

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

SCHOOL OF EDUCATION

Available online.

School of Education Mission Statement/Conceptual Framework

The mission of the School of Education is to prepare educators of character and competence who reflect Christ as they serve and lead in their schools and communities. The Ed.D. degree is guided by the conceptual framework of the Educator Preparation Program: *a teacher-student dynamic of sensitivity, reflection, and faith*. The university's mission is "to provide Christ-centered higher education that promotes excellence and character development in service to Church and society."

Ed.D. Description and Purpose

The Doctor of Education (Ed.D.) is the highest professional degree in education. Individuals who have earned this degree are recognized for their wide knowledge of theory and research and for their commitment to the application of knowledge for the improvement of educational policy and practice. The Union Ed.D. is designed for active professionals who will graduate ready to assume leadership and teaching roles in Preschool-Grade Twelve schools, universities, government and business. Ed.D. graduates can positively contribute to administration, teaching, policy and curriculum formation, and research. Each doctoral degree is designed to be a blend of theory and practice, classic knowledge and current research, analysis and synthesis, macro-perspective and micro-functionality.

Union University offers the doctoral degree in educational leadership with two areas of specialization:

1. The Ed.D. in Educational Leadership with a specialization in Preschool-Grade Twelve (P-12) School Administration.
2. The Ed.D. in Educational Leadership with a specialization in Higher Education

The Ed.D. in Educational Leadership P-12 School Administration degree has three areas of concentration: Instructional Leadership, Teacher Leadership, and Leadership in School Reform. All programs are offered fully online.

The Ed.D. in Educational Leadership Higher Education degree, offered only on the Jackson campus, is designed to prepare college and university professionals to serve as administrators, teachers, policy-makers, and researchers, with special attention to the needs of smaller independent institutions of higher education. The degree program is delivered in a combination of campus residency and fully online courses to ensure service to a national community. Its goals include the university's guiding principles of academic excellence, Christian values, development of the whole person, and future-driven scholastic agendas.

The Cohort Approach and Calendar

Each degree program or concentration is a cohort-based enrollment program with the exception of the dissertation, which is highly individualized. The cohort approach to program delivery accepts students in groups who begin their series of courses and experiences together. The P-12 School Administration program has three entry points for each concentration area: Summer, Fall, and Spring. The Higher Education program has one entry point in June each year. The degree program offers courses in 3-year cycles. Hallmarks of the cohort-approach are lifelong friendships, collaboration and mutual support, faculty attention to individual student needs, course sequencing, and the student-centered certainty of course delivery.

Each cohort is presented its unique calendar for the complete program. Current Ed.D. calendars are available at www.uu.edu/edd.

Doctor of Education Admissions Process

Admission Criteria. Candidates for admission to the Ed.D. in Educational Leadership at Union University will submit the following criteria:

- Application Form: A completed application form submitted in a timely manner
- Application Fee: A nonrefundable application fee of \$50. Checks should be made to Union University to the address indicated below.
- Official Transcripts: Official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. The minimum requirement for admission is an official Master's degree transcript from a regionally accredited college/university with a minimum GPA of 3.20. In addition, students must ensure that transcripts received from non-US institutions are translated and evaluated by a recognized agency, and forwarded directly to Union University to the address indicated below.
- Test Requirements: Official test scores from the Graduate Record Exam (GRE) must be forwarded to Union University (Institution Code: 1826), reflecting scores for all three sections of the GRE (verbal, quantitative, and writing). Results must be current within the last five years. For all applicants who are not native English speakers, a TOEFL test is required

and official test scores must be forwarded to Union University (Institution Code: 1826).

- Documentation of at least five years of relevant professional experience in the Education sector (Verification of Experience form).
- Career Aspiration Essay: Students must submit an essay, typewritten and not to exceed 750 words, that addresses their reasons for seeking this degree and program, their leadership career aspirations, and their future professional goals.
- Recommendations: Rating forms from four persons: one from the applicant's employer (principal or supervisor for P-12 specialization); one from a previous graduate professor; and two from professional colleagues.
- Interview: Once the application has been reviewed, students may be scheduled for a personal interview with the program director.
- Leadership Role: Students are expected to have served a minimum of two years in a leadership position.
- Students applying for admission to the Ed.D. in Educational Leadership Program with a specialization in P-12 School Administration Instructional Leadership license concentration must provide the following additional items:
 1. Proof of teacher licensure
 2. Personal Summary including brief professional development plan and documentation of data showing improvement in student achievement (summary of TVAA/TCAP data, Gateway scores, etc.); copy of most recent performance appraisal (In TN, the Framework for Evaluation and Professional Growth).
 3. Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience.
 4. Recommendation form completed by the Director of the school system where the applicant is employed.
 5. Current professional resumé.
 6. Instructional Leadership Screening Committee Interview. Candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation to the Dean and Graduate Admission Committee concerning admission to the Instructional Leadership program.
- Mailing Address: Applications, fees, and supplementary materials should be sent to:

Union University Box 1876
Office of Graduate Studies in Education
1050 Union University
Jackson, TN 38305-3697
- Notification: Each student will be notified in writing of the decision regarding his/her admittance into the program.

The Graduate Education Admission Committee Review.

The Graduate Education Admission Committee must screen all students who have completed application for admission to the Doctor of Educational Leadership program. Incomplete applications will not be presented to the committee. The

committee, charged with selection of the best candidates for admission, reviews and evaluates each student's potential for admission according to a portfolio of the admission criteria.

The appointed Graduate Education Admission Committee utilizes uniform evaluation forms. After study of the student's admission portfolio, the committee recommends *full* acceptance, *conditional* admission, or *rejection*. A student provisionally accepted must complete designated criteria before being fully accepted to the program; however, she/he must take a maximum of 9 course credits on a provisional basis.

Program of Study

At the time of admission, a student may petition to transfer up to 12 graduate semester hours (recent "A" or "B" work from a regionally accredited institution) into the doctoral program with the approval of the Program Director. In addition, students in the P-12 School Administration specialization may petition to transfer a maximum of 15 semester hours of education specialist credit from regionally accredited institutions. For students in the Higher Education program, a waiver of up to 12 hours is possible for those who graduated from a related master's program at a university with a formal articulation agreement, and a transfer of a maximum of 15 hours is possible for students who have earned an Education Specialist degree in Higher Education from a regionally accredited institution. Transferred credits become a part of an official Program of Study that is furnished to the student. It is the student's responsibility to follow the Program of Study carefully in scheduling classes.

Academic Requirements for Progression, Probation, and Suspension

Students in the Doctor of Education program must maintain an overall Grade Point Average of at least 3.2 to remain in Good Academic Standing.

After completion of nine graduate hours at Union University, an Ed.D. student whose cumulative program GPA from courses taken at Union is below 3.2 will be placed on academic probation. A student placed on academic probation has one semester to increase his/her Ed.D. program GPA to 3.2 or higher.

If the student fails to attain the required minimum 3.2 GPA during the probationary semester, the student will be suspended from the Ed.D. program. While suspended from the program, the student may repeat courses in which a grade of B, C, or F has been earned in an effort to improve the GPA. The student may apply for readmission to the program after the cumulative Ed.D. program GPA has been raised to 3.2 or higher.

A student suspended from a graduate program is not eligible for Veterans Administration Benefits.

Time Limitations

All requirements for the doctoral degree must be completed within 6 years from the first semester of enrollment. Students needing more than 6 years to complete the degree must file a time extension petition with the Dean of the School. After successful completion of coursework, doctoral students must

maintain continuous enrollment status until graduation by enrolling in EDR 790 Dissertation each session.

Graduation Requirements

All students completing the Doctor of Education Degree in Educational Leadership must meet the following criteria for graduation.

1. Successful completion of the required 60 semester hours of coursework with a minimum GPA of 3.2.
2. Submission and presentation of The Qualifying Paper (P-12 School Administration Specialization).
3. Successful completion of the written and oral Comprehensive Examinations.
4. Submission of approved Dissertation.
5. Successful defense of the Dissertation.

Financial Information

Tuition for the Ed.D. program for the 2021-2022 year is \$695 per semester hour.

The following are non-refundable fees:

Application Fee.....\$50
 General Student Fee.....\$24/hour

Practicum/IL.....\$200

The following payment plans are available for students in the Ed.D. program.

1. The University accepts payment via Self-Service, in person, or by phone or mail. Debit or credit card payments are subject to a convenience fee of 2.5%. Payment plans are available if needed, and may be established through the Office of Business and Financial Services.
2. FACTS monthly electronic draft from checking or savings.
3. **Financial Aid.** Financial aid information for graduate students is available on our website at www.uu.edu/financialaid/graduate/. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of study and the eligibility of the borrower. Union University is also approved by the Department for Veterans Affairs to offer educational benefits to veterans, reservists, and dependents of veterans who qualify for Veterans Benefits. Any person who qualifies for VA Benefits should check with the Office of Student Financial Planning as soon as possible after acceptance into a graduate program.

Doctoral Processes

The Qualifying Paper. Required of students who specialize in P-12 School Administration and the Higher Education program, the Qualifying Paper is a substantial critical analysis of the theoretical and empirical literature related to educational leadership, which may or may not be related to the student's dissertation topic. The Qualifying Paper is completed by doctoral students in EDR 707-Leadership Research Seminar (P-12 School Administration) and EDR 750-Research in Higher Education (Higher Education Program) during the student's first year and a half of enrollment. This seminar serves as experimental ground for creating a scholarly community among doctoral students while they explore communication essentials, such as evaluating research articles, writing academic pieces including abstracts and literature reviews, and examining effective presentation skills. The final product of the seminar is the completion of the Qualifying Paper. The Qualifying Paper must be completed, approved, and on file in the graduate program office prior to enrollment in EDR 712-Dissertation Seminar (P-12) or EDR 751-Dissertation Research (Higher Education). In addition, EDR 707 and 750 prepare students for academic writing in other doctoral classes and assists students in preparation for Educational Leadership Comprehensive Examinations. Each student's dissertation chair, who is assigned during this seminar, augments advising for the Qualifying Paper. The seminar instructor and the student's dissertation chair constitute a Qualifying Paper Committee, with the seminar instructor having primary evaluation responsibility. Students present the Qualifying Paper to a symposium of doctoral students, faculty, and community as an exit requirement for EDR 707 and EDR 750.

The Comprehensive Examinations. Upon completion of all courses prior to the dissertation, the student will

receive clearance to take the written and oral Comprehensive Examinations when:

- The student has earned a minimum GPA of 3.2 in pre-dissertation coursework as specified by the Program of Study.
- A dissertation committee for the student has been approved by the Program Director.

The Comprehensive Exams serve as an integrated measure of assessment and are directed at practical application of knowledge across the curricula. These examinations cover issues, practice, and research in educational leadership. The written exam is prepared by program directors with specific input from professors who write the examination questions and takes place over the course of three days. The written exam consists of questions designed to provide students the opportunity to demonstrate an ability to analyze and synthesize pertinent knowledge in educational leadership while addressing significant problems and issues in their field. The exam is administered under supervision without the aid of texts or related materials. An oral Critique/Clarification with the student's dissertation committee follows. Successful completion of the comprehensive examination advances the student to doctoral candidacy, a requirement for registration for dissertation hours. No more than two attempts to pass the examination are permitted.

The Dissertation. The doctoral dissertation is the culminating experience and exit requirement of the Doctor of Education program. The dissertation is scholarly inquiry into an area of professional and intellectual interest. It is a highly individualized experience for the graduate student; thus, the topic of research may vary depending on the professional goals and area of specialization of the student and expertise

of the faculty. Working with a dissertation chair early in the program and with faculty throughout the coursework, the student develops a research problem and proposal. Using the expertise and knowledge developed in the research core courses and under the direction of a dissertation chair and committee, the student conducts the research and produces a quality report of the findings. It is expected that the dissertation will follow standard accepted research methodologies and format. Requiring a broad-based understanding of theory and research, the Ed.D. dissertation should integrate knowledge and provide solutions to problems in the educational community, focusing on a specific setting. Results should include specific solutions or changes in educational practice. As a final demonstration of scholarly competence, the student conducts an oral presentation in defense of the research.

The Dissertation Committee. Doctoral students are assigned a dissertation committee chair by the program director as early as possible in the research process, usually during the first year of enrollment. Selection of the dissertation chair is a critical step in the completion of the doctoral degree. Factors considered in selection are: 1) expertise in the area of proposed research, 2) availability, and 3) compatibility. The chair is an integral part of a doctoral scholarly community where students, chairs, seminar leaders, and research design and statistics instructors collaborate to ensure quality inquiry and writing. The doctoral student also works with his or her dissertation chair to recommend two other graduate faculty members to serve on the dissertation committee. In addition, the faculty members who teach one or more of the research courses (EDR 710, 720, 725) serve as resource committee members for all dissertation committees.

Program Descriptions

Ed.D. in Educational Leadership Specialization: P-12 School Administration

The Ed.D. in Educational Leadership with a specialization in P-12 School Administration is a blend of theory, research, scholarly inquiry, and best practice in a context of Christian values designed to prepare instructional leaders who can articulate the central issues and solve the salient problems of contemporary education society. The primary purpose is to provide experienced educators a broad, systematic understanding of educational theory, inquiry, and practice, as well as an ability to create and apply current research to educational problems.

Program Outcomes

The six outcomes of the Ed.D. in Educational Leadership with a specialization in Preschool ~ Grade Twelve (P-12) School Administration are to:

1. Focus on issues, practice, and research in the field of educational leadership.
2. Foster scholarly inquiry in areas of professional and intellectual interest.
3. Provide highly individualized experiences that meet individual career goals.

4. Foster analysis and problem solving skill and expertise.
5. Prepare leaders who effectively deal with the real issues of school policy and improvement, including best practices in teaching and learning.
6. Encourage ethical service in a framework of Christian values.

The outcomes and statement of purpose emphasize commitment to service in education within a framework of Christian ideals, the essence of the institution's mission and purpose. The program outcomes become much more specific when delineated as objectives in individual course syllabi. The P-12 School Administration specialization is based on a set of national standards developed by the Educational Leadership Constituent Council of the Council for Accreditation of Educator Preparation (CAEP).

Areas of Concentration

The degree program has three areas of concentration:

1. Instructional Leadership (IL). The IL concentration offers a license program that can earn the graduate the Tennessee Instructional Leadership License. Through this concentration, which includes a practicum that is closely supervised and directly related to the student's individual needs, doctoral students can earn licensure as a principal or supervisor under standards approved by the Tennessee Department of Education.
2. Teacher Leadership (TL). The Teacher Leadership concentration is identical to the IL concentration; however, the Teacher Leadership concentration does not require the practicum course necessary for Tennessee Instructional Leadership License (Teacher Leadership students take EDU 702 instead). This area of concentration is for doctoral students who desire the knowledge, skills, and dispositions of a school leader without the licensure.
3. Leadership in School Reform (LSR). The purpose of the Leadership in School Reform concentration is to create and actualize a vision for leadership in 21st century schools, embodying the best of research and practice in policy, child development, learning, teaching, and leadership within the context of school reform.

Course of Study

The Ed.D. in Educational Leadership P-12 School Administration degree requires completion of a minimum of 60 semester hours with a maximum of 12 hours allowable for transfer by petition from regionally accredited masters programs and an additional transfer of 15 hours permissible from regionally accredited education specialist programs. Thirty-six of the first 39 hours (EDR 707 enrolls only Ed.D. students) of Union's doctoral program are cross listed with the Union Education Specialist Degree in Educational Leadership. Ed.S. and Ed.D. students enroll in common courses in cohort style, with Ed.D. students meeting doctoral-level expectations in research and reflection in all courses.

Students who have completed the Union Education Specialist Degree (Ed.S.) and desire to return to complete the

Ed.D., after having met doctoral admission standards, must complete a set of two “bridge” doctoral seminar courses before enrolling in the final 21 hours of doctoral research courses. The courses are EDR 707, Leadership Research Seminar, which includes the Qualifying Paper, and EDU 711, Seminar in Politics, Policy, and Instruction.

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration

Concentration: Instructional Leadership

Prerequisites: Human Growth and Development, Instructional Technology, Educational Assessment

Transfer Credit by Petition: Maximum of 12 semester hours of master’s credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

Licensure: The doctoral program with a concentration in Instructional Leadership (IL) leads to a recommendation for licensure as a principal or supervisor in instruction upon successful completion of the first 39 hours of the 60-hour program and satisfactory scores on the SLLA exam. The coursework is designed to meet CAEP and State of Tennessee licensure standards in school leadership as it integrates doctoral-level outcomes in research, practice, and analysis.

Instructional Leadership: The Ed.D. in Educational Leadership (P-12 School Administration) has three components: Leadership Issues, Leadership Practice, and Leadership Research.

Leadership Issues (15 hours)

EDU 707—Legal Issues in School Governance

EDU 714—Leadership Issues I: Theories and Strategies

EDU 715—Leadership Issues II: Planning and Finance

EDU 722—Teacher Leadership

EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (18 hours)

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 708—Curriculum and School Improvement

EDU 721—Literacy Across the Curriculum

EDU 737, 738, 739—Leadership Practicum

EDU 786—Seminar: Multicultural and Diversity Issues in Education

Leadership Research (27 hours)

EDR 700—Research Issues in Educational Leadership

EDR 707—Leadership Research Seminar

EDR 712—Dissertation Seminar

EDR 710—Intermediate Statistics

EDR 720—Research Methods and Design

EDR 725—Advanced Statistics and Design

EDR 790, 791, 792, 793—Dissertation (9)

Exit Assessments

Successful Completion of:

- Minimum of 3.2 GPA in Ed.D. courses
- The Practicum or Internship
- The Qualifying Paper
- The School Leader’s Licensure Assessment (SLLA exam required for licensure)
- Dissertation Proposal (with Approval by Committee)
- Comprehensive Examination
- Oral Defense of Comprehensive Examination
- Dissertation
- Oral Defense of Dissertation

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration

Concentration: Teacher Leadership

Prerequisites: Human Growth and Development, Instructional Technology, Educational Assessment

Transfer Credit by Petition: Maximum of 12 semester hours of master’s credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

Teacher Leadership: The coursework for this concentration prepares teacher leaders and is based on the same CAEP and Tennessee Department of Education standards as the IL coursework (without practicum requirements) and integrates doctoral-level outcomes in research, practice, and analysis in school leadership. This non-licensure track has three

components: *Leadership Issues, Leadership Practice, and Leadership Research.*

Leadership Issues (15 hours)

EDU 707—Legal Issues in School Governance

EDU 714—Leadership Issues I: Theories and Strategies

EDU 715—Leadership Issues II: Planning and Finance

EDU 722—Teacher Leadership

EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (18 hours)

EDU 702—Engaged Learning

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 708—Curriculum and School Improvement

EDU 721—Literacy Across the Curriculum

EDU 786—Seminar: Multicultural and Diversity Issues in Education

Leadership Research (27 hours)

EDR 700—Research Issues in Educational Leadership
EDR 707—Leadership Research Seminar
EDR 710—Intermediate Statistics
EDR 712—Dissertation Seminar
EDR 720—Research Methods and Design
EDR 725—Advanced Statistics and Design
EDR 790, 791, 792, 793—Dissertation (9)

Exit Assessments

Completion of:

- Minimum of 3.2 GPA in Ed.D. courses
- The Qualifying Paper
- Dissertation Proposal (with Approval by Committee)
- Comprehensive Examination
- Oral Defense of Comprehensive Examination
- Dissertation
- Oral Defense of Dissertation

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration

Concentration: Leadership in School Reform

Prerequisites: Candidates must have one of three qualifications to be admitted to the program: (1) leadership experience, (2) a school leadership license, or (3) a school leadership degree.

Transfer Credit by Petition: Maximum of 12 semester hours of master's credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

EDU 600—Community Involvement for School Improvement
EDU 606—Accountability for Greater Student Learning
EDU 702—Engaged Learning
EDU 711—Politics, Policy, and Instruction
EDU 716—Purpose and Plan for Action Research
EDU 717—Entrepreneurial School Leadership
EDU 718—The Changing Superintendency
EDU 722—Teacher Leadership
EDU 723—Faith and Ethics in Educational Leadership
EDU 741—Leadership Development Research Project I
EDU 742—Leadership Development Research Project II
EDR 700—Research Issues in Educational Leadership
EDR 707—Leadership Research Seminar
EDR 710—Intermediate Statistics
EDR 712—Dissertation Seminar
EDR 720—Research Methods and Design
EDR 725—Advanced Statistics and Design
EDR 790, 791, 792, 793—Dissertation (9)

Exit Assessments

Completion of:

- Minimum of 3.2 GPA in Ed.D. courses
- The Qualifying Paper
- Dissertation Proposal (with Approval by Committee)
- Comprehensive Examination
- Oral Defense of Comprehensive Examination
- Dissertation
- Oral Defense of Dissertation

Ed.D. in Educational Leadership Specialization: Higher Education

The Ed.D. in Educational Leadership with a specialization in Higher Education is the second area of specialization, along with P-12 School Administration, to be offered by Union University's School of Education. The doctorate in Higher Education, offered only on the Jackson campus, is designed to prepare college and university professionals to serve as administrators and teachers, with special attention to the needs of smaller independent institutions of higher education. It prepares graduates to assume leadership positions in the fields of education, especially higher education, as well as government, business, and research. The degree program is delivered in a combination of campus residency and fully online courses to ensure service to a national community. The primary purpose of the Ed.D. in Educational Leadership with a specialization in Higher Education is to provide experienced educators a broad and systematic understanding of educational theory, inquiry, and practice, and an ability to create and apply current research to educational problems. .

Program Outcomes

The six outcomes of the Ed.D. in Educational Leadership with a specialization in Higher Education are to:

1. Focus on issues, practice, and research in the field of higher education;
2. Foster scholarly inquiry in areas of professional and intellectual interest;
3. Provide highly individualized experiences that meet individual career goals;
4. Foster analysis and problem solving skill and expertise;
5. Prepare leaders who effectively deal with the challenges facing higher education, including evidence-based practices in teaching and learning;
6. Encourage ethical service in a framework of Christian values.

The outcomes and statement of purpose emphasize commitment to service in education within a framework of Christian ideals, the essence of the institution's mission and purpose. The program outcomes become much more specific when delineated as objectives in individual course syllabi.

Course of Study

The Ed.D. in Educational Leadership Higher Education degree requires completion of a minimum of 60 semester hours with a maximum of 9 hours from regionally accredited graduate programs applied in transfer by petition and upon approval of the Ed.D. Program Director. A waiver of up to 12 hours is possible for students who graduated from a related master's program with a formal articulation agreement. A maximum of 15 hours of transfer credit is possible for students who have earned an Education Specialist degree in Higher Education from a regionally accredited institution. The degree program begins a new cohort each June on the Jackson campus and is delivered in a combination of summer residency and fully online courses to ensure service to a national community. Program goals include the university's guiding principles of academic excellence, Christian values, development of the whole person, and future-driven scholastic agendas. For a schedule of courses in the Higher Education specialization, please visit the Union University website at www.uu.edu/edd/he.

Curriculum for the Ed.D. in Educational Leadership

Specialization: Higher Education

The Doctor of Education curriculum for the specialization in Higher Education has three components: Leadership Issues, Leadership Practice, and Leadership Research. The Higher Education Program courses for each component are categorized below:

Leadership Issues (18 hours)

EDU 710—History and Philosophy of Higher Education
EDU 723—Faith and Ethics in Educational Leadership
EDU 728—Strategic Planning and Marketing for Higher Education
EDU 745—Higher Education Policy and Assessment
EDU 752—Organizational Theory and Governance
EDU 753—Critical Issues in Higher Education

Leadership Practice (12 hours)

EDU 705—The American College Student
EDU 709—Legal Issues in Higher Education
EDU 754—Higher Education Finance
EDU 750—Proseminar: Leadership in Higher Education
OR EDU 788—Special Studies

Leadership Research (30 hours)

EDR 700—Research Issues in Educational Leadership
EDR 708—Qualitative Inquiry in Education
EDR 710—Intermediate Statistics
EDR 720—Research Methods and Design
EDR 750—Research in Higher Education
EDR 751—Dissertation Research
EDR 790—Dissertation (12)

Exit Assessments

Successful Completion of:

- Minimum of 3.2 GPA in Ed.D. courses
- Dissertation Proposal (with Approval by Committee)

- Oral Defense of Comprehensive Examination
- Dissertation
- Oral Defense of Dissertation

Course Descriptions

Education (EDU)

600. Community Involvement in School Improvement (3)

A course designed to explore methods of increasing public engagement. Community, school, student, and parental values are explored with a view toward shared accountability for school improvement. Issues related to diversity within the community, schools, and learners will be addressed.

606. Accountability for Greater Student Learning (3)

This course views accountability as a joint effort between instructor and student. The following areas have been identified as essential factors in improving student performance: multiple methods of instruction, the use of formative evaluation, student perceptions, self-observation and critical reflection (teacher and student), and creative avenues for communicating content mastered.

701. Leadership, Organizations and Change (3)

A critical examination of key theories, functions and practices involving leadership and organizations with specific emphasis on individual and organizational responses to change. In addition to traditional applications, students will analyze leadership styles and organizational case studies through multiple frameworks.

702. Engaged Learning (3)

A contemporary account of the principles of learning with emphasis on engaging the learner in the classroom. Topics: Concepts of teaching, learner characteristics, designs for learning environments, and effective teaching. Research in cognition, learning, and teaching forms a foundation for the course.

703. Supervision (3)

Analysis of supervisory models and techniques, management techniques and group processes, staffing patterns and organizational structures to support teaching and learning. Students develop skills in all aspects of instructional planning.

705. The American College Student (3)

The social, psychological, cultural and historical contexts of the student in higher education. Current trends, projections and models for practice will be considered and analyzed.

706. Organizational Decision Making (3)

Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory, development and behavior. Students develop effective solutions for interpersonal, structural, and organizational problems experienced in contemporary educational communities. Strategic planning for educational change, including technological, is studied.

707. Legal Issues in School Governance (3)

Areas of the law as it impacts school administrators are studied including, but not limited to, sources of the law and the courts; the law, students and educational personnel; desegregation and its effects; school finance issues and school district liability; federal law; and regulations involving special education.

708. Curriculum and School Improvement (3)

Study and evaluation of modern practices and strategies in curriculum development with the emphasis on school improvement. The process of curriculum planning with a focus on system accountability and student learning is studied.

709. Legal Issues in Higher Education (3)

Legal processes as well as legal rights, responsibilities, duties and liabilities of faculty, administrators and students within the context of higher education. Included will be studies from constitutional, statutory and case law.

710. History and Philosophy of Higher Education (3)

An examination of the historical and philosophical system of education in the United States considering issues to include: American system of education, survey of theories of education, and factors and forces changing American education philosophies.

711. Leadership Seminar: Politics, Policy, and Instruction (3)

This course is designed to allow the doctoral student to analyze and synthesize current knowledge related to issues in politics, public policy and school instructional practices. The course will focus on relationships between public policy and education; recognizing policy issues; and relating policy initiatives to student welfare. Current philosophical and cultural issues reflective of local, regional, national and global contexts will be studied.

712. Pre-Candidacy Resources (0)

Non-credit, non-graded course for graduate students to allow access to university resources while they are not actively completing coursework. Upon receiving special permission from the Dean's office, doctoral students have access to the library, applicable tools and software.

714. Leadership Issues I: Theories and Strategies (3)

A thorough introduction to the essential issues of educational leadership including strategic planning, theories of leadership development, the change process, school improvement, comprehensive reform in schools, systems perspectives and more.

715. Leadership Issues II: Planning and Finance (3)

Prerequisite: EDU 714

An application of leadership issues related to planning and finance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, fiscal and non-fiscal resources for districts, budget planning and management collaborative planning, use of media and more.

716. Purpose and Plan for Action Research (3)

Purpose and Plan for Action Research exposes students to the basic principles of action research. Emphasis is given to what constitutes action research and how it differs from other types of research. Topics include the process of scientific inquiry and data-driven decision making in an era of school reform. Students will learn how to generate research questions, collect and analyze data, and evaluate programs. Students will develop their own research projects, using relevant ideas based on the evaluation of initiatives in their own schools or school districts.

717. Entrepreneurial School Leadership (3)

In this course, students will learn the entrepreneurial side of school leadership. Emphasis will be placed on the school structure of charter schools and independent schools, especially the organizational differences between these types of schools and traditional public schools. Topics will include financing, student enrollment, and legal issues related to non-traditional and for-profit schools. Students will investigate the attributes of an entrepreneur (such as vision casting, risk taking, and innovating) and determine how these could be applied in the age of school reform.

718. The Changing Superintendency (3)

This course examines leadership at the superintendent/director of schools level, and includes study of the impact of school reform on public and private education. Topics include leadership theory and behavior, organizational development, and change. Students study the diagnosis of organizational needs and identification of challenges and solutions at both the interpersonal and institutional levels.

719. Comparative Higher Education (3)

A comparative study of selected delivery systems, theoretical constructs, cultural influences and implications, governmental involvement as well as educational outcome expectations.

721. Literacy Across the Curriculum (3)

This course emphasizes the integration of reading comprehension and written composition into all coursework. Emphasis will be placed upon content reading and writing skills and consideration of thematic units.

722. Teacher Leadership (3)

This course examines practical perspectives on school administrators' leadership of teachers. Topics include the study of professional learning communities, mentoring, and coaching. Various strategies for selection and development of leaders are examined. Concepts include stewardship, servant leadership, transformational leadership, gender, and ethnicity.

723. Faith and Ethics in Educational Leadership (3)

A critical analysis of faith issues, ethical decision-making, world-view frameworks and values questions in the context of schools and educational leadership, especially in the public sector but not excluding the private. Techniques and tools are identified and practiced to analyze, clarify and evaluate ethical issues within educational contexts.

728. Strategic Planning and Marketing for Higher Education (3)

The role of strategic planning and marketing in higher education utilizing case studies methods and applications. The student will develop strategic plans for utilizing integrated marketing approaches for higher education.

730. Service-Learning in Higher Education (3)

A comprehensive examination of service-learning as a philosophy of education, pedagogy and program type. Successful models of service-learning programs will be analyzed and students will explore the benefits and challenges of this form of engaged learning. To include the design of a service-learning program.

732. Leadership Growth Paper (3)

The Leadership Growth Paper is the culminating experience of the Ed.S. Program. The paper affords the Educational Leadership student the opportunity to engage in action-oriented research on a problem tied to school improvement. The problem is identified in EDU 708, and data is collected at the school or school system level. This course provides a context for completion of the paper by Curriculum and Supervision students.

734. Leadership Internship (3)

Prerequisite: Approval from Office of Graduate Studies in Education.

The internship for the Instructional Leadership track of the Ed.S. in Educational Leadership is a five-month, mentored experience involving two or more settings and multiple levels with an introductory field practicum of one month. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students in the Education Specialist Instructional Leadership program develop and present a “Leadership Growth Paper” in the context of their internship work.

737. Leadership Practicum Summer (1)

738. Leadership Practicum Fall (1)

739. Leadership Practicum Spring (1)

Prerequisite: approval from Office of Graduate Studies in Education.

The practicum for the Instructional Leadership concentration (Standard Route) is an eight-month, mentored experience in a cooperating school system. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students in the Education Specialist Instructional Leadership concentration develop and present a “Leadership Growth Paper” in the context of their practicum work.

740. Leadership Internship in Higher Education (3)

The Internship is an approved, mentored, experience that provides the Higher Education student the opportunity to engage with issues impacting the nature and function of higher education in a workplace environment. Students prepare an “Executive Summary” that reflects the context of their internship experience.

741. Leadership Development Research Project I (3)

Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

742. Leadership Development Research Project II (3)

Prerequisite: EDU 741

Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

745. Higher Education Policy and Assessment (3)

Current policy and assessment issues in with specific attention to the nature and function of policies that impact administrative posts in higher education as well as assessment strategies and procedures in diverse higher education settings.

750. Proseminar in Higher Education

This Series introduces the student to the diverse, interdisciplinary issues of higher education while considering current issues and trends in higher education and encouraging engagement between the areas of practice, research, and theory.

751. Dissertation Proposal Development (3)

Prerequisite: successful completion of all EdD coursework and Comprehensive Exams.

Doctoral-level course offers an opportunity, within one semester, to extend the time needed by EdD students to develop the dissertation proposal. Special permission for this course should be requested through the Dean’s office. Pass/Fail.

752. Organizational Theory and Governance (3)

In this course, we investigate theories underlying how higher education institutions function as organizations and their governance processes. Historical and contemporary points of view on organizations will be discussed along with consideration of the internal and external forces acting on the institution.

753. Critical Issues in Higher Education (3)

In this course, we explore issues that have shaped and are shaping higher education in American society. An emphasis on evaluating various perspectives on each issue is a central focus.

754. Higher Education Finance (3)

Students will obtain an overview of the financing of higher education, both nationally and internationally. Students will review the main issues in finance, develop the ability to examine and analyze financial statements, assess the budget as an instrument of control, and relate the budget to the educational program.

786. Seminar: Multicultural and Diversity Issues in Education (3)

A seminar course dealing with the theoretical and applied bases of educational administration in multicultural contexts. Students examine through readings the needs and characteristics of various cultural groups with the focus on translation to practice and policy.

788. Special Studies (1-3)

A variable topics course in either Leadership Issues or Leadership Practice that do not appear in regular course offerings. These group studies may be offered as needed.

Education Research (EDR)

700. Research Issues in Educational Leadership (3)

Students learn to locate, critique, and report research findings; apply introductory methods of analyzing, synthesizing and evaluating research evidence; compare types of qualitative and quantitative educational research; and design a “Problems Paper” utilizing action research in an educational leadership context.

707. Leadership Research Seminar (1, 2)

Prerequisite: EDR 700

This course provides students opportunity to demonstrate clear understanding of the interrelated nature of the experiences from the educational leadership courses in their doctoral program through critical discourse on contemporary issues. The seminar series will serve as experimental ground for creating a scholarly community among doctoral students while they explore communication essentials, such as evaluating research articles, writing academic pieces including abstracts and literature reviews, and examining effective presentation skills. The final product of the seminar is the completion of the Qualifying Paper, a substantial critical analysis of the theoretical and empirical literature related to educational leadership, which may or may not be related to the student’s dissertation topic. The first enrollment is for 1 credit hour, and the second enrollment is for 2 credit hours.

708. Qualitative Inquiry in Education (3)

A foundation for understanding and conducting qualitative research in education by covering topics of qualitative theoretical underpinnings, research designs, data collection, and data analysis techniques.

710. Intermediate Statistics (3)

Prerequisite: EDR 700.

This course is designed to provide the student an opportunity to analyze data from experimental designs using analysis of variance and multiple regression and to apply the data for school improvement.

712. Dissertation Research Seminar (1, 2)

Prerequisite: EDR 707

This course is offered in seminar format in 2 segments. It serves as experimental ground for creating a scholarly community among doctoral students, coinciding with enrollment in EDR 710, 725 and 720. The seminar assesses researchable questions in leadership and administration in a student’s area of specialization resulting in a Dissertation Proposal. One enrollment is for 1 credit hour, and the other enrollment is for 2 credit hours.

720. Research Methods and Design (3)

This course is designed to provide the student an opportunity to explore the issues, procedures, and problems associated with methods and design of qualitative and experimental models. Students are required to begin the dissertation prospectus process during this course.

725. Advanced Statistics and Design (3)

Prerequisite: EDR 720.

This course is designed to address multivariate statistical analysis and advanced design analysis in educational research. Specific attention is given to individual student research and the completion of the dissertation proposal.

750. Research in Higher Education (3)

This seminar introduces the student to higher education research and serves as an opportunity for doctoral students to develop a scholarly research focus. The research and writing process will be discussed, with an emphasis on the literature review process. The student will have the opportunity to (a) explore research issues in higher education; (b) develop a research agenda; (c) establish a conceptual framework; and (d) write a doctoral level review of the literature.

751. Dissertation Research in Higher Education (3)

Prerequisite: EDR 750

This course advances the student’s development as researcher and scholar through the assessment of researchable questions in higher education resulting in a Dissertation Proposal.

785. Special Study

Group studies which do not appear in the College course offerings. Content will be determined by need.

790, 791, 792, 793. Dissertation (1-4)

Prerequisite: Successful completion of Ed.D. oral and written comprehensive examination and approval of the Dissertation Proposal.

The doctoral dissertation is the culminating experience of the Doctor of Education degree involving a scholarly inquiry into an area of professional and intellectual interest. The student will conduct research and produce a quality report of the findings involving a written and oral defense of the research. Students will register for a minimum of 9–12 hours of credit. The course is graded PR (progress) or F (failure). Each doctoral student must submit his pre-dissertation or dissertation manuscript for publication or presentation, as written by him/her during enrollment in the Educational Specialist phase/Education Doctorate Program at Union University. Validated verification of official submission by the student’s Dissertation Chair must be on file in the Dean’s Office before the student will be permitted to defend his/her dissertation. With successful completion of the dissertation the final semester is graded Pass and all previous PRs are converted to Pass.