

Academic Program

College of Education

Counseling, Adult and Higher Education

Adult and Higher Education

EdD

October, 2014

Suzanne Degges-White, Professor and Chair

## 1. Student Learning Outcomes

Edd in Adult and Higher Education

1. Students will demonstrate knowledge of the cultural, political, and economic forces shaping the historical, social, and philosophical foundations of adult and higher education.
2. Students will demonstrate knowledge of learning and development and its application to the practice of adult and higher education.
3. Students will demonstrate knowledge of the issues that impinge on the policy formation in adult and higher education.
4. Students will demonstrate leadership in the field of the adult and higher education.
5. Students will demonstrate ability to conduct independent research of relevant issues in the field of adult and higher education.

**2. Program-by-Baccalaureate Learning Outcomes Matrix**

N/A

Academic Program

**3. Curriculum Map**

Adult Education Emphasis Course	1. Forces and Foundations	2. Learning and Development	3. Policy Issues	4. Leadership in Adult and Higher Education	5. Conduct Research
CAHA 500	B	B	B	B	
CAHA 502		B	B	B	
CAHA 530	D	D		D	
CAHA 533		D		D	
CAHA 540		D	D	D	
CAHA 545	P	P	P	P	
CAHA 570	P	P	P	P	
CAHA 586	P	P	P	P	
ETRA					D
CAHA 798	P	P	P	P	P
CAHA 799	P	P	P	P	P

Academic Program

Community Development Emphasis Course	1. Forces and Foundations	2. Learning and Development	3. Policy Issues	4. Leadership in Adult and Higher Education	5. Conduct Research
CAHA 500	B	B	B	B	
CAHA 502		B	B	B	
CAHA 575	D		D	D	
CAHA 581	D	D	D	D	
CAHA 586	P	P	P	P	
CAHA 722	P		P	P	
CAHA 760	P		P		
CAHA 761	P	P	P	P	
ETRA					D
CAHA 798	P	P	P	P	P
CAHA 799	P	P	P	P	P

Higher Ed Emphasis Course	1. Forces and Foundations	2. Learning and Development	3. Policy Issues	4. Leadership in Adult and Higher Education	5. Conduct Research
CAHA 500	B	B	B	B	
CAHA 502		B	B	B	
CAHA 555	D	P	D	D	
CAHA 586	P	P	P	P	
CAHE 509	P	P			
CAHE 522	P	P	P	P	
CAHE 572			P	P	B
CAHE 701			P	P	
CAHE 702	P	P		P	

## Academic Program

Higher Ed Emphasis Course	1. Forces and Foundations	2. Learning and Development	3. Policy Issues	4. Leadership in Adult and Higher Education	5. Conduct Research
CAHE 770			P	P	
ETRA					D
CAHA 798	P	P	P	P	P
CAHA 799	P	P	P	P	P

### 4. Assessment Methods

Assessment Method	1. Forces and Foundations	2. Learning and Development	3. Policy Issues	4. Leadership in Adult and Higher Education	5. Conduct Research
Qualifying Exams	F, D	F, D	F, D		
Candidacy Exam	S, D	S, D	S, D		
Research Sequence					S, D
Doctoral Dissertations		S, D	S, D	S, D	S, D
Alumni Survey				S, I	
Alumni Advisory Board	S, I	S, I	S, I	S, I	S, I

Academic Program

*Explanation of Assessment Methods*

Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Qualifying Exam	<p>The exam has two sections. Students select two questions from the first part (Part A) that focus on foundational areas (history, philosophy, sociology, adult learning and development, and policy issues). The second part of the qualifying examination (Part B) includes questions (students select one) that are more practice oriented. We use information from Part B to look at how the student is developing in terms of their ability to make strong theory-to-practice connections, critically analyze research, and use theory to inform practice.</p> <p>Passing the qualifying examination indicates that a student has achieved a high level of knowledge and skill in the discipline (adult and higher education) and is ready to begin specialization into an area of research interest.</p>	Students must score a minimum of 45 points (15 points per question) to pass the exam.	80% of students will pass this exam after their first attempt.	All doctoral students take the qualifying examination when they have completed at least 15 hours of coursework and not more than 30 (approval granted through curriculum committee to reduce upper limit for qualifying exam to 24 hours max beginning Fall 2013).	All faculty of the Adult and Higher Education program serve as readers of these exams.

Academic Program

Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Candidacy Exam	<p>There are two options for completing the candidacy exam:                      Option 1 – the student works with a designated candidacy committee of three faculty members. These faculty members help the student in developing a series of questions related to the development and implementation of stated research interest. Student then has two weeks to complete a take-home examination in which they develop detailed responses to these committee approved questions;                      Option 2 – the student works with a designated candidacy committee to develop a detailed research proposal over the course of 8 weeks (during a period determined by his or her major advisor).</p> <p>Beginning Fall 2013, the AHE faculty has aligned the candidacy exam with CAHA 798. This course will assist students in developing a research prospectus that will be reviewed by his or her major advisor (and then by other members of the designated candidacy committee if the advisor deems the prospectus insufficient). Once is approved by the committee the student complete the program and become a doctoral candidate. This prospectus will serve as the candidacy exam as of Fall 2013.</p>				

Academic Program

Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Research Sequence	All students must complete at least 3 graduate level research methods courses during their course of study.	Student will successfully pass all research courses.	100% of students will successfully complete coursework.	At the end of every semester.	Committee chair will monitor students' grades.
Doctoral Dissertation	The Graduate Council has stated that “a dissertation will be a substantial contribution to knowledge, in which the student exhibits original scholarship and the ability to conduct independent research.” The dissertation is comprised of original research that has been conducted under the supervision of a graduate faculty committee. The document may not have been published previously, and the research must be successfully defended in an oral defense. Members of the student’s Dissertation Committee evaluate the written document. Additionally, dissertations are orally defended to the Dissertation Committee, which includes at least two faculty members from AHE and at least one external member. The Dean of the Graduate School may also appoint a Dean’s Designee to participate in the Oral Defense of the Dissertation.	Students will successfully complete their dissertations within 15 – 30 credit hours. Students will also earn a minimum score of at 3 (agree) on the first item of the Dean’s Designee report that addresses the quality of the dissertation as a contribution to new knowledge, evidence of strong scholarship and research skill.	The Dean’s designees’ reviews will increase by .10 on the three scaled questions and overall mean scores on each of the three items will be 3.0 or above each semester.	Throughout the year as dissertations are defended and dean’s designee reports are received.	Program coordinator.

Academic Program

Assessment Method	Explanation				
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible
Alumni Survey	This is the annual Alumni Survey conducted by the NIU Office of Assessment Services.	Alumni will have secured employment.	At least 95% of graduates will feel adequately prepared for their jobs and 90% of graduates will have secured employment within 6 months of graduation.	Annually	OAS collects the data and Program Coordinator compiles and disseminates the data.
Alumni Advisory Board	Alumni, employers and other adult and higher education leaders meet annually to discuss the program's strengths and areas for improvement.	N/A	N/A	Annually	Program coordinator

# Doctoral Qualifying Examination Evaluation Sheet

## *Adult and Higher Education*

Faculty Code:

Student Code:

Date:

Essay #1 Score:

Essay #2 Score:

Essay #3 Score:

Exam Score:

**PASS** (*Recommended 45 point minimum*)**FAIL** (*Please ensure you have made detailed comments*)

Essay Question #1	Good	Adequate	Inadequate
Discussed the topic with sufficient depth.  Outcome(s): 1, 2, 3	(5)	(3)	(1)
Answered the question with an understanding of the breadth of theories, concepts, and philosophies of adult and/or higher education.  Outcome(s): 1	(5)	(3)	(1)
Demonstrated knowledge of particular aspects of literature in adult and/or higher education.  Outcome(s): 2,3	(5)	(3)	(1)
Provided appropriate and concise examples from the literature to explain the narrative.  Outcome(s): 2,3	(5)	(3)	(1)
Provided appropriate and sufficient citations and references.  Outcome(s): 5	(2)	(1)	(0)
Organized a logical presentation.  Outcome(s): 5	(2)	(1)	(0)
Used appropriate manual of style (APA/Chicago/MLA).  Outcome(s): 5	(2)	(1)	(0)
Is the response related to policy issues/formation?	Yes	No	
Is the response related to learning and development theory?	Yes	No	

<b>Essay Question #2</b>	<b>Good</b>	<b>Adequate</b>	<b>Inadequate</b>
Discussed the topic with sufficient depth.  Outcome(s): 1, 2, 3	(5)	(3)	(1)
Answered the question with an understanding of the breadth of theories, concepts, and philosophies of adult and/or higher education.  Outcome(s): 1	(5)	(3)	(1)
Demonstrated knowledge of particular aspects of literature in adult and/or higher education.  Outcome(s): 2,3	(5)	(3)	(1)
Provided appropriate and concise examples from the literature to explain the narrative.  Outcome(s): 2,3	(5)	(3)	(1)
Provided appropriate and sufficient citations and references.  Outcome(s): 5	(2)	(1)	(0)
Organized a logical presentation.  Outcome(s): 5	(2)	(1)	(0)
Used appropriate manual of style (APA/Chicago/MLA).  Outcome(s): 5	(2)	(1)	(0)
Is the response related to policy issues/formation?	Yes	No	
Is the response related to learning and development theory?	Yes	No	

<b>Essay Question #3</b>	<b>Good</b>	<b>Adequate</b>	<b>Inadequate</b>
Discussed the topic with sufficient depth. Outcome(s): 1, 2, 3	(5)	(3)	(1)
Answered the question with an understanding of the breadth of theories, concepts, and philosophies of adult and/or higher education. Outcome(s): 1	(5)	(3)	(1)
Demonstrated knowledge of particular aspects of literature in adult and/or higher education. Outcome(s): 2,3	(5)	(3)	(1)
Provided appropriate and concise examples from the literature to explain the narrative. Outcome(s): 2,3	(5)	(3)	(1)
Provided appropriate and sufficient citations and references. Outcome(s): 5	(2)	(1)	(0)
Organized a logical presentation. Outcome(s): 5	(2)	(1)	(0)
Used appropriate manual of style (APA/Chicago/MLA). Outcome(s): 5	(2)	(1)	(0)
Is the response related to policy issues/formation?	Yes	No	
Is the response related to learning and development theory?	Yes	No	

*Space for comments below. Attach additional sheets as needed.*

**Department of Counseling, Adult and Higher Education**  
**College of Education • Northern Illinois University**

Name: \_\_\_\_\_  
 Examination Date: \_\_\_\_\_

**Doctoral Candidacy Exam Rubric**  
*Adult and Higher Education*

Exam Option 1  Exam Option 2

Criteria	Adequate	Inadequate	A / I / NA*	Comments
1. Demonstrates the ability to articulate a researchable problem Outcome #5	<ul style="list-style-type: none"> <li>• Problem warrants dissertation study</li> <li>• Scope is manageable</li> </ul>	<ul style="list-style-type: none"> <li>• Problem does not warrant dissertation study</li> <li>• Scope is too broad (too much to do) in a dissertation study</li> </ul>		
2. Articulates a clear purpose for a study indicated by the research problem Outcome #5	<ul style="list-style-type: none"> <li>• Purpose and problem are connected</li> <li>• Purpose and problem are explicitly stated</li> </ul>	<ul style="list-style-type: none"> <li>• Disconnected from the problem</li> <li>• Vague description of purpose and/or lost in the narrative</li> </ul>		
3. Provides appropriate and sufficient documentation from the literature associated with the research focus Outcome #5	<ul style="list-style-type: none"> <li>• Covers the scope of problem and purpose (gaps are identified)</li> <li>• Relevant to problem and purpose</li> <li>• Literature is synthesized</li> <li>• Organization is logical and smooth</li> </ul>	<ul style="list-style-type: none"> <li>• Does not adequately inform the research focus</li> <li>• Disconnected to problem and purpose</li> <li>• Lit is listed by author or study alone</li> <li>• Inexplicit connections between ideas or sections</li> </ul>		
4. Discusses the literature related to the candidacy question(s) in sufficient depth Outcome #2 and/or 3 (circle 1 or both) #2 Demonstrates knowledge and application of learning and development theories. #3 Demonstrates knowledge of issues related to policy in AHE.	<ul style="list-style-type: none"> <li>• Covers major ideas advanced by scholars</li> <li>• Evidence is sufficient</li> <li>• Arguments are supported by evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Partial review of major ideas</li> <li>• Insufficient evidence</li> <li>• Arguments are weak, not supported by literature</li> </ul>		
5. Demonstrates knowledge of the literature in adult and/or higher education Outcome #1	<ul style="list-style-type: none"> <li>• Purpose and problem are connected to foundational knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Disconnect between purpose, problem, and foundational knowledge</li> </ul>		

\* A =Adequate, I = Inadequate, NA = Not applicable

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**College of Education • Northern Illinois University**

<b>Criteria</b>	<b>Adequate</b>	<b>Inadequate</b>	<b>A / I / NA*</b>	<b>Comments</b>
6. Key issues that arise in the literature review (both foundational and context-specific) are synthesized to produce a credible conceptual framework  Outcome #5	<ul style="list-style-type: none"> <li>Proposed conceptual/theoretical framework is consistent with the literature reviewed</li> </ul>	<ul style="list-style-type: none"> <li>Proposed conceptual/theoretical framework is not connected to the literature reviewed</li> </ul>		
7. Proposed research design is a good fit with the research problem  Outcome #5	<ul style="list-style-type: none"> <li>Rationale for choice of research design is explicitly stated and informed by the literature on research methods</li> </ul>	<ul style="list-style-type: none"> <li>Rationale for choice of design is missing or inadequate</li> <li>Rationale for choice is not supported by the literature on research methods.</li> </ul>		
8. Organized a logical paper  Outcome #5	<ul style="list-style-type: none"> <li>Ideas are integrated and presented logically</li> <li>Sections are connected with smooth transitions</li> <li>Headings are descriptive</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are disorganized</li> <li>Poor transitions between ideas, paragraphs, sections</li> <li>Subheadings are inadequate or missing</li> </ul>		
9. Writing quality  Outcome # 5	<ul style="list-style-type: none"> <li>Minimal grammatical errors</li> <li>Word choice is precise</li> <li>Narrative is concise</li> </ul>	<ul style="list-style-type: none"> <li>Considerable grammatical errors</li> <li>Poor word choice</li> <li>Wordy or rambling narrative</li> </ul>		
10. Use of APA style manual or other style agreed upon by the student's committee  Outcome #5	<ul style="list-style-type: none"> <li>Citations are included where appropriate</li> <li>Citation format is correct</li> <li>Reference list format is correct</li> <li>Heading formats are correct</li> </ul>	<ul style="list-style-type: none"> <li>Response(s) do not cite sources of ideas</li> <li>Inappropriate formatting for: <ul style="list-style-type: none"> <li>citations</li> <li>reference list</li> <li>headings</li> </ul> </li> </ul>		
11. Overall assessment of readiness to begin dissertation proposal development (#5)	Based on the above assessment, is the person ready? Yes or no			

\* A =Adequate, I = Inadequate, NA = Not applicable

**Graduate School  
Northern Illinois University  
Dean's Designee Report on a Doctoral Dissertation Defense**

To: Dr.

Send report to: Bradley Bond, Graduate School

Name of student:

Student's program: Department of

Dissertation chair: Dr.

Title of dissertation:

Date of defense:

The dean's designee represents the Dean of the Graduate School to provide information to assist the University in ensuring that dissertations are of appropriately high quality and that the final oral examination of dissertation students is conducted in a rigorous but fair manner.

I ask that you indicate your responses to the three questions below by circling the appropriate statement. A written report that elaborates on your assessment will be highly valued and greatly appreciated.

1. The Graduate Council has declared that a dissertation is to be a substantial contribution to knowledge, in the area of the student's major, in which the student exhibits original scholarship and the ability to conduct independent research. To what extent do you agree that this dissertation meets these expectations? *Circle one of the following.*  

<i>strongly</i>			<i>strongly</i>
<i>disagree</i>	<i>disagree</i>	<i>agree</i>	<i>agree</i>
  
2. Do you agree that the oral examination of the student was sufficiently rigorous for a research-doctoral degree? *Circle one of the following.*  

<i>strongly</i>			<i>strongly</i>
<i>disagree</i>	<i>disagree</i>	<i>agree</i>	<i>agree</i>
  
3. Do you agree that the examination was conducted, and the student was treated, in a fair and reasonable manner? *Circle one of the following.*  

<i>strongly</i>			<i>strongly</i>
<i>disagree</i>	<i>disagree</i>	<i>agree</i>	<i>agree</i>

*Please sign and return this page with your written report.*

Dean's Designee \_\_\_\_\_ Date \_\_\_\_\_  
(signature)