

# DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

## THE SCHOOL OF EDUCATION

Available on the Jackson, Germantown, and Hendersonville Campuses

### 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 Teacher Education Program: *... 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, and
2. The Ed.D. in Educational Leadership with a specialization in Higher Education.

The Ed.D. in Educational Leadership P-12 School Administration degree is offered on both the Jackson, Germantown, and Hendersonville campuses and has two areas of concentration, Instructional Leadership (P-12) and Curriculum and Supervision (P-12).

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, blended online/campus, 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 emphasizes close relationships, 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/education/leadership](http://www.uu.edu/education/leadership)

### Doctor of Education Admissions Process

Union University offers two specializations in its Ed.D. in Educational Leadership degree program: P-12 School Administration and Higher Education. Each degree program is a cohort-based enrollment program with the exception of the dissertation, which is highly individualized. The cohorts for the P-12 School Administration program begin each February on the Jackson, Germantown, and Hendersonville campuses. The cohort for the Higher Education program begins each June on the Jackson campus only. Please visit the Union website at [www.uu.edu](http://www.uu.edu) for program calendars.

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 transcripts from ALL undergraduate and graduate schools attended. 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.
- 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.
- 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 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); Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience; recommendation form completed by the Director of the school system where the applicant is employed; and current professional resumé.
  3. 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

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## Financial Information

Tuition for the 2010 Ed.D. cohort is \$470 per semester hour.

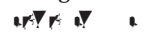
The following are non-refundable fees:

Application Fee: .....	\$ 50
Practicum/IL: .....	\$200
Graduation Fee: .....	\$25
Lab Fees, EDR 710, 720, 725:.....	\$15
IL Portfolio Fee (when applicable).....	\$150

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

1. Payment may be made by the semester with 50% due before classes begin and 50% due one month later.

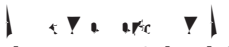
2. FACTS monthly electronic draft from checking or savings.


3.  The Federal Stafford Loan (subsidized or unsubsidized) is available to Ed.D. students who need financial assistance. A Master Promissory Note must be on file in the Student Financial Planning Office. To qualify for a student loan, the graduate student must:

1. Be accepted to the Ed.D. Degree program.
2. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA
4. Complete all applicable Graduate Application forms for Financial Assistance.

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## Doctoral Processes

 Required of students who specialize in P-12 School Administration, 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 during a 10-month period in the student's first year and a half of enrollment. This seminar over its three segments 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 three segments 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. In addition, EDR 707 prepares 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 the fall segment of 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.

 Upon completion of all courses prior to the dissertation, the student

director as early as possible in the research process, usually the fall of 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, no later than the spring semester of the third year, 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.

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## 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 National Council for the Accreditation of Teacher Education (NCATE).

### Areas of Concentration

The Union University doctoral degree in Educational Leadership with a specialization in P-12 School Administration is offered on the Jackson, Germantown, and Hendersonville campuses. In each, doctoral courses

and processes form a scholarly community to support students in their personal transformation and in identifying and addressing critical educational issues at the local, state, national, and international levels. The degree program has two areas of concentration:

1. Instructional Leadership (IL). The IL concentration offers a license program which can earn the graduate the Tennessee Instructional Leadership License. Through this concentration, which includes a practicum or internship that is closely supervised and directly related to the student's individual needs, doctoral students can earn licensure as a principal or supervisor under national standards approved by NCATE and Interstate School Leaders Licensure Consortium (ISLLC).
2. Curriculum and Supervision (C&S). The C&S concentration is identical to the IL concentration; however, the C&S concentration does not require the practicum/internship course necessary for Tennessee Instructional Leadership License (C&S students take EDU 613 instead). This area of concentration is for doctoral students who desire the knowledge, skills, and dispositions of a school leader without the licensure.

### Course of Study

Both concentrations in the Ed.D. in Educational Leadership P-12 School Administration degree requires completion of a minimum of 60 semester hours with a maximum of 9 hours allowable for transfer by petition from regionally accredited masters programs and an additional transfer of 9 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

# Curriculum for the Ed.D. in Educational Leadership

## Specialization: P-12 School Administration

### Concentration: Instructional Leadership

Human Growth and Development, Instructional Technology, Educational Assessment

Maximum of 9 semester hours of master's credit and 9 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

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

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## 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, blended on-line/campus, 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 skills and expertise;
5. Prepare leaders who effectively deal with the challenges facing higher education; 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.

### 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. The degree program begins a new cohort each June on the Jackson campus and is delivered in a combination of campus, blended online/campus, 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. For a schedule of courses in the Higher Education specialization, please visit the Union University website at [www.union.edu](http://www.union.edu).

## 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:

EDU 701—Leadership, Organizations and Change  
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 702—Engaged Learning  
EDU 705—The American College Student  
EDU 720—Curriculum Design and Evaluation in Higher Education  
EDU 730—Service-Learning in Higher Education

EDU 740—Leadership Internship  
OR EDU 750—Proseminar  
OR EDU 788—Special Studies

(30 hours)  
EDR 700—Research Issues in Educational Leadership  
EDR 710—Intermediate Statistics  
EDR 720—Research Methods and Design  
EDR 725—Advanced Statistics and Design  
EDR 750—Proseminar: Leadership Seminar  
EDR 750—Proseminar: Dissertation Seminar  
EDR 790—Dissertation (12)

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

## Course Descriptions

### Education (EDU)

A study of the history and philosophy of American education with attention to European antecedents, and philosophical movements such as Idealism, Realism, Perennialism, Essentialism, Progressivism, Reconstructionism, and Existentialism.

A study of teaching strategies which focus on student learning such as constructivism, brain-based teaching and learning, integrated thematic instruction, inquiry and multiple intelligence learning styles.

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.

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.

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.

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.

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.

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.

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.

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.

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.

This seminar is offered to Union Ed.S. students only as one of the two bridge courses for admission to the Ed.D. in Educational Leadership—Specialization in P-12 Administration. 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

Curriculum planning, design, implementation and evaluation by examination of purpose, content and context of college curriculum with emphasis on the best practices for design and evaluation.



## Education Research (EDR)

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.

Prerequisite: EDR 700

This course provides students opportunity to demonstrate clear understanding of the interrelated nature of the