

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

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

Financial Information

Tuition for the Ed.D. program for the 2019-2020 year is \$665 per semester hour.

The following are non-refundable fees:

Application Fee.....	\$50.
General Student Fee.....	\$22/hour
Practicum/IL.....	\$200
IL Portfolio Fee (when applicable).....	\$150

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

1. The University accepts payment via Web Advisor, 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.

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

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 (98 hours) Pr-4.3 (acti</L(The ())TJ ET E1017.6

EDU 702—Engaged Learning

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 708—Curriculum and School Improvement

EDU 721—Literacy Across.7 (u29al Decs 01(The)-0:MC /Span <</L

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

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

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 systems 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 en-USene.05 Tw 108moohip12.6 (ef)21 (orm on)-1.1 (p

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.

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)