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 ISLCC) 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 of-
erred 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 fol-
lowing Tennessee’s Standard Program Route (as de-
defined in the Tennessee State Department of Educa-
tion 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 follow-
ing Tennessee’s Internship Program Route (as de-
defined in the Tennessee State Department of Educa-
tion Guidelines for Administrator Endorsement).
Students and faculty maintain online contact dur-
ing 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 Intern-
ship 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 Pro-
fessional Administrator’s License, he or she must
be employed in a public school administrative po-
sition. At that juncture, the Graduate Studies in Edu-
cation Program enters into the approved follow-up
process of mentorship with the public school sys-
tem which allows the candidate to advance to a li-
cense 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 (Sep-
tember – 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 pro-
cess.

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 doc-
toral degree. Factors considered in selection are 1) 
expertise in the area of proposed research, 2) avail-
ability, 3) compatibility. A student works with his
or her chair to recommend two other graduate fac-
culty 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 de-
design and statistics resource faculty for all disserta-
tion committees.

The Comprehensive Examinations. Upon
completion of all courses (48 hours) prior to the Dis-
sertation, 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 is-
issues, practice and research in Educational Leader-
ship. 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 synthe-
size pertinent knowledge in educational leadership
while addressing significant problems and issues
in their field. The exam is administered under su-
ervision without the aid of texts or related mate-
rials. An oral Critique/Clarification with the
student’s doctoral committee follows. Successful
completion of the comprehensive examination ad-
vances the student to doctoral candidacy, a require-
ment 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 disserta-
tion is scholarly inquiry into an area of profes-
sional and intellectual interest. It is a highly indi-
vidualized 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 fac-
culty throughout the coursework, the student de-
develops 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.


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

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


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

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

*EDS 731—Leadership Practicum OR
**EDS 730—Leadership Internship
EDU 785—Readings in Teaching and Learning

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
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 prerequisites 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.

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:

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>EDS Practicum/Internship Fee</td>
<td>$200</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$100</td>
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**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.