Graduate Student **Handbook**
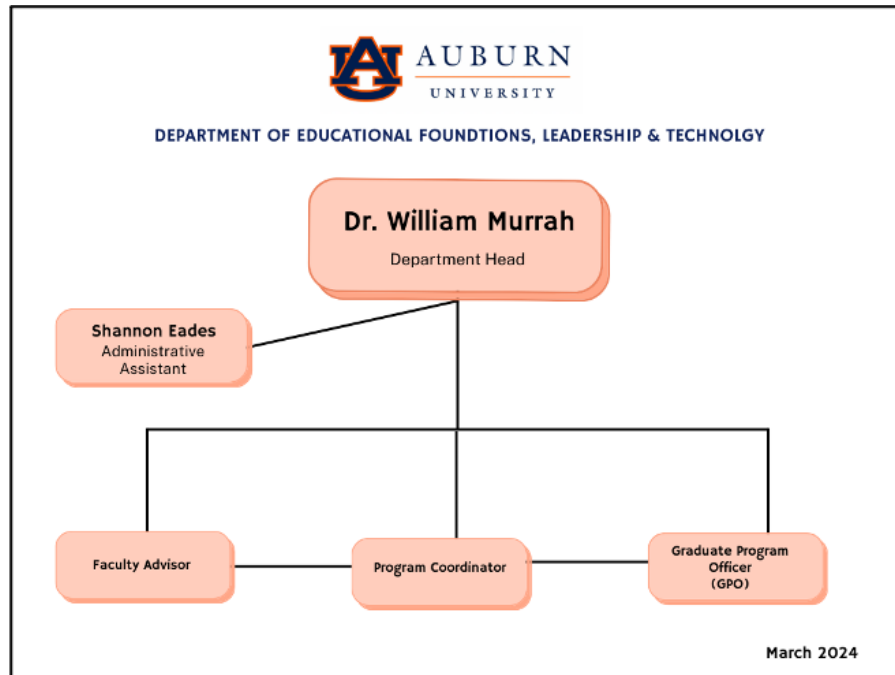

Department of Educational Foundations, Leadership & Technology

2024-2025

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Organizational Chart

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Adult Education - Dr. Jane Teel (teeljan@auburn.edu)
Educational Leadership - Dr. Amy Serafini (ams0206@auburn.edu),
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Overview of Programs

The **Department of Educational Foundations, Leadership, and Technology (EFLT)** is comprised of four main program areas: Administration of Higher Education, Adult Education, Educational Leadership, and Educational Psychology. This student handbook reflects department-level guidance for all graduate students. More specific guidelines regarding required courses, credit hours, etc. can be found for each program area.

Administration of Higher Education
https://education.auburn.edu/eflt/academic-programs/higher-education-administration/index.php

The Administration of Higher Education program is designed primarily for working professionals and researchers to provide a strong background in five domains: leadership, ethics, diversity, research, and policy. The Leadership domain includes the critical study of leadership and organizational theories and how they inform effective and ethical educational leadership, vision, and practices for the purpose of improving educational institutions and the communities they serve. The Ethics domain includes the legal and moral foundations for the purpose of informing and guiding the work of ethical leaders, researchers, and academics who serve educational institutions, agencies, and organizations. The Diversity domain includes knowledge of various cultural groups and knowledge of diverse groups' historical and contemporary experiences and outcomes for the purpose of strengthening educational institutions, organizations, and communities as well as providing equitable experiences for all. The Research domain includes identifying, gathering, analyzing, and presenting data for the purpose of solving problems of practice and knowledge production. The Policy domain includes the identification and analysis of current and emerging trends and problems in educational institutions, organizations, and agencies for the purpose of policy improvements.

Adult Education
https://education.auburn.edu/eflt/academic-programs/adult-education/index.php

Adult Education is a dynamic interdisciplinary program that equips students with the essential skills to excel in teaching and training adults. By delving into areas such as curriculum design and program management, students are well-prepared to cater to the diverse needs of adult learners across various educational and professional settings. Focusing on practical applications, this program ensures that graduates can effectively engage with adult populations in traditional educational institutions, corporate environments, or other training contexts.

Educational Leadership
https://education.auburn.edu/eflt/academic-programs/educational-leadership/index.php

There are two primary programs within our Educational Leadership program.

The **Administration of Elementary and Secondary Education** program prepares engaged, collaborative, and effective administrators by integrating theory, reflection, and applied leadership. This program leads to Alabama Certification (Class A and AA).

The **Administration of Supervision and Curriculum** program prepares students to serve in a variety of administrative roles in K-12 education, colleges, universities, and other organizations. Professional educator certification is not available through this program.

Educational Psychology
https://education.auburn.edu/eflt/academic-programs/educational-psychology/

Educational Psychology is a diverse field that spans a variety of areas including human motivation, human development, learning theories, and teaching practices and pedagogy. Students' research areas include development, learning, individual learner differences, and more. Our program will prepare you for careers in research and education. You can work for colleges and universities in faculty or research careers, school systems in evaluation or research roles, state and federal agencies, business and industry, private research and development organizations, as well as other educational and developmental settings. Most of our graduates work as researchers, faculty, or in institutional research and evaluation.

Graduate Certificates and Minors

Along with master's and doctorate degrees, several graduate certificates and minors are options that EFLT graduate students can consider adding to their programs of study. Below is a list of graduate certificates and minors offered. Additional information can be found on the URL for each program.

Certificates
Adult Education and English Language Teaching
https://education.auburn.edu/eflt/academic-programs/adult-education/certificates-adult-education.php

College and University Teaching
https://education.auburn.edu/eflt/academic-programs/higher-education-administration/certificate-college-university-teaching.php

Extension Educator
https://education.auburn.edu/eflt/academic-programs/adult-education/certificates-adult-education.php

Instructional Leadership
https://education.auburn.edu/eflt/academic-programs/educational-leadership/cert-instructional-leadership.php

Instructional Technology for Distance Education
https://education.auburn.edu/eflt/academic-programs/educational-media/index.php

Program Evaluation
https://education.auburn.edu/eflt/academic-programs/educational-psychology/program-evaluation-cert.php

Technology Educator
https://education.auburn.edu/eflt/academic-programs/educational-media/index.php

Workforce Education, Training, and Development
https://education.auburn.edu/eflt/academic-programs/adult-education/certificates-adult-education.php

Minors
Critical Studies
https://education.auburn.edu/eflt/academic-programs/educational-psychology/critical-minor.php

Psychology of Learning
https://education.auburn.edu/eflt/academic-programs/educational-psychology/epsy-minor.php

Student Rights and Responsibilities

Student Rights
1.   Students have a right to information about degree requirements.
2.   Students have a right to an advisor.
3.   Students have the right to have their progress toward their degree objectively evaluated by appropriate faculty members.
4.   Students have the right to expect reasonable training opportunities.
5.   Students have the right to refuse to perform tasks that are not aligned with their academic or professional development, as well as those outside of the time frame of their assistantship.
6.   Students have the right to reasonable confidentiality in their communications with faculty and staff.
7.   Students have the right to due process in complaints and concerns (see Questions and Concerns).
8.   Students have the right to professional interaction from faculty, staff, and peers.

Student Responsibilities
1.   Students have the responsibility to read pertinent information on the Auburn University Graduate School website.
2.   Students have the responsibility to meet regularly with their advisors. It is the responsibility of the student to initiate these meetings.
3.   Students have the responsibility to fulfill the obligations of their assistantship or fellowship to the best of their ability (if applicable).
4.   Students have the responsibility to attend required training.
5.   Students have the responsibility to acknowledge contributions from faculty members and peers in their scholarly presentations and publications.
6.   Students are expected to engage in scholarly reading, including materials assigned for class as well as those external to class assignments.
7.   Students have the responsibility to familiarize themselves with the Auburn University Code of Student Conduct.
8.   Students have the responsibility to interact with faculty, staff, and peers in a professional and civil manner.
9.   Students have the responsibility to file complaints and concerns using the appropriate chain of command (see Questions and Concerns).

Expectations for On-Campus Engagement

Students enrolled in campus-based programs are expected to periodically attend the various events and workshops provided to them for purposes of further student learning, professional development, and to build a sense of community. These forms of engagement include such things as workshops and lectures by guest presenters and faculty, or other events sponsored by the department or College of Education. Engaging in university-wide events is also important. Examples of this include the many workshops provided by the Biggio Center. Students who are not enrolled in campus-based programs are still expected to attend events, where they are able, and when made available online to students such as workshops on Zoom or university-based meetings that invite the input of students.

Advising and Mentoring

Once accepted into a program, a student is assigned an advisor who volunteers in this role. Students are obligated to meet with their advisors at least once per fall and spring term to plan their coursework and monitor progress. The student must initiate these meetings with their advisor in a timely manner. Each year, students must complete a Graduate Student Evaluation Form with their advisor, who will submit it to the Graduate School (required for all doctoral students and all students with an assistantship). This makes clear for both the advisor and advisee a student's progress and notes any concerns regarding problems in coursework or dissertation progress. These meetings are also an excellent time to discuss goals for the upcoming year.

Faculty mentoring of graduate students may be conducted in different contexts. These include research and writing collaborations, presenting at conferences, or working on other projects. Additionally, some faculty might serve in helping a GTA prepare or develop their course or in providing teaching observations with evaluation feedback to be of help with improvement of GTA teaching. There are many avenues for how faculty can mentor graduate students.

Professional Academic Organizations & Research Conferences

An important part of your socialization into Graduate School is to attend and participate in conferences organized by professional academic organizations. There are several academic organizations to which a graduate student could belong (per field/academic community). Which organizations you should join will depend a great deal on the specific academic communities with which you want to interact.

Take your time and explore the organizations and conferences available before investing your money in memberships. Be sure to ask about student rates - they are usually at a considerable discount from faculty rates.

Joining professional organizations is an important part of learning about your academic discipline. It also helps you to expand your network with established scholars in the discipline beyond Auburn University. Networking is important for two reasons. It can enhance your name recognition, which can be helpful in a job search, and also positions you to stay on top of the latest research.

Funding Options for Attending a Professional Conference
1.   Apply for a Graduate Research and Travel Fellowship with Auburn University's Graduate School, if eligible. Information can be found online at http://graduate.auburn.edu/current-students/awards-and-grants/graduate-research-and-travel-fellowships
2.   Complete and submit the College of Education Graduate Travel Award Request form https://edu7.auburn.edu/graduatetravelawards/
3.   Completed application form must be received at least two weeks before your travel.

Funding Considerations
1.   All graduate students presenting conference papers are encouraged to apply for travel funds.
2.   Individual travel awards range from a minimum of $50 to a maximum of $500 for the fiscal year. Criteria considered include priority designation of the meeting, extent of the student's contribution to the paper, and availability of funds from other sources. Students who have already received an award for travel during a fiscal year will be considered for further travel funds but will be lower priority than students who have not received travel funds in that year.
3.   Awards are made in the form of reimbursement for travel and related expenses. Awards cannot be distributed in advance of travel. Those who receive awards will be sent instructions regarding reimbursement at the time of award notification
4.   Graduate Student Travel Award Guidelines: http://www.education.auburn.edu/graduate-student-travel-guidelines

See the table on the next page for a list of organizations, the typical dates that their conference is held annually, and the approximate date that proposal submissions are due each year. This list is not exhaustive but does include several of the conferences that faculty and students attend.

Name of Organization	Proposals Due (Approximate)	Date of Conference
AAACE: American Association for Adult and Continuing Education www.aace.org	April	October
AACTE: American Association of Colleges for Teacher Education www.aacte.org	September	February
AAPEL: Alabama Association of Professors of Educational Leadership sites.google.com/site/aapelorg/home	January	February
AEA: American Evaluation Association www.eval.org	March	November
AEFP: Association for Educational Finance & Policy www.aefpweb.org	October	March
AERA: American Education Research Association www.aera.net	July	April
AESA: American Educational Studies Association www.educationalstudies.org	May	November
APA: American Psychological Association www.apa.org	January	August

Name of Organization	Proposals Due (Approximate)	Date of Conference
ASHE: Association for the Study of Higher Education www.ashe.ws	April	November
CSCC: Council for the Study of Community Colleges www.cscconline.org	TBA	April
EERA: Eastern Educational Research Association www.eeraorganization.org	November	February
MSERA: Mid-South Educational Research Association www.msera.org	July	November
NAME: National Association for Multicultural Education www.nameorg.org	July	November
NASPA: National Association of Student Personnel Administrators https://www.naspa.org	September	March
SRCEA: Southern Regional Council of Educational Administrators https://srcea.co	June	October
UCEA: University Council of Educational Administrators http://www.ucea.org	May	November

Teaching Opportunities

The following GTA opportunities are currently being offered in EFLT. See below for the individual requirements and prerequisites to be considered for these opportunities. Strong communication skills are required. Must also be dedicated to working with students and dependable.

EPSY, ERMA, FOUN, EDMD, ADED GTAs Application Guidelines

University Requirements:

https://bulletin.auburn.edu/thegraduateschool/graduateassistantshipsandfellowships/

FOUN 3000 TA

1. Current Ph.D. student at the Department of EFLT.

2. Completed at least 18 credit hours of EPSY and FOUN graduate level courses to include at least 6 credit hours of FOUN graduate level courses.

3. Completed FOUN 7930 Independent Study: Teaching Apprenticeship. This course is repeatable - you can earn up to 6 hours.

4. Recommendations from Foundations of Education faculty.

5. Preferred qualification: K-12 or community-based teaching experience.

Students who are interested in this opportunity should contact Dr. Ivan Watts (wattsie@auburn.edu) for consideration.

FOUN 3100/3110/3120 TA

1. Current EPSY Ph.D. program student.

2. Completed at least 18 credit hours of EPSY graduate level courses.

3. Completed EPSY 7400 Educational Psychology and Educational Implications and EPSY 8640 Educational Psychology Learning and Instruction Apprenticeship and earned an exemplary grade (A).

4.   Completed one of any the following: EPSY 7420 Learning Theory & Educational Practice, EPSY 7410 The Individual in the Teaching-Learning Process, or EPSY 8440 Ed Psych Apprenticeship Seminar and earned an exemplary grade (A).

5.   Recommendations from Educational Psychology faculty are needed and a student must have support from his/her advisor as making good progress in coursework or dissertation.

6.   Preferred qualification: K-12 or community-based teaching experience.

Students who are interested in this opportunity should contact Dr. Sean Forbes (forbesa@auburn.edu) by the end of 1/31 each year for consideration.

ERMA Design & Analysis Courses TA and Data Analysis Consultant GA

1.   Current EPSY Ph.D. Program student (focuses on ERMA track).

2.   Completed at least 18 credit hours of EPSY and ERMA graduate level courses.

3.   Completed at least ERMA 7300 Design I, ERMA 7310 Design II, and ERMA   8320 Design III courses and have earned an exemplary grade (A) in all of them.

4.   Completed EPSY 8640 Educational Psychology Learning and Instruction Apprenticeship.

5.   Experience and competency with statistical analysis software and programs, such as SPSS, AMOS, R, M*plus*, SAS, STATA, etc.

6.   Recommendations from ERMA Quantitative faculty.

Students who are interested in this opportunity should contact Dr. Chih-hsuan Wang (wangchi@auburn.edu) by January 31 each year for consideration.

Adult Education Courses

The Adult Education (ADED) program is not currently accepting applications for Graduate Teaching Assistants. The ADED faculty are in the planning stage of guideline development for future use with Ph.D. students interested in assisting or teaching undergraduate courses.

Students who have questions about future TA opportunities should contact Dr. Jane Teel (teeljan@auburn.edu).

EDMD 3300/EDMD 5100 GTA Requirements:

1. Current graduate student in the EFLT department.
2. Completion of a minimum of 18 credit hours of graduate-level courses in the field of EDMD or equivalent.
3. Strong recommendations from faculty members or appropriate supervisors who are familiar with the candidate's ability to teach the course content being considered.
4. Demonstrated knowledge and skills in the content being considered within K-12 classroom settings.
5. Preferred qualification includes prior K-12 teaching experience.

Students who are interested in this opportunity should contact Dr. Jung Won Hur (jwhur@auburn.edu) or Dr. Sara Wolf (wolfsa1@auburn.edu)

Graduate Student Life

-       Resources for health and well-being, including mental health services - see https://graduate.auburn.edu/health-wellness-resources/
-       Campus resources and organizations, including Academic Resources and Student Life - https://graduate.auburn.edu/current-students/
-       Health insurance - https://graduate.auburn.edu/graduate-student-health-insurance-program/
-       Resources listed at the COE website - https://education.auburn.edu/about/graduate-students/index.php

Policies and Procedures

●   AU Graduate Student Handbook - https://graduate.auburn.edu/handbook/
●   General Graduate School policies - https://bulletin.auburn.edu/thegraduateschool/other/
●   Academic integrity policies - https://bulletin.auburn.edu/thegraduateschool/other/#acadmiintegrity
●   Grievance procedures -
○   Academic grievance procedure - https://auburn.edu/academic/provost/academic-grievances/policies-and-procedures/academic-grievance-procedure/
●   Due Process for Graduate Students - https://graduate.auburn.edu/handbook/#due-process
●   Other complaint processes - see https://www.auburn.edu/academic/provost/complaint-process/
●   Academic Honesty/Code of conduct and ethical standards - https://graduate.auburn.edu/handbook/#academic-honesty

Graduation and Commencement

●   Steps and requirements for graduation
Getting Through and Getting Out (Videos) - https://graduate.auburn.edu/current-students/matriculation/
●   On Track for Graduation (workflow) - https://graduate.auburn.edu/current-students/Graduation/
●   Information on commencement ceremonies - https://www.auburn.edu/academic/provost/commencement/

Important Forms

Links to important forms related to enrollment, funding, and other administrative matters - https://graduate.auburn.edu/current-students/forms-directory/

Academic Calendar

Below is the academic calendar for the Fall 2024 and Spring 2025 semesters. You can find the approved academic calendar online here. https://auburn.edu/about/academic-calendar/

2024 Fall Semester

Aug 19	**Classes Begin**	**Mon**
Aug 19 - Sep 9	**Resignation Fee** *- Dropping all courses during this period will result in a $100 resignation fee.*	**Mon - Mon**
Aug 23	**Last Day to Add Course**	**Fri**
Aug 24 - Sep 9	**Drop Course Penalty Days** *- Dropping a course during these days will result in a $100 Drop Fee per course dropped.*	**Sat - Mon**
Aug 30	**10th Class Day** *- Last day to request a meal plan change.*	**Fri**
Sep 2	**Labor Day - No Classes**	**Mon**
Sep 9	**15th Class Day** *- Last day to drop from course with no grade assignment.* *- Last day for potential tuition refund for dropped classes.*	**Mon**
Oct 7	**Early Alert/Mid-Term Grade Deadline**	**Mon**
Oct 8	**Mid-Semester - 36th Class Day**	**Tue**
Oct 10-11	**Fall Break**	**Thu - Fri**

Oct 17	**41st Class Day** *- Student deadline for request to move finals to Associate Deans*	**Thu**
Nov 22	**Last Day to Withdraw** *- Last day to withdraw from course with no grade penalty. "W" assigned.* *- Students who need to submit forms to lift holds on their accounts must submit the forms several business days ahead of the deadline to allow for processing.*	**Fri**
Nov 25-29	**Thanksgiving Break - No Classes**	**Mon - Fri**
Dec 6	**Classes End**	**Fri**
Dec 7-8	**Study/Reading Days**	**Sat - Sun**
Dec 9-13	**Final Exam Period**	**Mon - Fri**
Dec 14	**Commencement**	**Sat**

2025 Spring Semester

Jan 13	**Classes Begin**	**Mon**
Jan 13 - Feb 3	**Resignation Fee** *- Dropping all courses during this period will result in a $100 resignation fee.*	**Mon - Mon**
Jan 17	**Last Day to Add Course**	**Fri**
Jan 18 - Feb 3	**Drop Course Penalty Days** *- Dropping a course during these days will result in a $100 Drop Fee per course dropped.*	**Sat - Mon**
Jan 20	**M.L. King, Jr. Day - No Classes**	**Mon**

Jan 27	**10th Class Day** *- Last day to request a meal plan change.*	**Mon**
Feb 3	**15th Class Day** *- Last day to drop from course with no grade assignment.* *- Last day for potential tuition refund for dropped classes.*	**Mon**
Mar 3	**Early Alert/Mid-Term Grade Deadline**	**Mon**
Mar 4	**Mid-Semester - 36th Class Day**	**Tue**
Mar 10-14	**Spring Break**	**Mon - Fri**
Mar 18	**41st Class Day** *- Student deadline for request to move finals to Associate Deans*	**Tue**
Apr 18	**Last Day to Withdraw** *- Last day to withdraw from course with no grade penalty. "W" assigned.* *- Students who need to submit forms to lift holds on their accounts must submit the forms several business days ahead of the deadline to allow for processing.*	**Fri**
Apr 30	**Classes End**	**Wed**
May 1-2	**Study/Reading Days**	**Thu - Fri**
May 5-9	**Final Exam Period**	**Mon - Fri**
May 9-12	**Commencements**	**Fri - Mon**

Questions or Concerns

When graduate students encounter a problem or concern related to their academic or research activities, navigating the appropriate channels for resolution is crucial. The following step-by-step guide is designed to assist graduate students in understanding the proper sequence of contacts to make within their academic department or college, ensuring that issues are addressed efficiently and effectively.

Step 1: Faculty Advisor - The first point of contact should be your faculty advisor. Faculty advisors are closely aligned with your academic progress and research endeavors. They can offer personalized advice, guidance, and solutions based on their understanding of your work and your academic goals. If the concern is directly related to your research or coursework, your advisor is often best positioned to help you resolve it.

Step 2: Program Coordinator - If your advisor is unable to resolve the issue or if the problem is related to administrative aspects of your program (such as enrollment, course registration, or program requirements), the next step is to consult with your program coordinator. Program coordinators and have a broad understanding of departmental processes and policies and can often provide immediate assistance or direct you to the appropriate resources. Within programs, there may be several faculty members that each take the lead on a given degree program or area; the program coordinators listed here serve as a single point of contact.

Step 3: Graduate Program Officer (GPO) - Should the issue remain unresolved or if it pertains to more complex academic or policy matters, the Graduate Program Officer is your next contact. This individual oversees the administration of the graduate programs. They can address concerns related to academic policies or issues affecting your progress towards your degree. The Graduate Program Officer acts as a liaison between students, the department's administration, the College's Certification Officer, and the Graduate School.

Step 4: Department Head - If all previous steps fail to resolve the concern, or if the problem is of a very serious nature that impacts the broader departmental environment or policies, the Department Head should be approached. The Department Head has overarching responsibility for the academic and administrative functions of the department. They have the authority to make wide-reaching decisions and can address high-level concerns related to program administration and departmental policies.

It's important to document your concerns and the steps you've taken to resolve them at each level. Keep records of communications and meetings, as these can be helpful if the issue needs to be escalated. Remember, each of these individuals plays a distinct role in supporting your academic journey. They are there to ensure that you have a productive, enriching, and successful graduate experience. Except in rare cases, students should follow the appropriate chain of

command. For example, it is generally not advisable to contact the department head or dean with a question without first attempting to consult the advisor.

Revision and Renewal Process

This handbook is required to be reviewed, amended as necessary, and approved by the EFLT faculty each spring semester before April 1. The 2025-2026 EFLT Graduate Student Handbook should be approved by March 31, 2025.

This current version of this handbook was approved unanimously by the EFLT faculty on March 22, 2024.