Doctor of Education in Literacy Catalog 2014-2015
DOCTOR OF EDUCATION IN LITERACY
CATALOG 2014-2015

WELCOME

This catalog is designed to provide information about the Doctor of Education in Literacy and is intended to remain in effect for the period for which it is issued. However, the University reserves the right to revise information, requirements, or regulations at any time. Whenever changes occur, an effort will be made to notify persons who may be affected.

The material in this catalog is for information only and does not constitute a contract between the student and the University. The University reserves the right to revise policies, amend rules, alter regulations, and change financial charges at any time in accordance with the best interest of the institution. The effective date for the policies, regulations and information will be the beginning of each new program cycle. Enrollment in the degree program is designed to lock in financial charges over the scheduled length of the program cycle.

Additionally, the University reserves the right to determine the number of students in each class. If an insufficient number of students enroll, the University reserves the right to cancel the course, to change the time, or to provide a different instructor.

Judson University is in compliance with federal and state requirements for nondiscrimination on the basis of disability, sex, race, color, age, creed, and national or ethnic origin in admission and access to its programs and activities.

Judson University is in compliance with FERPA, the Family Educational Rights and Privacy Act, which is designed to protect the privacy of educational records.
Locations

Elgin Campus

Judson is located in Elgin, a city of 100,000 in the Fox River Valley of Illinois. It is 40 miles northwest of Chicago just off the Northwest Tollway (Interstate 90) on State Route 31. To the east is the Chicago metropolitan area; to the west, a broad expanse of farmland. Therefore, it is possible to enjoy the cultural and recreational advantages of metropolitan Chicago plus the openness of the Illinois countryside.

Rockford Campus

Students at Judson’s Rockford campus enjoy classes in a building that opened June 2007. This building provides a total of eight classrooms that feature window views and provide wireless internet access. In addition, a new larger Customized Learning Center provides a separate testing room. Students can also enjoy the student lounge complete with a kitchen area. This facility is located at 1055 Featherstone Road, Rockford.
Affiliations and Accreditation

Judson University Affiliations

American Association for Higher Education
American Association of Collegiate Registrars and Admissions Officers
American Baptist Association of Colleges and Universities
American Baptist Churches in the USA
American College Testing Program
Associated Colleges of the Chicago Area
Association of Christian Schools International
Association of Collegiate Conference and Event Directors International

Association of Governing Boards of Universities and Colleges
Association of Independent Liberal Arts Colleges for Teacher Education

Association of the Collegiate Schools of Architecture
Au Sable Institute
Chicago Area Faculty Development Network
Chicagoland Collegiate Athletic Conference

Christians in the Visual Arts
Christian Stewardship Council
Council for Adult and Experiential Learning
Council for Advancement and Support of Education
Council for Christian Colleges and Universities
Council of Independent Colleges
Federation of Independent Illinois Colleges and Universities
Illinois Association for Teacher Education in Private Colleges
Illinois Association of Colleges for Teacher Education
Illinois Association of Collegiate Registrars and Admissions Officers
Illinois Baptist State Association
Illinois Council on Continuing Higher Education
Illinois Regional Library Council
Institute of Holy Land Studies
International Association of Baptist Colleges and Universities
National Architectural Accrediting Board
National Association of Christian College Admissions Personnel
National Association of College Admissions Counselors
National Association of College & University Business Officers
National Association of Foreign Student Advisors
National Association of Intercollegiate Athletics
National Christian College Athletic Association
North Central Association of Colleges and Schools
Private Illinois Colleges and Universities
Regional Educational Alliance of the Fox Valley
Judson University Accreditation

Judson University is accredited by the Higher Learning Commission (HLC) and a member of the North Central Association. Inquiries concerning Judson's accreditation may be directed to the Association, 30 N. LaSalle, Suite 2400, Chicago IL 60602-2504; (800) 621-7440, Fax 312-263-7462.

Judson University Recognition

Division of Higher Education of the United States Department of:

- Division of Higher Education of the United States Department of Health, Education and Welfare
- Illinois Department of Unemployment Security
- Illinois Board of Higher Education
- Illinois State Board of Education
- Illinois State Scholarship Commission
- National Merit Scholarship Corporation
- U.S. Department of Justice: Immigration and Naturalization Service
- U.S. Department of Defense
- U.S. Department of Veterans Affairs
ADMISSION POLICY

The Doctor of Education in Literacy program at Judson University graduates exemplary leaders who are prepared to make substantial contributions to the literacy profession as writers, speakers, teachers, and researchers. This doctoral program is designed for professionals seeking a deeper understanding of the powerful role literacy plays in the lives of all readers and writers. Throughout the course of study, doctoral candidates are immersed in a collaborative culture that is purposefully designed to enhance their scholarly abilities. Applicants to the program must have five years of acceptable professional experience and must hold and maintain current membership in the Illinois Reading Council throughout the course of study.

Admission to the program is open to qualified applicants who successfully progress through a tiered enrollment process designed to identify the strongest candidates for doctoral study in literacy at Judson University.

TIER I

- Applicants submit a complete application packet. Upon a favorable review, applicants will advance to Tier II in the admissions process.

TIER II

- Applicants will be invited to interview with members of the Doctoral Admissions Committee and to provide a live writing sample. Upon a favorable recommendation, applicants will advance to Tier III in the admissions process.

TIER III

- Applicants will be invited to participate in a group interview with other potential doctoral candidates. Upon a favorable recommendation from the committee, applicants will advance to Tier IV in the admission process.

TIER IV

- Applicants will be invited to prepare and deliver a brief presentation on a literacy-related topic for members of the Doctoral Admissions Committee. Upon a favorable recommendation from the committee, applicants will advance to Tier V in the admission process.

TIER V

- Applicants will be invited to participate in a professional dialogue with the program directors. Following this dialogue, the Doctoral Admissions Committee will meet to make their final recommendation for admission. Upon a favorable recommendation from the committee, applicants will receive a letter of acceptance and be invited to enroll in the Doctor of Education in Literacy program at Judson University.

NOTICE OF DECISION

Decisions regarding admission are determined by the Doctoral Admissions Committee in consultation with the program directors and the university Graduate Council. Applicants will receive notification of their status once a complete application packet has been received. Questions regarding application status may be directed to the administrative assistant for Graduate Programs in Education by calling (847) 628-1105. Note: Application packets that are not
complete will not be reviewed.
STATEMENT OF PURPOSE

The mission of the Doctor of Education in Literacy Program at Judson University is to graduate exemplary leaders prepared to make substantial contributions to the literacy profession as writers, speakers, teachers, and researchers. This doctoral program is designed for educators seeking a deeper understanding of the powerful role literacy plays in the lives of all readers and writers. Throughout the program, doctoral students are immersed in a collaborative culture that is purposefully designed to enhance their scholarly abilities. The program of study provides a strong academic foundation, examining the traditional core of literacy through a contemporary lens.

Doctoral students have the opportunity to demonstrate their professional competencies through a series of distinctive benchmarks related to the six program outcomes of content knowledge, teaching, research, writing, speaking, and literacy leadership. The dissertation process is uniquely crafted to provide students with sustained support that is integrated throughout the research and writing experience. Doctoral students progress through their three-year program as contributing members of a small and dynamic cohort.
PROGRAM DISTINCTIVES

- Program developed by and courses taught by literacy experts
- Dissertation process with integrated support throughout the program
- Authentic benchmark assessments as opposed to a traditional comprehensive examination
- Classes held one night a week and one Saturday a month during the school year (summer calendars vary)
- Intentional focus on literacy leadership
- Cohorts of fewer than ten candidates
- Course texts included with tuition
- Cohort trips to the International Reading Association National Convention and the Literacy Research Association Conference included with tuition.
- Writing retreat to northern Wisconsin
- Three-year membership provided in the International Reading Association and the Literacy Research Association
- Subscription to *Reading Research Quarterly* and *Journal of Literacy Research* included throughout the program
- Complimentary attendance at *Literacy in Motion* conferences
- Complimentary attendance at *A Day at Judson* seminars
- Laptop computer provided with appropriate software for doctoral study
- Skype and/or live opportunities to meet and talk with prominent authors and researchers
- Autographed books
- Program completed in three years
PROGRAM OUTCOMES

GRADUATES OF THE DOCTOR OF EDUCATION IN LITERACY PROGRAM WILL...

*Exhibit content confidence.*
Develop literacy expertise for critical thinking and informed decision-making.

*Deliver exemplary literacy instruction.*
Cultivate students to become divergent thinkers and inspired readers and writers.

*Articulate a comprehensive knowledge of literacy research.*
Demonstrate scholarly proficiency in critiquing, synthesizing, conducting, and applying research in the field of literacy.

*Produce exemplary written communication.*
Apply exceptional skills when writing for a variety of audiences and purposes.

*Speak effectively to listeners in a variety of settings.*
Synthesize the process of preparing and organizing content for delivery that engages audiences.

*Provide literacy leadership in the profession.*
Foster growth in practitioners and other literacy leaders that deepens their understanding of best practice, encourages engagement, and promotes collaboration.
Privacy/Directory Information

In accordance with the General Education Provisions Act of 1974, Judson University protects the rights of students in regard to the privacy and accuracy of their educational records.

The following items are considered Directory Information that may be used in publicity or in response to inquiries regarding a student: name, date and place of birth, dates of attendance or graduation, permanent residence, weight and height for members of athletic teams, major, religious preference, degree, awards and honors, participation in official activities, local address and phone number, most recent educational institution previously attended and University employment status. A student who does not want this information made public may indicate his restrictions to the registrar within three days after the end of the registration period for each term.

FERPA

The Family Educational Rights and Privacy Act of 1974 (F.E.R.P.A.), also known as the Buckley Amendment, protects the privacy of student records. This Act provides students the right to inspect and review education records, the right to seek to amend those records, and to limit the disclosure of information from the records. Under FERPA colleges and universities have up to 45 days to comply with a request from a student to view their records.

The Family Educational Rights and Privacy Act strictly limits parental access to the educational records of their University-enrolled children. Judson University intends to comply fully with this Act. However, FERPA guidelines do allow students to voluntarily surrender some of their privacy rights.

As a result, while Judson recognizes the legitimate interest of parents, guardians, and spouses to consult with professional staff about the academic and personal well-being of their students, the University cannot do so without a written release signed by the student. Each letter of release should be as specific as possible, specifying what information can be released, to whom it can be released and who at Judson is being authorized to release the specific information.

For more information FERPA, please contact the Office of Registration and Records or visit the Department of Education website at [http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html)
Right to Know

In accordance with the provision of Law 93-380, a student currently or formerly enrolled at Judson University has the right to access his or her records.
Responsibility of Student

The student is responsible for knowledge of the regulations and policies as published in the Catalog. The student should take the initiative in seeing that all necessary forms are completed and returned to the Director of their program.
Non-Discrimination

Admission to Judson University, participation in all of its academic and co-curricular programs, eligibility for its various financial aid programs and all college services are open to all without regard to race, color, gender, creed, or national and ethnic origin.

Judson University seeks to provide a balance in all of its programs and services to women. A self study has been completed to make certain the university is fulfilling all requirements of Title IX concerning nondiscrimination on the basis of sex. No disabled person shall, on the basis of disability, be excluded from admission and no disabled student shall, on the basis of disability, be excluded from participation in or be denied the benefits of any university program, activity or service. No qualified disabled person shall, on the basis of disability, be subject to discrimination in employment under any program or activity of the university. Judson's nondiscrimination policies are coordinated by the Vice President for Business Affairs and the Vice President for Student Development.
Students With Disabilities

Judson provides academic support services to students with disabilities including those with learning, mobility, sensory, health, or psychological impairments. These services include liaison with faculty members, promotion of self-advocacy skills, and securing appropriate classroom accommodations. Study skills counseling and some tutoring are also available. Students with disabilities are encouraged to contact the Director of Academic Support Services during the application process to discuss required documentation and appropriate accommodations.

Once admitted to Judson, it is the student’s responsibility to notify the University of any and all Disabilities for which they will seek accommodations. Prior to the first day of classes, the student must provide appropriate documentation of their diagnosed disability from a qualified professional. This documentation cannot be more than two years old. A “qualified professional” is someone who has been educated at the graduate level to understand the disability being diagnosed and is also qualified to perform and interpret tests used in reaching such a diagnosis.

While the field is constantly changing, these are the tests that are currently recommended for diagnosing a learning disability: the Wechsler Adult Intelligence Scale-III (the most current revision); an individually administered achievement test (the most common are the Woodcock-Johnson-III Tests of Achievement and the Wechsler Individual Achievement Test-II). An IQ and an achievement test are the bare minimum to diagnose a learning disability. Professionals in the field of Learning Disabilities also like the Wechsler Memory Scales-III because it helps us to understand how the student retains information.

Based on the results of these tests, we would also expect the doctor to make recommendations on specific reasonable accommodations, if any, that might help to address any diagnosed learning disabilities. Also, documentation from either a high school and/or college that states the accommodations that the student received while enrolled in a previous educational setting would be helpful in assessing the needs of the prospective student. We would then review the test results, services received in other educational settings and the doctor’s recommendations to determine whether accommodations are in order. Our goal is to create a level playing field, but students must still be able to perform the essential requirements of the college or program, with or without a “reasonable accommodation”.

All documentation should be directed to Dr. Rolanda Burris, Director of Academic Assistance and ADA compliance officer. Dr. Burris’ office is located in the Academic Learning Center on the 2nd floor of the Lindner Tower and her telephone number is (847) 628-1069. Students needing facility adjustments must also contact the Director of Operations, Len Nicosia, at (847) 628-2481, as early as possible in the admission’s process.
Transcripts, Enrollment, and Degree Verification

An official transcript of a student's academic record at Judson University is available only through the Registrar's Office. Any student who has an obligation to the university will have his/her transcript, degree verification, or past enrollment verification held until the obligation is resolved.

There are three methods available for ordering your transcripts. Rush orders will only be processed for transcripts requested through option 1.

1. **Online/Phone Request:** Order online or by phone. There is a $5.00 service fee for online orders and a $10.00 service fee for phone orders. You will need a valid major credit card to order transcripts. Orders will be processed within **2-4 business days**. 1 day processing is possible as long as the student has no outstanding obligation to the university. Log on to [https://www.credentials-inc.com/tplus/?ALUMTRO001700](https://www.credentials-inc.com/tplus/?ALUMTRO001700), or call direct at 800-646-1858.

2. **Mail Request:** Order via the U.S. Postal Service. There is a $5.00 postage and handling fee. Orders will be processed within **7-10 business days** of receipt of your request form.

3. **Request in Person:** You may request your transcript in person at the Registrar's Office, first floor of the Lindner Tower Building. **Please allow minimum of 30 minutes for processing.** If issued to the student there is no fee. If you need Judson to mail your transcript the $5.00 postage and handling fee will apply.


Degree verification, past enrollment, or present enrollment: **National Student Clearinghouse**

1. **For Degree Verifications (and past attendance)** Log on to [National Student Clearinghouse](https://www.nationalstudentclearinghouse.org)

2. **For current enrollment verification,** Log on to [National Student Clearinghouse](https://www.nationalstudentclearinghouse.org)

For complete ordering information, click on [www.judsonu.edu](http://www.judsonu.edu), select Quick Links and click on the Transcript Request form.
Transfer Credit Policy

Graduate credit awarded by outside institutions may not be counted toward a Graduate degree at Judson University.
Attendance, Grading, & Communication Policies

ATTENDANCE POLICY

Attendance is an important component which influences the quality of education at any level of study; however, in a doctoral program it is paramount. One of the key benefits of the Doctor of Education in Literacy program is degree completion in three years; one of the drawbacks is that this benefit necessitates a strict attendance policy that is adhered to by each professor. Late arrival to class is not acceptable with obvious exceptions being made for unavoidable circumstances. An evident pattern of late arrival will be addressed by the Program Directors.

To graduate from this degree program, students must have attended 95% of their classes. This allows for only ten absences throughout the entire program, and even those absences must fall within specific parameters:

- One absence is permitted from a course. Two absences from the same three-hour course will result in the final grade being lowered by one letter grade.
- Arriving late for class twice within the same course will equal an absence.

A student who misses more than ten class sessions throughout the entire program will, under most circumstances, be automatically withdrawn from the program.

Appeals may be made to the Program Directors with regard to unusual or extenuating circumstances which impact attendance in any of the aforementioned situations.

COMMUNICATION POLICY

The primary method of communication between graduate students and the university will be through electronic mail.

While enrolled in the Doctor of Education in Literacy program, students have the responsibility to check their Judson University e-mail accounts daily for timely and important communication that may be sent from the program director, professors teaching in the program, or offices of the university.

Students admitted to and entering the Doctor of Education in Literacy program must accept full responsibility for consequences resulting from a failure to regularly read and respond to e-mails related to coursework or university obligations. Graduate students experiencing difficulty in using a Judson University e-mail account should notify both the I.T. Help Desk at 847.628.4357 and the program director 847.628.1093.

GRADING POLICY

A grade point average of 3.0 is required to graduate from this program. A candidate may receive a grade of C as the final grade in one course and remain in the program. Upon receiving a second C as a final course grade, however, the candidate will be required to withdraw from the program. Students receiving a grade of C will need to earn a grade of A in a course (or courses) of equal credit value in order to maintain the G.P.A. needed to graduate.

GRADING SCALE*

| 92 – 100 | A |
*Final grades for the Doctor of Education in Literacy Program will not contain (+) or (--) signs.

A grade point average of 3.0 is required to graduate from this program. A graduate student may receive a grade of C as the final grade in one course and remain in the program. Upon receiving a second C as a final course grade, however, the graduate student will be required to withdraw from the program. Students receiving a grade of C will need to earn a grade of A in a course (or courses) of equal credit value in order to maintain the G.P.A. needed to graduate.

**THE JUDSON UNIVERSITY INSTITUTIONAL REVIEW BOARD**

The Judson University Institutional Review Board (IRB) policy requires, and therefore maintains primary responsibility for oversight, that researchers respect and protect the rights and welfare of human subjects recruited for, or participating in, research sponsored through Judson University. The Judson University IRB is guided by the principles set forth by the Belmont Report in accordance with Title 45 Code of Federal Regulations, Part 46 (45 CFR 46). Furthermore, the Judson University IRB conforms to all applicable federal, state, and local laws and regulations. The major roles of IRB in the oversight of research are as follows: 1. Initial review and approval or denial of the proposed research activity 2. Ensuring that the proposed informed consent process meets all of the requirements of 45 CFR 46.116. A legally-effective, voluntary agreement that is given by a prospective research participant following comprehension and consideration of all relevant information pertinent to the decision to participate in a study. 3. Providing continuing oversight for progress reports and protocols for ongoing research studies.

**TRANSFER POLICY**

The minimum number of credit hours completed in the Doctor of Education in Literacy program is between 69-73, depending on a candidate's entrance status and elective selections. The maximum number of transferable hours will be 12, and courses approved for transfer must have been completed within five years of the candidate's matriculation. Candidates requesting transfer hours must make the request in writing to the program directors a minimum of 90 days prior to matriculation. Transcript review and any decisions regarding transfer hours will be made by the program directors in consultation with the university registrar and then communicated to the candidate prior to matriculation. Transfer credit will not be considered once a candidate has matriculated. In rare instances, the university Graduate Council may, at the program directors' request and with the support of the university registrar, review and approve an exception to this policy based on unusual circumstances, compelling evidence, and strong rationale.

**LEAVE OF ABSENCE POLICY**

The Doctor of Education in Literacy program is designed for completion in a 39-month cycle. Should extenuating circumstances such as a personal or family health crisis, birth or adoption of a child, etc., prevent a candidate from completing the cycle, a leave of absence may be granted for up to two years, upon approval from the program directors. A candidate granted leave must submit notification in writing to the program directors a minimum of six months in advance of intent to reenter the program. Policies and charges in effect at the time a candidate returns from a leave will apply.

**WITHDRAWAL POLICY**
A candidate wishing to withdraw from the program must formally notify the program directors in writing and complete any paperwork required by the Office of Registration and Records. Any eligible refunds will be determined based upon the Refund Policy. In the event that a candidate withdraws without notification, Judson University will determine a withdrawal date and any appropriate refunds will be granted in accordance with the Refund Policy.

**TIME LIMIT POLICY**

A doctoral candidate must complete the program during the 39-month cycle as outlined at the time of admission unless a Leave of Absence has been granted in accordance with the policy outlined in this handbook.

**CANDIDATE LOAD POLICY**

A candidate will be considered a full-time student if enrolled for a minimum of six credit hours in the Doctor of Education in Literacy program during any given term.

**PROFESSIONAL DISPOSITION**

Doctoral candidates at Judson University are expected to conduct themselves in a professional manner. This includes the respectful and courteous use of and prompt response to email and voice mail messaging as well as responsible digital citizenship.

**STUDENT DEVELOPMENT**

In an effort to build community, doctoral candidates and faculty are encouraged to attend athletic, artistic, and scholarly events held on campus. Through weekly, campus-wide electronic announcements, information regarding plays, film festivals, sporting events, mission trips, etc. is made available to the Judson community.

**COUNSELING CENTER**

The Judson University Counseling Center is located in the lower level of Herrick Chapel and is staffed by both full and part-time licensed counselors. The Counseling Center is open Tuesday–Friday from 9:00 A.M.–5:00 P.M. Doctoral candidates may request an appointment time outside of normal hours of operation if necessary on Wednesday evenings. Appointments may be made by calling (847) 628-5052
Registration

This program is designed in a cohort model. Registration for the entire program is completed at the beginning of the first term.
GRADUATION REQUIREMENTS

IMPORTANT NOTES

All degree candidates must have earned at least a 3.35 grade point average, have successfully completed all coursework, four doctoral benchmarks, the dissertation, and be approved for graduation by the Program Directors and the University Faculty. No course grade lower than a C will be accepted towards graduation in the program. According to University policy, the candidate must apply at least six months prior to his/her planned graduation date to participate in the commencement and hooding exercises.

REQUIREMENTS

- LIT611 Graduate Writing Workshop
- LIT660 Storytelling
- LIT665 Multicultural Children’s Literature
- LIT670 Classic and Contemporary Books for Children
- LIT675 Classic and Contemporary Novels for Young Adults
- LIT680 Social Equity and Identity
- LIT690 Clinical Literacy Assessment & Interpretation
- LIT695 Clinical Practicum in Literary Assessment & Intervention
- LIT701 Methods of Educational Research
- LIT705 Survey of History & Seminal Studies in Literacy
- LIT710 Initiating Research
- LIT720 Conducting Research
- LIT730 Evaluating Research Data
- LIT740 Literacy Leadership
- LIT750 Designing & Delivering Professional Presentations
- LIT760 Seminar in Diverse Literacy Learners
- LIT770 Educational Statistics
- LIT775 Qualitative Data Analysis
- LIT780 Advanced Writing for Educators
- LIT785 Dissertation Writing Workshop
- LIT790 Seminar in Writing for Publication
- LIT795 Writing for Scholarly Publication
- LIT799 Doctoral Dissertation
Protection of Human Subjects in Research

A student preparing to conduct research involving the use of human subjects, whether or not this is pursued in connection with the Graduate Action Research Project, must secure approval of Judson University Institutional Review Board prior to undertaking the research.
Academic Dishonesty and Plagiarism

Honesty in all matters is a valued principle at Judson University. Members of this community of learners—students, faculty, staff, and administrators—are expected to treat each other as trustworthy, honest, and honorable. Any form of academic dishonesty, which includes cheating, plagiarism, and falsification of documents, constitutes a serious breach of trust. No form of academic dishonesty will be tolerated. Plagiarism is the use of another's words, information or ideas without giving credit to that person. This includes copying, quoting, paraphrasing, or taking an idea from published or broadcast material or from another individual. Plagiarism is dishonest and can be illegal. It is the student's responsibility to be careful and meticulous when taking notes and documenting sources. Unintentional plagiarism may still be considered stealing someone else's work or misrepresenting it as one's own. Further, it is the responsibility of the student to follow the appropriate style of documentation as determined by the instructor or program. If the student has any questions regarding the appropriate style of documentation, the student must be certain to ask his or her instructor. Further instruction is available at the library.

DOCUMENTATION OF APPEAL PROCESS

For reasons of both efficiency and charity, any appeal should be pursued as close in time to the alleged unfair event as possible. Any appeal must be documented by all involved parties. Standard rules of evidence and strict confidentiality will be observed through any and all appeal steps.

INITIAL ACTION (Step One)

Upon discovery of evidence of dishonesty, cheating, or plagiarism by a student, the instructor will notify that student via their university email account of the infraction. The instructor may also schedule a meeting with the student either prior or subsequent to the official notification via email. Students are responsible for checking their university email account until all course grades are submitted or the appeal process is concluded.

I. The student will have an opportunity to appeal the charge in writing within two business days of the receipt of the email notification from the instructor. This appeal to the instructor must be submitted to the instructor via university email If the
instructor concludes student is guilty of dishonesty, cheating, or plagiarism, a written incident report will be sent to the Registrar who will notify the Dean of the appropriate college. The instructor of the course has the discretion to administer either or both options below:

a. Assess a 0 or F for the paper, assignment, or exam  
b. Assess an additional 10% penalty against the student’s final grade.

Once the course of action has been decided, the professor will notify the student via email, and a follow-up written report will be sent to the Registrar’s office.

PLAGIARISM SEMINAR REQUIREMENT

If a student is found guilty of his/her first offense of plagiarism, he/she will be required to attend a plagiarism seminar led by a qualified person appointed by the institution. The student must attend this seminar within six months of the incidence of plagiarism. Failure to attend will result in further disciplinary action. The student will also be charged a fee.

APPEALING A DECISION

As a Christian community, all Judson University personnel live under the authority of biblical standards and the direction of the Holy Spirit, sharing mutual accountability for ethical and just behavior. As a human community, we will make mistakes. Students at Judson University have the right to appeal academic decisions.

APPEAL PROCESS

If a student has appealed to the faculty member and disagrees with the faculty member’s decision that student has, without fear of penalty or reprisal, the right to pursue one or more of the following appeal steps:

Appeal to the Dean of the School (Step Two)

If the student's concern is not resolved after communicating with the faculty member, he/she may appeal in writing to the appropriate Dean of the School within two days of receiving a written response from the faculty member. The Dean of the School will send a written report to the Registrar once a resolution has been reached.

Appeal to Chief Academic Officer (Step Three)
If the student's concern is not resolved after appealing to the Dean of the School, the Chief Academic Office may hear his/her appeal. The CAO will notify the student of the final decision and send a written report to the Registrar.

SECOND OFFENSE

Should there be a second offense of dishonesty, cheating, or plagiarism, in the same course or in any other course, the student may be dismissed from the University and, in the case of fraud, appropriate legal action will be taken.

Action by the Registrar

The Registrar will, upon receipt of resolution documentation, notify the appropriate parties.

1. Library staff if the student is required to take the seminar
2. Student Development
3. Dean of the school in which the student is studying
TUITION

All tuition payment plans include the cost of books, a new laptop computer with pre-loaded programs appropriate for doctoral study, a three-year membership in the International Reading Association with a subscription to Reading Research Quarterly, a cohort trip to the IRA national convention (including registration, transportation, and hotel expenses), and the university technology fee.

The four options available for tuition payment are outlined below:

- **Annual Payment**: Payment of $13,000 due on January 2nd during each year of doctoral study. Total Cost: $39,000.

- **Per Billable Term**: Payments of $4,380 per term over nine terms, due two weeks before the start of each term. This option includes a $46.67 per term billing surcharge. Total Cost: $39,420.

- **Tuition Deferment Payment (TDP)**: A plan may be set up to spread payments out on a monthly basis; payments are $1,134 per month for 35 months. This option includes an $19.71 per month deferment fee. Students must contact the Office of Student Accounts at 847/628-2053 prior to enrollment in order to set up a TDP. Total Cost: $39,690.

- **Employer Tuition Reimbursement Plan (ETRP)** – Students receiving employer tuition reimbursement may set up a customized ETRP with the Office of Student Accounts by calling 847-628-2053. An additional fee is required for this plan; details may be discussed with the Office of Student Accounts.

Financial Aid may be available for those who qualify. Please fill out the Free Application for Federal Student Aid (FAFSA). Contact the Financial Aid Office at (847) 628-2534 for assistance.
REFUND POLICY

DEFINITIONS

- Refund—a credit entered on a candidate's account to reduce the amount of charges.
- Drop—refers to cancellation of registration for individual classes.
- Withdrawal—refers to cancellation of registration for all classes for the remainder of the program.

TUITION REFUND FOR DROPPING A CLASS

There is no refund for an individual class that is dropped within a term.

TUITION REFUND FOR WITHDRAWAL

Candidates who withdraw from the program must file a withdrawal form with the Office of Registration and Records. Such formal notice will establish the withdrawal date. If a candidate withdraws without notification, Judson University will determine a withdrawal date. Refunds will be granted per the following schedules; the amounts are based upon the Per Term Billing Option:

Withdrawal for first term within the DLIT program:

- Prior to the first weekly meeting of the term—100% refund for first term, $4,380
- Prior to the second meeting of the term—$2,625
- Prior to the seventh meeting of the term—$1,750
- Prior to the thirteenth meeting of the term—$875
- Any subsequent withdrawals—$0

Withdrawal for second - ninth terms within the DLIT program:

- Prior to the first weekly meeting of the term—$4,380
- Prior to the second meeting of the term—$3,500
- Prior to the seventh meeting of the term—$2,625
- Prior to the thirteenth meeting of the term—$1,300
- Any subsequent withdrawals—$0

A Term consists of multiple courses with the same registration date. Tuition refunds will be calculated on the Term charge only; there will be no per course or hourly rate refund. There will be no refund for an individual course that is dropped.

*The 100% refund for a term that has not started is conditioned upon all distributed educational resources for that term having been returned unused to Judson University.
<table>
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<tr>
<th>Course Title &amp; Number</th>
<th>Course Description</th>
<th>Course Offered</th>
<th>Course Hours</th>
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<tr>
<td>LIT611 Graduate Writing Workshop</td>
<td>This workshop will give doctoral candidates a fundamental review of both grammatical concepts and the tenets of strong writing. Candidates will write for a variety of purposes and in a variety of modes throughout this workshop using APA for formatting and documentation. Key attention will be given to the strategic use of phrases and clauses to enhance written work. Usage applications for concepts such as passive and active voice, verb tense, pronoun reference, and sentence structure will be studied.</td>
<td>Hours: 3.00</td>
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<tr>
<td>LIT660 Storytelling</td>
<td>Storytelling has strong links to literacy. The purpose of this course is to develop the understanding of story and the skills to create and perform storytelling. Students will analyze the components of narrative communication while they develop verbal and nonverbal skills through the experience of personal performance. Creativity and imagination will be explored and applied by adapting of written stories and through original story development.</td>
<td>Hours: 3.00</td>
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<tr>
<td>LIT665 Multicultural Children's Literature</td>
<td>The growing diversity of the American population is becoming evident in the literature being published for both children and adolescents. This course will familiarize candidates with diverse and award-winning K-12 literature focused on various cultural groups. Issues of multiculturalism, the history of multicultural children's books, stereotyping, authenticity of perspective, and criteria for evaluating literature used with students will be developed through class activities. Identifying bias-free literature and the effective use of it with K-12 students will be addressed through a variety of learning experiences.</td>
<td>Hours: 2.00</td>
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<tr>
<td>LIT670 Classic and Contemporary Books for Children</td>
<td>This course surveys the history of literature for children from earliest times to present day. A wide range of literature for preschool-aged children all the way up to works written for students in grade six will be explored. A key focus of the course will be the evolution of such works in response to changes in society's social beliefs, attitudes, and customs. The most influential books written for and about children in the past 100 years will be</td>
<td>Hours: 3.00</td>
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discussed and considered.
This course will provide a historical survey of literature written for and about adolescents. The inception of literature written for a young adult audience will be traced through a study of works by authors of classic as well as contemporary novels. A key consideration will be the role young adult literature plays in shaping perceptions of gender, race, and class. Candidates will carefully consider the foundation of canonical literature and its implications of classroom instruction past and present for students in grades 7-12. Discussion of when, where, how, and for whom the works that comprise the young adult cannon can be most effectively introduced will be examined in this course as well as the concept of the contemporary YA novel's effectiveness both as a bridge to classic works and a genre worthy of significant study in its own right.

With the ever-changing demographic make-up of America's school system, literacy leaders are faced with the challenge of designing curricular programs that reflect both an understanding of and respect for student identity. By looking at a variety of literary and academic publications (from Hurston to Ellison and from Freire to Banks), this course will examine ways to inform public discourse regarding social equity and determine ways to best portray a powerful voice in improving the materials and intellectual conditions of students of all ages.

Multiple factors contribute to literacy learning. In this course, candidates will discover how to evaluate the factors through the use of various formal and informal assessments. Candidates will administer, score, analyze, and interpret a variety of assessments to collect data and determine a student's strengths and areas of need. The development of student profiles based on a wide range of data and the subsequent reporting of the information in a professional setting will be a focal point of this course.

This course will build on concepts previously presented in LIT 690 and will include a 20-hour practicum. Coursework will focus on research-based strategies for improving student learning in identified areas of weakness. Candidates will plan and deliver intervention in response to assessment data for a specific student by introducing strategies to build on the student's strengths and improve identified areas of need to ensure growth and success. A case study report will be prepared at the conclusion of the course.
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<td>LIT695B</td>
<td>Clinical Practicum in Literary Assessment and Intervention</td>
<td>This course will build on concepts previously presented in LIT 690 and will include a 20-hour practicum. Coursework will focus on research-based strategies for improving student learning in identified areas of weakness. Candidates will plan and deliver intervention in response to assessment data for a specific student by introducing strategies to build on the student's strengths and improve identified areas of need to ensure growth and success. A case study report will be prepared at the conclusion of the course.</td>
<td>3.00</td>
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<tr>
<td>LIT701</td>
<td>Methods of Educational Research</td>
<td>This course will introduce doctoral candidates to foundational and current research methodologies such as quantitative, qualitative, mixed methodology, action research, literature review, case study, etc. Candidates will begin to identify and develop individual research interests which will ultimately lead to their dissertation topics. Candidates will generate their dissertation research question(s) and determine the appropriate research approach (es) to utilize in order to practically answer the research questions(s) posed.</td>
<td>4.00</td>
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<tr>
<td>LIT705</td>
<td>Survey of History &amp; Seminal Studies in Literacy</td>
<td>Significant historical developments in reading instruction in America and seminal studies in literacy provide important perspectives and implications for instruction, curriculum, and assessment in schools today. In this course, candidates will gain insight on the impact of reading theories and research, early methods, leaders in the field of literacy, fads and trends, linguistics, technology, and cultural, social, and economic issues. Major issues in the development of writing instruction over time that will be examined which include social purpose, writing as power, and writing as a force for democratization. Engaging discussion will focus on a variety of perspectives and personal insights.</td>
<td>4.00</td>
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<tr>
<td>LIT710</td>
<td>Initiating Research</td>
<td>This course will introduce candidates to foundational and current research in literacy and will focus on the development of the first two chapters of the dissertation: developing individual research interests, ensuring the need for and significance of the candidate's study, searching for relevant information resources, refining research questions, developing of a literature review, and preparing for the dissertation proposal. Major quantitative and qualitative methods, mixed methods, and action research process will be considered.</td>
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**LIT720 Conducting Research**

A Precursor to the statistical analysis course, LIT 720 will provide candidates with the tools they will need to develop instruments for collecting data, to conduct pilot studies (if need be), and to get approval through the Institutional Review Board as well as from appropriate stakeholders in their school communities. Attention will be paid to selecting appropriate research participants and research methodologies (i.e., qualitative, quantitative, mixed, etc.) that will best answer the research question(s). In this course, the candidates will develop the framework for the Methodologies Chapter of the dissertation. This chapter will be expanded in the candidates’ statistical research course. With data collection completed, candidates will process with their data mean in the literacy arena. This course will not only emphasize the analysis of the study’s results but what the findings mean. Candidates will learn to construct the following sections for the final chapters of the dissertation; Results Expressed and Discussed, Conclusions Drawn, Limitations Described, Implications of Literacy Stated, and Recommendations for Further Research Delineated. At the completion of this course, the candidate will be prepared for his/her dissertation defense.

**LIT730 Evaluating Research Data**

This course explores the principles of effective leadership in general and specifically in the field of literacy. The strong leader’s ability to function as both inspired visionary and skilled manager will be discussed. Doctoral candidates will develop process skills to build consensus, communicate effectively, and resolve conflict in order to align resources with a shared vision. Opportunity to dialogue with significant literacy leaders past and present and to explore leadership opportunities will be made available. The research, writing, and submission of literacy grants will be a key facet of this course.

**LIT740 Literacy Leadership**

The delivery of presentations in a wide range of venues is an important facet of contributing to the profession and serves as a benchmark of doctoral study. This course will focus on the components of preparing a professional presentation from the inception of an idea through its execution before an audience. Various methods of delivery will be explored, and doctoral candidates will be immersed in an ongoing critique process as they work to strengthen specific presentations designed for a variety of audiences.

**LIT750 Designing and Delivering Professional Presentations**

This seminar course will consider the needs of a variety of exceptional literacy learners. Discussion may include the literacy development of students coping with visual and/or hearing impairments,
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<td>LIT760</td>
<td>Seminar in Diverse Literacy Learners</td>
<td>This course provides an introduction to statistical methods and their implications for educators and educational researchers. The logic underlying research investigation, methodology, analysis, and interpretation of data will be emphasized. Candidates will utilize readings, discussions, and appropriate computer applications to investigate populations and samples; organize, display, and summarize data; and determine probability, normal distribution, tests of significance, and correlation/simple regressions. Candidates will develop competence in reading and understanding statistics provided in various sources such as dissertations, journals, and/or technical reports related specifically to the field of literacy.</td>
<td>3.00</td>
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<td>LIT770</td>
<td>Educational Statistics</td>
<td>This workshop-style course will provide the candidates with the opportunity to pragmatically apply qualitative analysis techniques to their own and their peers' research findings. Paired with LIT 770, which runs concurrently, candidates will employ coding and dissemination strategies as they determine and explain what their raw data mean. In addition, the assigned journal articles and texts will include scholarships on the practice and philosophical underpinnings of qualitative research. Class sessions will follow a workshop format with discussions and activities related to weekly readings that explore the current terrain of qualitative research in the literacy field.</td>
<td>2.00</td>
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<tr>
<td>LIT775</td>
<td>Qualitative Data Analysis</td>
<td>This course will focus on sophisticated writing and grammatical concepts appropriate for the seasoned writer of professional materials. Writing traits of tone and voice will be considered as they relate to the various types of materials published in educational circles, and a deeper explanation of mechanics in relation to skilled writing will be explored. Considerable revision and editing of dissertation chapters one, two, and portions of three will occur during this course.</td>
<td>2.00</td>
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<tr>
<td>LIT780</td>
<td>Advanced Writing for Educators</td>
<td>This workshop will concentrate on the revising and editing of the final chapters of the dissertation. Methods for successfully using the peer review and editing processes will be incorporated into the course. Candidates will receive</td>
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<tr>
<td>LIT790</td>
<td>Seminar in Writing for Publication</td>
<td>The process of developing belletristic manuscripts for submission will be the focus of this course. A variety of writing formats will be explored including but not limited to children's picture books, lengthier works of fiction, and poetry. Doctoral candidates will learn to identify a market-based need as well as potential outlets for their own written work. The preparation of two manuscript drafts will take place during this course.</td>
<td>5.00</td>
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<tr>
<td>LIT795</td>
<td>Writing for Scholarly Publication</td>
<td>This course will provide candidates with experience in the scholarly publishing process. In addition to studying the professional writing process and reviewing manuscript guidelines from key scholarly journals, doctoral candidates will synthesize their dissertation research into an article suitable for submission to a literacy research journal. The receipt and delivery of criticism as part of the professional writing community will be a key component throughout the course. Manuscripts will be finalized and submitted for consideration by the end of this course as one of the doctoral benchmarks.</td>
<td>3.00</td>
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<tr>
<td>LIT797</td>
<td>Independent Study</td>
<td>Doctoral candidates must complete between four and six hours of electives as part of their program. Candidates may select from a wide range of courses to fulfill these electives; however; they may also pursue independent study for up to three hours under the supervision of a professor, advisor, or program director at Judson University.</td>
<td>2.00</td>
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<tr>
<td>LIT799</td>
<td>Doctoral Dissertation</td>
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