(2018). Dean for the College of Education and Professor of Education. B.A., The College of William and Mary; M.A., University of Richmond; Ph.D., University of Maryland.

1. An official report showing an acceptable score on the Miller Analogies Test, National Teacher Exam, Praxis II Specialty Area Test, Graduate Record Exam, or adequate writing sample essay.
2. Two completed Reference Evaluation forms. These references must be from persons who are familiar with the applicant's professional or academic abilities. If the applicant is currently teaching, at least one recommendation should be from an administrator or supervisor who is familiar with the applicant's work as

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

All courses and their application must be defined and approved prior to travel.

All courses and their applications must be defined and approved prior to registering.

All courses and their application must be defined and approved prior to travel.

All courses and their applications must be defined and approved prior to travel.

Group studies which do not appear in the department course offerings. Course content will be determined by need.

A non-lecture research and discussion course. Course content will be determined by need.

The seminars will focus on basic theories of economics at both the macroeconomic and microeconomic level. The workshops will stress practical applications of economic principles and basic classroom methods for teaching economics.

A critical study of research-based design, implementation and

Prerequisite: Completion of graduate coursework including EDU 665.
An extensive review of literature and synthesis of key learning based on the student's concentration area designed to provide a culminating experience of the M.A.Ed., non-thesis option. The final product will be presented to faculty and peers. To be taken the semester before graduation.

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in Education A.

Prerequisite: EDU 665.

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in Social Science Education A.

Internship in a field situation for a specified time. Specific requirements will be arranged by the department.

All courses and their application must be defined and approved prior to travel.

All courses and their applications must be defined and approved prior to registering.

All courses and their application must be defined and approved prior to travel.

All courses and their applications must be defined and approved prior to travel.

Group studies which do not appear in the department course offerings. Course content will be determined by need.

A non-lecture research and discussion course. Course content will be determined by need.

Group studies which do not appear in the department course offerings. Course content will be determined by need.

Individual research and study under the guidance of a graduate faculty member.

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

An introduction to basic printed reference and electronic resources for school library media centers and how to use them effectively. Focuses on how to use strategies in seeking answers to reference questions. The reference resources studied will serve as a selection guide for school libraries. Attention is given to developing instructional skills for use with print and electronic resources. Field experience required.

Individual research and study under the guidance of a graduate faculty member.

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in LSC 680.

Internship in a field situation for a specified time. Specific

This course is designed for the advanced physical educator and coach who desires greater depth into the application of biomechanics to sport and physical education settings. The Student will develop a working vocabulary of terminology related to movement and structure, perform an analysis of specific movements, learn to apply basic mathematics to human movement and correlate the role of skeletal and muscular systems in movement. In addition, the student will learn to apply movement pri.4 ( )]TJ 680.85 T847 (ole ofUCiM[apv-0.10 (t)-15.7 EMC addition,m[apply mo)15.7 (v)16.6 (ement pri.4 (2.2 (e)-0nicsE4sBDC

Individual research and study under the guidance of a graduate faculty member.

Group studies which do not appear in the department course offerings. Course content will be determined by need.

Individual research and study under the guidance of a graduate faculty member.

An investigation of the assessment methods for identification and diagnosis of learning problems in infants and young children and of the research related to effective techniques for early intervention.

Individual research and study under the guidance of a graduate faculty member.

A course designed to research recent developments in Special Education, including the aims, philosophies, methods, content, and problems related to the field.

A course designed to help the student complete the individual research related to the specialty area. Specific course content will be designed to meet the program needs of the individual student.

A continuation of Research in SE 680.

The tenets of human language, focusing on 1st and 2nd language acquisition considering its psycholinguistic and sociolinguistic aspects.

A Teacher-Student Dynamic of Sensitivity, Reflection and Faith

The mission of the Educator Preparation Program is to prepare highly effective educators within an environment of sensitivity, reflection, and faith.

Effective educators demonstrate knowledge in their respective fields, sensitivity to students' diverse learning needs, reflection in scholarship and inquiry, motivation of their students' becoming life-long learners, and a careful examination of their worldview and integration of the fruit of the Spirit (Galatians 5:22-23).

1. Knowledge of Learners. Candidates as teacher-practitioners design and implement instruction in consideration of the typical cognitive, linguistic, social, emotional, and physical development of children and adolescents and responsive to individual needs.
2. Diverse Learners. Candidates as teacher-relaters respect diverse cultures and the wide range of individual abilities by establishing inclusive learning environments that maintain high expectations for all.
3. Learning Environments. Candidates as teacher-relaters create respectful, collaborative, and engaging learning environments that communicate the Christ-modeled worth and potential of each individual.
4. Content Knowledge. Candidates as teacher-scholars demonstrate academic competence in the central concepts, tools of inquiry, and structures of their discipline(s) and design instruction that makes content accessible and meaningful to facilitate content mastery.
5. Content to Critical Thinking. Candidates as teacher-practitioners engage learners in critical thinking, creativity, and problem-solving by integrating concepts of the discipline(s) from different viewpoints relevant to local and global issues.
6. Assessment, Reflection, Response. Candidates as teacher-practitioners use multiple assessment strategies to evaluate learning in the classroom and to empower the learner to reflect and improve.
7. Planning. Candidates as teacher-scholars and practitioners use content, pedagogical, and cultural knowledge to plan instruction that is rigorous, personal, and differentiated to the learner by providing for students a clear linkage between critical content, meaningful assessment, and purposeful, engaging instructional approaches.
8. Instructional Strategies. Candidates as teacher-practitioners demonstrate knowledge and use of a variety of effective teaching methods that promote deep understanding of content, its connections to other disciplines, and its meaningful application to their modern world.
9. Professional Learning and Ethical Practice. Candidates as teacher-practitioners are immersed in professional learning, demonstrate their ability to reflect on practice and choices, and are responsive to input from mentors, faculty, and cooperating teachers to adapt instruction for improved learner outcomes.
10. Leadership and Collaboration. Candidates as teacher-relaters demonstrate leadership by assuming responsibilities for instruction and learning in the classroom, collaborating with all stakeholders to ensure learner growth, and showing evidence of the potential for and interest in future leadership roles beyond the classroom.

The National Council for Accreditation of Teacher Education (NCATE) first approved Union's Professional Education Unit at both the initial and advanced levels in 2000. This national accreditation supported the unit's state approval that had stood since the mid-1950's. The Educator Preparation Program remained accredited by NCATE through October 2020, when it achieved reaccreditation at the initial and advanced levels through the Council for the Accreditation of Educator Preparation (CAEP). This accrediting body was created via the merger of NCATE and the Teacher Education Accreditation Council (TEAC) in 2013. Union University's CAEP accreditation term runs from October 2020 through 2027. To learn more about Union's accreditation status, please visit *https://caepnet.org/provider-search* or contact the Council for the Accreditation of Educator Preparation (CAEP).

1140 19th St NW, Suite 400 Washington, DC 20036 (202) 223-0077

To be licensed to teach in the State of Tennessee, prospective teachers must earn a bachelor's degree with a major in an academic field and meet specific competencies needed in the teaching profession.

Business Education, 6–12
Chemistry, 6–12
Chinese, PreK-12
Early Childhood Educ., PreK-3
Economics, 6–12
Elementary, K–5

below the minimum, the student is removed from the EPP and may only repeat courses to raise the GPA. When the GPA is at or above the minimum, the student will be submitted for readmission to the EPP.

As required by national standards and by the Tennessee Department of Education guidelines, early field experiences are a vital part of the EPP at Union. The purpose of these early field experiences is to introduce the prospective teacher to a variety of school settings, learners, and routine activities. The knowledge and skills introduced in course work will be refined in the early field experiences.

Proof of professional liability insurance is required of all students enrolled in courses with field experiences. This expense is the responsibility of the student. Options for this coverage include, but are not limited to, membership in Student Tennessee Education Assoc.8 (s)0.6 .8 (on As)02t8Tw soc.8 (s)0.6 .8 (o(s)00.6 (sEMC r8 (s)0.6 .8 (.6 ( )0.6 (oc.8 (s)0.anb.Ce r)12.6 (espooduce

The purpose of the Master of Education degree program is to provide relevant educational opportunities for educators to develop as practitioners and educational leaders.

The M.Ed. is structured into three focus areas for maximum depth, relevance, and flexibility:

1. Teaching and Learning (TL) – 30 hours
2. Instructional Leadership (IL) – 30 hours
3. Teacher Leadership (TLD) – 30 hours

The M.Ed. with a focus in provides opportunities for continuing professional development for the experienced classroom teacher in the areas of curriculum, instruction, and leadership. The TL focus is a non-licensure, fully online program.

The M.Ed. with a focus in provides opportunities for students to develop their knowledge and skills toward becoming leaders in schools and school districts. Students completing the IL focus must successfully pass the state licensure exam to obtain both the M.Ed. degree and state licensure.

The M.Ed. with a focus in provides opportunities for students to develop their knowledge and skills to prepare for a teacher leadership role (i.e., instructional coach, mentor, department chair, etc.), and/or leverage their existing abilities in their current roles as teacher leaders. The TLD focus is a non-licensure program.

The M.Ed. program emphasizes teamwork, cooperation, professional support, and sharing of knowledge among students.

The curriculum for each of the three focus areas (TL, IL, and TLD) consists of 30 semester hours. Students complete 12 semester hours of Foundation coursework, 12 semester hours of Focus coursework, and six

This focus is designed to be a non-licensure curriculum for school- and district-based teacher leaders in formal and informal roles. Teachers must currently serve as the teacher of record for a group of students or the teacher leader of record for a school or district. M.Ed. students will confront the triad of roles played by the transformational teacher to be enjoined to the education of the whole learner: Scholars have reason to be superbly confident in their subject; Practitioners specialize in methodology that engages learners; and Relaters develop an abidingly deep understanding of and concern for their students as persons. Students with the M.Ed. in Teacher Leadership will:

1. Enhance their knowledge (as Scholars), skills (as Practitioners) and values (as Relaters) in relation to the major issues facing today's practitioners.
2. Engage the Christian intellectual tradition and demonstrate service to society.
3. Apply research skills to current educational problems.
4. Prepare for or enhance school or district leadership roles as teacher leaders.

The objectives are met within the context of The Teacher Leader Model Standards (TLMS) developed by the Teacher Leadership Exploratory Consortium.

The Master of Education degree utilizes the following means of assessing the objectives listed above. The emphasis in this assessment is upon a variety of measures and competencies.

1. School Leaders Licensure Assessment (IL only)
2. Culminating Performance Exhibition (Scholar and Practitioner)
3. Electronic Dispositions Evaluation (Relater)
4. Artifacts compiled in the electronic portfolio
5. Clinical experience, an integral part of most courses
6. Course work and teacher-devised assessments
7. Course evaluations by students
8. End of program questionnaire

Transfer Credit by Petition: Maximum of 9 semester hours may be applied.
EDU 612 Literacy Across the Curriculum (3)
EDU 621 Faith and Ethics in Educational Leadership (3)
(EDU 647 Faith and Ethics in Education (3) for TL focus)
EDU 639 Teacher Effectiveness (3)
EDU 643 Methods and Design for Classroom Research (2)
EDU 652 Performance Exhibition (1)

EDU 606 Accountability for Greater Student Learning (3)
EDU 608 Learning Theories into Practice (3)
EDU 611 Differentiated Instruction (3)
EDU 6171 Positive Discipline (3)

EDU 602 Technology-Rich Learning (2)
EDU 648 Engaging Diversity in School Cultures (2)
EDU 6001 Community Involvement to Improve Schools (2)
*The above listed Flex courses for Teaching and Learning are required.

EDU 624 Curriculum and School Improvement (3)
EDU 654 Legal and Financial Issues in School Governance (3)
EDU 659 Supervision (3)
EDU 664 Organizational Decision Making (3)

EDU 653 Leadership Issues I (3)

Candidates for admission to the M.Ed. program must have a minimum of a Bachelor's degree and teaching experience (three years for the Instructional Leadership focus), as more specifically stated in the following admission criteria:

1. Teacher Licensure;
2. A minimum G.P.A. of 3.0 based on a 4.0 scale (undergraduate and post-baccalaureate credits combined);
3. Writing Sample. All candidates, regardless of GPA, must successfully complete the M.Ed. writing sample, demonstrating adequate graduate level writing skills;
4. An interview with the Director of the M.Ed. program;
5. Application to Graduate Studies in Education along with the non-refundable application fee;
6. Official transcript(s) showing all coursework, 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. Send transcripts directly to the Office of Graduate Studies in Education;
7. Recommendation forms (provided) from 4 persons: One must be completed by the applicant's current principal or supervisor; two must be completed by fellow teachers/colleagues; and one by a character/personal reference (non-family member);
8. Certificate of Immunization.

In addition to the criteria above, candidates for admission to the Instructional Leadership focus must submit the following:

1. Professional Resume;
2. Copy of most recent state-approved performance appraisal;
3. Verification of Experience form completed by applicant's school system documenting at least 2 years of teaching experience;
4. Recommendation form completed by the Director of the sc50( )Tj/Span<</Actual<FEFF0020 BDC 0.004 Tc 0 Tw 0 Tc 0 Tw 0 Tc 0 Tw 0

Financial aid information for graduate students is available on our website at *www.uu.edu/financialaid*. Generally, graduate students may be eligible for Federal Direct student loans or private alternative student loans, depending on the program of

The purpose of the Education Specialist in Educational Leadership is to prepare leaders who will make a difference as moral agents and sensitive social advocates for the children and the communities they serve; who will focus on the central issues of learning and teaching and school improvement; who will make strong connections as they reflect Christian values with others as individuals and as members of the educational community.

: Human Growth and Development, Instructional Technology, Educational Assessment

Maximum of 12 Semesters Hours May Be Applied.

EDR 700–Research Issues in Educational Leadership
EDU 702–Engaged Learning
EDU 703–Supervision
EDU 706–Organizational Decision Making
EDU 707–Legal Issues in School Governance
EDU 708–Curriculum and School Improvement
EDU 714–Leadership Issues I–Theories and Strategies
EDU 715–Leadership Issues II–Planning and Finance
EDU 721–Literacy Across the Curriculum
EDU 722–Teacher Leadership
EDU 723–Faith and Ethics in Educational Leadership
EDU 732–Leadership Growth Paper
EDU 786–Seminar: Multicultural and Diversity Issues in Education
Total: 39 hours

Presentation of Leadership Growth Paper–May

Maximum of 12 Semesters Hours May Be Applied.

EDU 607–Community Involvement for Learning Improvement
EDU 723–Faith and Ethics in Educational Leadership
EDU 606–Accountability for Greater Student Learning
EDR 700–Research Issues in Educational Leadership
EDU 702–Engaged Learning
EDU 711–Politics, Policy, and Instruction
EDU 716–Purpose and Plan for Action Research

Students in the Education Specialist Program must maintain an overall Grade Point Average of at least 3.0 in the Ed.S. Program to remain in Good Academic Standing.

After completion of nine graduate hours in the program, an Ed.S. student whose cumulative program GPA is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his/her program GPA to 3.0 or higher.

If the student fails to attain the required minimum 3.0 GPA during the probationary semester, the student will be

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.

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 and 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.

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.

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.

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.

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.

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.

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.

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

Note: For the 2022-2023 academic year, the GRE test requirement will be waived and replaced with a writing sample requirement.

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 .
3. Successful completion of the written and oral Comprehensive Examinations.
4. Submission of approved Dissertation.
5. Successful defense of the Dissertation.

Tuition for the Ed.D. program for the 2022-2023 year is $715 per semester hour.

The following are non-refundable fees:
Application Fee.....$50
General Student Fee.....$25/hour
Practicum/IL.....$200

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

1. The University accepts payment v6.Pf c90536 rext

(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)

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

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.

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)

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

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 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.

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.

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.

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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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 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.

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.

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.

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.

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.

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.

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.

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.

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

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