

Doctor of Education

Available on the Jackson and Germantown Campuses

Program Purpose

The Ed.D. in Educational Leadership 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 educational society.

Objectives of the Program

The six objectives of the Union Ed.D. 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 which 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 improvement.
6. Encourage ethical service in a framework of Christian values.

These objectives and statement of purpose for the Ed.D. in Educational Leadership emphasize commitment to service in education within a framework of Christian ideals, the essence of the institution's mission and purpose. The Ed.D. program objectives stated above are met within the context of a set of standards developed by the Educational Leadership Constituent Council of the National Council for the Accreditation of Teacher Education (NCATE).

Assessment of Outcomes

In addition to each course in the Ed.D. program reflecting the student outcome standards of NCATE, ISLCC, and the State of Tennessee Department of Education, assessment of the Ed.D. program links program objectives with various evaluation procedures. The number of each objective to be assessed is listed in parentheses beside each means of assessment.

- Individual courses in the program with their assessments. (1,2,4,5,6)
- Practicum/Internship in Educational Leadership. (1,3,4,5)

- Graduate course evaluations. (.6)
- Problems Paper and Forum. (1,2,3,4,5)
- Comprehensive Examinations: written and oral. (1,2,4)
- Dissertation. (1,2,3,4,5)

Program Description

The Doctor of Education (Ed.D.) is the highest professional degree in education. Candidates for this degree are recognized for their commitment to the application of knowledge for the improvement of educational practice. The Union Ed.D. is designed for active professionals interested in leadership and teaching roles in P-12 schools, universities, government and business.

The Ed.D. is a 60-semester hour post-Masters program containing two areas of emphasis; Administration and Supervision (A&S), a licensure course of study for P-12 school leaders, and Curriculum and Supervision (C&S), a non-licensure course of study designed for school leaders who desire knowledge of concepts and strategies for school and classroom leadership. With the A&S emphasis, earning a Tennessee Beginning Administrator License is possible while working on the degree. The degree is designed to meet both national (NCATE and ISLLC) and State of Tennessee licensure standards in school leadership.

The Cohort Approach. The Union Ed.D. program accepts students in groups to pursue each course (with the exception of the dissertation phase) together in a cohort. Lifelong friendships are developed through this format, and learning takes place in a spirit of unity, rigor and cooperation.

Program Delivery. Students will complete the first 39 semester hours of the program utilizing an innovative delivery system designed to meet the needs of educators. Ed.D. students will begin the program with a course offered on Saturdays in April and May, 8 a.m. – 2:30 p.m. over 5 1/2 Saturdays, followed by an intensive two months in which students complete 6-7 semester hours utilizing Saturdays in June and July, and mornings two days a week in June and July. Time is provided during the summer for library research, group projects, independent reading, and Practicum hours. In the fall, instruction occurs on Saturdays, 8 a.m. – 2:30 p.m. on 5 1/2 Saturdays for

a course in September and October, followed by other courses offered on Saturdays in November-December, January-February, March-April, and May-June-July. Saturdays are utilized for courses offered January through May. The guiding principle is that students will complete one course before moving to another.

Administration and Supervision students begin the Practicum in their first summer if they are following Tennessee's Standard Program Route (as defined in the Tennessee State Department of Education Guidelines for Administrator Endorsement). The Practicum runs the entire school year through the month of June. A full-time Internship, January through June, is required for A&S students following Tennessee's Internship Program Route (as defined in the Tennessee State Department of Education Guidelines for Administrator Endorsement). Students and faculty maintain online contact during the intervening weeks and months in support of course assignments. Saturdays are also utilized for courses offered January through June. In June A&S students complete their Practicum or Internship and, with C&S students, present their Ed.S. Problems Paper. Also in June, A&S students take the ISLLC Administrator Assessment for "Beginning Administrator Licensure" and for graduation in August.

The Beginner Administrator's License will qualify the candidate for an administrative position in the schools. If the candidate wants to qualify for the Professional Administrator's License, he or she must be employed in a public school administrative position. At that juncture, the Graduate Studies in Education Program enters into the approved follow-up process of mentorship with the public school system which allows the candidate to advance to a license at the Professional Administrator's level.

Students will complete the last 9 hours of coursework (the Research component) by meeting one night per week during the second year (September – June).

The Problems Paper. The Problems Paper is the culminating experience of the first 39 hours of the Ed.D. This scholarly paper affords the student the opportunity to engage in both an action-oriented research on a problem linked to school improvement and a self-evaluative professional development process.

The Problems Paper Forum. The Forum is an oral presentation of the Problems Paper given by the graduate student facilitated by the graduate faculty in an educational community setting.

The Doctoral Committee. Doctoral students are assigned a dissertation committee chair by the graduate director during the first semester of the Research component. Selection of the committee 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, 3) compatibility. A student works with his or her chair to recommend two other graduate faculty to serve on the committee. The committee members are assigned as early as the Fall and no later than the Spring semester of the first year of the Research component. In addition, the faculty members who teach one or more of the research courses (EDR 710, 720, 725) serve as research design and statistics resource faculty for all dissertation committees.

The Comprehensive Examinations. Upon completion of all courses (48 hours) prior to the Dissertation, the student will receive clearance to take the written and oral Comprehensive Examinations when the following requirements are met: a GPA of 3.2 in the first 48 hours of Ed.D. coursework as specified by the Program of Study and an approved doctoral committee. These examinations cover issues, practice and research in Educational Leadership. The written exam is prepared by the student's doctoral committee and takes place over the course of three days. The exam consists of questions that are designed to provide students the opportunity to demonstrate their 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 doctoral 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 degree 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 an advisor early in the program and with faculty throughout the coursework, the student de-

velops a research problem and proposal. Using the expertise and knowledge developed in the research core courses and under the direction of a faculty dissertation advisor 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 and defense of the research.

Curriculum: Ed.D. in Educational Leadership: Administration and Supervision

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

Transfer Credit By Petition: Maximum of 9 semester hours may be applied

Licensure. This program leads to a recommendation for licensure as a principal or supervisor in instruction in the State of Tennessee. It is designed to meet NCATE, ISLLC and State of Tennessee licensure standards in school leadership.

Curriculum. The Ed.D. curriculum has three components: Leadership Issues, Leadership Practice, and Leadership Research.

Leadership Issues (15 hours)

EDU 610—History and Philosophy of Education

EDS 704—Leadership Issues I: Theories and Strategies

EDS 705—Leadership Issues II: Planning and Finance

EDS 709—Legal Issues in School Governance

EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (21 hours)

EDU 601—Schools and Families in a Pluralistic Society

EDU 603—Student-Centered Instructional Design

EDS 703—Supervision

EDS 706—Organizational Decision Making

EDS 708—Curriculum and School Improvement

*EDS 731—Leadership Practicum **OR**

**EDS 730—Leadership Internship

EDU 785—Readings in Teaching and Learning

Leadership Research (24 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 790 – Dissertation

Total: 60 hours

*Standard Program Route Only

**Internship Program Route Only

Exit Assessments:

Completion of the Practicum or Internship

Completion of SLLA exam

Presentation of Problems Paper

Completion of Comprehensive Examinations

Completion of Dissertation

Completion of Dissertation Oral Defense

Curriculum: Ed.D. in Educational Leadership: Curriculum and Supervision

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

Transfer Credit By Petition: Maximum of 9 semester hours may be applied

Curriculum. The Ed.D. curriculum has three components: Leadership Issues, Leadership Practice, and Leadership Research.

Leadership Issues (15 hours)

EDU 610—History and Philosophy of Education

EDS 704—Leadership Issues I: Theories and Strategies

EDS 705—Leadership Issues II: Planning and Finance

EDS 709—Legal Issues in School Governance

EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (21 hours)

EDU 601—Schools and Families in a Pluralistic Society

EDU 603—Student-Centered Instructional Design

EDS 703—Supervision
EDS 706—Organizational Decision Making
EDS 708—Curriculum and School Improvement
EDS 732—Problems Paper: Educational Leadership
EDU 785—Readings in Teaching and Learning
EDU 786—Seminar: Readings in Cultural Diversity

Leadership Research (24 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 790—Dissertation

Total: 60 hours

Exit Assessments:

Presentation of Problems Paper
Completion of Comprehensive Examinations
Completion of Dissertation
Completion of Dissertation Oral Defense

Calendar for Ed.D.

Dates may vary slightly. Separate course schedules for each cohort are available.

Year 1: April through July of the next calendar year
Complete first 39 semester hours of Ed.D.

Problems Paper Forum: July (in second summer of courses)

Year 2: September through June
EDR 710, EDR 720, EDR 725

Written and Oral Comprehensive Examinations:
July (in third summer of courses)

Year 3: September through July
EDR 790

Dissertation Proposal due November 15

Dissertation due May 1

Dissertation Oral Defense

Graduation: August (in fourth summer of the program)

Admission Information

Classes for new cohorts begin each April. Students may be admitted throughout the year in an ongoing process so they can begin the necessary prereq-

uisites and complete their doctoral admission file. All files must be complete by January 15 for classes that begin in April of that year. Students who have completed the first 39 hours of the program or who are currently enrolled in the Ed.S. program must submit all application materials by March 15. Their classes begin in September of that year.

The items below must be submitted to the Office of Graduate Studies in Education in Jackson or Germantown. After they have been received, the applicant may be contacted to schedule a formal interview with graduate faculty in education. When a decision is reached, students will be notified of their status by letter.

All candidates for admission to the Ed.D. Degree Program in Educational Leadership must submit an *Application to Graduate Studies in Education* along with a non-refundable application fee (\$50) and arrange for official transcripts to be sent directly to the Office of Graduate Studies in Education from previously attended colleges or universities. In addition, a completed *Certificate of Immunization* will be required of all students.

If not documented on an official transcript, the student must complete coursework in instructional technology, human growth and development, and assessment or educational measurement before graduating from the Ed.D. Degree program.

Admission Criteria. Candidates for admission to the Ed.D. program will meet the following criteria:

- Baccalaureate and Master's degrees from regionally accredited institutions
- Documentation of at least 5 years of relevant professional experience in the Education sector
- Grade Point Average—Undergraduate GPA of 3.0 or higher; Graduate GPA of 3.2 or higher.
- Teacher licensure—Teacher licensure and three years of teaching experience by program's completion (for A&S candidates).
- Student Goals—A letter to the Dean expressing the candidate's professional goals
- Recommendations—Rating forms from three present or former employers who can attest to the candidate's leadership potential.
- Interview—submission to an interview by Education graduate faculty pertinent to the candidate's potential for doctoral study
- Graduate Record Examination—submission of scores from the GRE taken within the past 5 years. A minimum total score of 1600 will be utilized in admission decisions following this for-

mula: Graduate or Ed.S. GPA X 200 + GRE (verbal plus quantitative). No GRE score below 850 is acceptable, irrespective of GPA.

In addition to the criteria above, candidates for admission to the Administration and Supervision track must submit the following:

- Writing Sample –All candidates for the Administration and Supervision track, regardless of GPA, must successfully complete a writing sample demonstrating adequate advanced graduate level writing skills.
- Screening Committee Interview – All candidates for the Administration and Supervision track must be interviewed by an admission
- Additional requirements are pertinent to the doctoral student’s performance during residency:
- Completion of the university’s Ed.S. with a minimum of 3.2 GPA
- Submission of two letters of recommendation from Ed.S. faculty validating the student’s academic performance and attesting to the student’s doctoral potential.

Program of Study

At the time of admission, a student may transfer up to 9 graduate semester hours (recent “A” or “B” work from a regionally accredited institution) into the doctoral program with the approval of the Director of Graduate Studies in Education. 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.

Residency Requirement

Students are expected to complete the first 30-39 hours during the first 16 months of the program with a minimum GPA of 3.2. Continuous enrollment is expected. Students who interrupt the residency requirement may be dropped from the program.

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.

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

In addition to the above criteria, students completing the Administration and Supervision licensure track must:

1. Successfully complete the required Practicum or Internship.
2. Successfully complete the School Leader Licensure Assessment Exam.

Financial Information

Tuition and Fees. Tuition for the 2002-2003 cohort is \$230 per semester hour, or \$6900 for the required minimum of 60 semester hours to establish residency. Tuition for the 21 semester hour Research-Dissertation component beginning Fall 2002 is \$275 per semester hour or \$5775.

The following are non-refundable fees:

Application Fee:	\$50
EDS Practicum/Internship Fee (A&S)	\$200
Graduation Fee:	\$100

Financial Aid

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

1. Full payment may be made for the program of 30 semester hours. Tuition is discounted by 5% when payment for 30 semester hours is received prior to the advent of the program. Tuition must be paid on an individual basis for courses required for completion of the program which are in addition to the required 30 semester hours.
2. Payment may be made by the semester with 50% due before classes begin and 50% due one month later.
3. Monthly payments may be made in 17 equal payments beginning the first of April and ending the

first of August the following year. Payments include a service charge.

Financial Aid. The Federal Stafford Loan (subsidized or unsubsidized) is available to Ed.S. students who need financial assistance. To qualify for a student loan, the graduate student must:

1. Be admitted to the Ed.S. Degree program.
2. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA and Union Financial Aid Application by February 1 for programs beginning in April. A Master Promissory Note must be on file in the Financial Aid Office.

Course Descriptions

Education Research (EDR)

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.

720 Research Methods and Design (3)

Prerequisite: EDR 710.

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 prospectus.

790 Dissertation (4)

Prerequisite: Successful completion of Ed.D.

oral and written comprehensive examination. 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 total of 12 hours of credit.