

Doctor of Education Educational Leadership

Available on the Jackson and Germantown 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: *a teacher-student dynamic of sensitivity, reflection, and faith*. The university's mission is "to provide Christ-centered higher education that promotes excellence and character development in service to Church and society."

Ed.D. Description and Purpose

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

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

1. The Ed.D. in Educational Leadership with a specialization in Preschool-Grade Twelve (P-12) School Administration, and
2. The Ed.D. in Educational Leadership with a specialization in Higher Education (implemented June, 2005).

The Ed.D. in Educational Leadership P-12 School Administration degree is offered on both the Jackson and Germantown campuses and has two areas of concentration, Administration and Supervision (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 accepts students in groups who begin their series of courses and experiences together. P-12 School Administration doctoral students begin their courses each February. Higher Education doctoral students begin each June. Each degree program offers courses in 3 ½ to 4-year cycles. Hallmarks of the cohort-approach are lifelong friendships, collaboration and mutual support, faculty attention to individual student needs, course sequencing, and the student-centered certainty of course delivery.

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

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 both on the Jackson and Germantown 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 for program calendars. The cohort approach to program delivery accepts students in groups who begin their series of courses and experiences together. Hallmarks of the cohort-approach are lifelong friendships, collaboration and mutual support, faculty attention to individual student needs, course sequencing, and the student-centered approach to course delivery.

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

- Application Form: A completed application form submitted in a timely manner
- Application Fee: A nonrefundable application fee of \$50. Checks should be made to Union University to the address indicated below.
- Official Transcripts: Official 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:** Each student must submit three letters of recommendation—one from her/his employer, one from a professor from his/her Master’s program, and one from a professional contact. Letters of recommendation must be mailed directly to Union University to the address indicated below.
- **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.
- **Teacher Licensure:** Students applying for admission to the Ed.D. in Educational Leadership Program with a specialization in P-12 School Administration must provide proof of teacher licensure.
- **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
OR
Union University Germantown
Office of Graduate Studies in Education
2745 Hacks Cross Road
Germantown, TN 38138
- **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*, *provisional acceptance*, or *rejection*. A student provisionally accepted must complete designated criteria before being fully accepted to the program;

however, she/he must take a maximum of 9 course credits on a provisional basis.

Program of Study

At the time of admission, a student may petition to transfer up to 9 graduate semester hours (recent “A” or “B” work from a regionally accredited institution) into the doctoral program with the approval of the Program Director. In addition, students in the P-12 School Administration specialization may petition to transfer a maximum of 9 semester hours of education specialist credit from regionally accredited institutions. 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.

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 College.

Graduation Requirements

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

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

Financial Information

Tuition for the 2006 Ed.D. cohort is \$340 per semester hour.

The following are non-refundable fees:

Application Fee:	\$ 50
Practicum/ Internship Fee (A&S):	\$200
Graduation Fee:	\$25
Lab Fees, EDR 710, 720, 725:	\$15

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. **Financial Aid.** 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 Financial Aid Office. To qualify for a student loan, the graduate student must:
 1. Be admitted 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 Union Financial Aid Applications.

Doctoral Processes

The Qualifying Paper. 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.

The Comprehensive Examinations. Upon completion of all courses prior to the dissertation, the student will receive clearance to take the written and oral Comprehensive Examinations when:

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

The Comprehensive Exams serve as an integrated measure of assessment, and are directed at practical application of knowledge across the curricula. These examinations cover issues, practice and research in educational leadership. The written exam is prepared by program directors with specific input from professors who write the examination questions and takes place over the course of three days. The written exam consists of questions designed to provide students the opportunity to demonstrate an ability to analyze and synthesize pertinent knowledge in educational leadership while addressing significant problems and issues in their field. The exam is administered under supervision without the aid of texts or related materials. An oral Critique/Clarification with

the student's dissertation committee follows. Successful completion of the comprehensive examination advances the student to doctoral candidacy, a requirement for registration for dissertation hours. No more than two attempts to pass the examination are permitted.

The Dissertation. The doctoral dissertation is the culminating experience and exit requirement of the Doctor of Education program. The dissertation is scholarly inquiry into an area of professional and intellectual interest. It is a highly individualized experience for the graduate student; thus, the topic of research may vary depending on the professional goals and area of specialization of the student and expertise of the faculty. Working with a dissertation chair early in the program and with faculty throughout the coursework, the student develops a research problem and proposal. Using the expertise and knowledge developed in the research core courses and under the direction of a dissertation chair and committee, the student conducts the research and produces a quality report of the findings. It is expected that the dissertation will follow standard accepted research methodologies and format. Requiring a broad-based understanding of theory and research, the Ed.D. dissertation should integrate knowledge and provide solutions to problems in the educational community, focusing on a specific setting. Results should include specific solutions or changes in educational practice. As a final demonstration of scholarly competence, the student conducts an oral presentation in defense of the research.

The Dissertation Committee. Doctoral students are assigned a dissertation committee chair by the program director as early as possible in the research process, usually 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.

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 both the Jackson and Germantown 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. **Administration and Supervision (A&S).** The A&S concentration offers a license program which can earn the graduate the Tennessee Beginning Administrator License (BAL). 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 A&S concentration; however, the C&S concentration does not require the practicum/internship course necessary for Tennessee BAL licensure (C&S students take EDU 603 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 Ed.D. students enroll in common courses in cohort style, with Ed.D. students meeting doctoral level expectations in research and reflection in all courses. Doctoral students complete a total of 60 semester hours of educational leadership courses that are designed to meet doctoral standards at the national level through NCATE and ISLLC.

Students who have completed the Union Education Specialist Degree (Ed.S.) and desire to return to complete the Ed.D., after having met doctoral admission standards, must complete a set of two "bridge" doctoral seminar courses before enrolling in the final 21 hours of doctoral research courses. The courses are EDR 707, Leadership Research Seminar, which includes the Qualifying Paper, and EDU 711, Seminar in Politics, Policy, and Instruction.

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration

Concentration: Administration and Supervision

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

Transfer Credit by Petition: 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.

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

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

Leadership Issues (15 hours)

EDU 610—History and Philosophy of Education

EDU 707—Legal Issues in School Governance

EDU 714—Leadership Issues I: Theories and Strategies

EDU 715—Leadership Issues II: Planning and Finance

EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (18 hours)

EDU 702—Engaged Learning

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 708—Curriculum and School Improvement

EDU 737, 738, 739—Leadership Practicum
OR

EDU 734—Leadership Internship

EDU 786—Seminar: Multicultural and Diversity Issues
in Education

Leadership Research (27)

EDR 700—Research Issues in Educational Leadership

EDR 707—Leadership Research Seminar

EDR 712—Dissertation Seminar

EDR 710—Intermediate Statistics

EDR 720—Research Methods and Design

EDR 725—Advanced Statistics and Design

EDR 790—Dissertation (9)

Exit Assessments

Successful Completion of:

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

Curriculum for the Ed.D. in Educational Leadership

Specialization: P-12 School Administration

Concentration: Curriculum and Supervision

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

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

Curriculum and Supervision: The coursework for this concentration is based on the same NCATE and ISLLC standards as the A&S coursework (without practicum or internship 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 610—History and Philosophy of Education

EDU 707—Legal Issues in School Governance

EDU 714—Leadership Issues I: Theories and Strategies

EDU 715—Leadership Issues II: Planning and Finance

EDU 723—Faith and Ethics in Educational Leadership

Leadership Practice (18 hours)

EDU 613—Brain-Based Learning

EDU 702—Engaged Learning

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 708—Curriculum and School Improvement

EDU 786—Seminar: Multicultural and Diversity Issues
in Education

Leadership Research (27)

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—Dissertation (9)

Exit Assessments

Completion of:

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

Ed.D. in Educational Leadership Specialization: Higher Education

The Ed.D. in Educational Leadership with a specialization in Higher Education is the second area of specialization, along with P-12 School Administration, to be offered by Union University's School of Education. The doctorate in Higher Education, offered only on the Jackson campus, is designed to prepare college and university professionals to serve as administrators and teachers, with special attention to the needs of smaller independent institutions of higher education. It prepares graduates to assume leadership positions in the fields of education, especially higher education, as well as government, business, and research. The degree program is delivered in a combination of campus, 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.uu.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:

Leadership Issues (15 hours)

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

Leadership Practice (15 hours)

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

Leadership Research (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)

Exit Assessments

Successful Completion of:

- 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)

610 History and Philosophy of Education (3)

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.

613 Brain-Based Learning (3)

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.

701 Leadership, Organizations and Change (3)

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

702 Engaged Learning (3)

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

703 Supervision (3)

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

705 The American College Student (3)

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

706 Organizational Decision Making (3)

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

707 Legal Issues in School Governance (3)

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

708 Curriculum and School Improvement (3)

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

709 Legal Issues in Higher Education (3)

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

710 History and Philosophy of Higher Education (3)

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

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

This 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 reflective of local, regional, national and global contexts will be studied.

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 704

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.

719 Comparative Higher Education (3)

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

720 Curriculum Design and Evaluation in Higher Education (3)

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.

723 Faith and Ethics in Educational Leadership (3)

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

728 Strategic Planning and Marketing for Higher Education (3)

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

730 Service-Learning in Higher Education (3)

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

732 Leadership Growth Paper (3)

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

734 Leadership Internship (3)

Prerequisite: Approval from Office of Graduate Studies in Education.

The internship for the Administration and Supervision 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 Administration and Supervision program develop and present a "Leadership Growth Paper" in the context of their internship work.

737 Leadership Practicum I (1)

Prerequisite: approval from Office of Graduate Studies in Education.

The practicum for the Administration and Supervision 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 Administration and Supervision concentration develop

and present a "Leadership Growth Paper" in the context of their practicum work. Pass/Fail.

738 and 739 Leadership Practicum II (1) and III (1)
Continuation of 737 using a graded format.

740 Leadership Internship in Higher Education (3)
The Internship is an approved, mentored, experience that provides the Higher Education student the opportunity to engage with issues impacting the nature and function of higher education in a workplace environment. Students prepare an "Executive Summary" that reflects the context of their internship experience.

745 Higher Education Policy and Assessment (3)
Current policy and assessment issues in with specific attention to the nature and function of policies that impact administrative posts in higher education as well as assessment strategies and procedures in diverse higher education settings.

786 Seminar: Multicultural and Diversity Issues in Education (3)
A seminar course dealing with the theoretical and applied bases of educational administration in multicultural contexts. Students examine through readings the needs and characteristics of various cultural groups with the focus on translation to practice and policy.

788 Special Studies (1-3)
A variable topics course in either Leadership Issues or Leadership Practice that do not appear in regular course offerings. These group studies may be offered as needed.

Education Research (EDR)

700 Research Issues in Educational Leadership (3)
Students learn to locate, critique, and report research findings; apply introductory methods of analyzing, synthesizing and evaluating research evidence; compare types of qualitative and quantitative educational research; and design a "Problems Paper" utilizing action research in an educational leadership context.

707 Leadership Research Seminar (1)
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 3rd segment 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. Repeated for a maximum of 3 hours credit.

710 Intermediate Statistics (3)
Prerequisite: EDR 700.
This course is designed to provide the student an opportunity to analyze data from experimental designs using analysis of variance and multiple regression and to apply the data for school improvement.

712 Dissertation Research Seminar (1)
Prerequisite: EDR 707 This course is offered in seminar format in 3 segments. It serves as experimental ground for creating a scholarly community among doctoral students, coinciding with enrollment in EDR 710, 720 and 725. The seminar assesses researchable questions in leadership and administration in a student's area of specialization resulting in a Dissertation Proposal. Repeated for a maximum of 3 hours credit.

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.

750 Proseminar in Higher Education (3)
The Series introduces students 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, theory and research.

790 Dissertation (2-4)
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 6-12 hours of credit.