed location maps in each room on campus. These maps include the floor plan of the floor on which the room is located; the name and address of the building; emergency exits for the building; and safety zones in the case of severe weather. As the

university puts in place other safety procedures or plans, the campus community will be notified. Please remember that it is important for everyone to report suspicious or threatening objects, people, or conditions to Campus Safety. In emergency situations call **630-844-5450 or 911 or x555** (if calling from on campus); in non-emergency situations call 630-844-6140 or x6140 (if calling from on campus).

In addition, Aurora University has an Emergency Text Messaging system in the event of either campus canceling classes or closing offices due to inclement weather or a critical situation on a campus. We urge all students to enroll in this system. Here are the steps to follow to enroll:

Visit the AU Website at www.aurora.edu

1. At the bottom of the home page -- click on WebAdvisor
2. Log in to WebAdvisor
3. Click on Students
4. Click on Address Change Link
5. Follow the instructions located approximately in the middle of the web page

If you do not see your cellular provider listed, please contact us at itshelp@aurora.edu or call ext 5790 on Aurora campus or ext 8562 on the GWC campus.

If you do not have text messaging enabled on your cellular phone, you can check the AU website home page to see if there is an emergency announcement.