







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,

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: Instructional Leadership

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

**Transfer Credit by Petition:** Maximum of 12 semester hours of master’s credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by

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## Curriculum for the Ed.D. in Educational Leadership

### Specialization: P-12 School Administration

#### Concentration: Teacher Leadership

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

**Transfer Credit by Petition:** Maximum of 12 semester hours of master’s credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

**Teacher Leadership:** The coursework for this concentration prepares teacher leaders and is based on the same CAEP and Tennessee Department of Education standards as the IL coursework (without practicum requirements) and integrates doctoral-level outcomes in research, practice, and analysis in school leadership. This non-licensure track has three

components: *Leadership Issues, Leadership Practice, and Leadership Research.*

#### Leadership Issues (15 hours)

EDU 707—Legal Issues in School Governance

EDU 714—Leadership Issues I: Theories and Strategies

EDU 715—Leadership Issues II: Planning and Finance

EDU 722—Teacher Leadership

EDU 723—Faith and Ethics in Educational Leadership

#### Leadership Practice (18 hours)

EDU 702—Engaged Learning

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 708—Curriculum and School Improvement

EDU 721—Literacy Across the Curriculum

EDU 786—Seminar: Multicultural and Diversity Issues in Education

### **Leadership Research (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)

### **Exit Assessments**

Completion of:

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

## **Curriculum for the Ed.D. in Educational Leadership**

### **Specialization: P-12 School Administration**

#### **Concentration: Leadership in School Reform**

**Prerequisites:** Candidates must have one of three qualifications to be admitted to the program: (1) leadership experience, (2) a school leadership license, or (3) a school leadership degree.

**Transfer Credit by Petition:** Maximum of 12 semester hours of master's credit and 15 semester hours of education specialist credit from regionally accredited institutions may be applied by petition upon approval of the Ed.D. Program Director.

EDU 600—Community Involvement for School Improvement

EDU 606—Accountability for Greater Student Learning

EDU 702—Engaged Learning

EDU 711—Politics, Policy, and Instruction

EDU 716—Purpose and Plan for Action Research

EDU 717—Entrepreneurial School Leadership

EDU 718—The Changing Superintendency

EDU 722—Teacher Leadership

EDU 723—Faith and Ethics in Educational Leadership

EDU 741—Leadership Development Research Project I

EDU 742—Leadership Development Research Project II

EDR 700—Research Issues in Educational Leadership

EDR 707—Leadership Research Seminar

EDR 710—Intermediate Statistics

EDR 712—Dissertation Seminar

EDR 720—Research Methods and Design

EDR 725—Advanced Statistics and Design

EDR 790, 791, 792, 793—Dissertation (9)

### **Exit Assessments**

Completion of:

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

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## **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

## 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. A waiver of up to 12 hours is possible for students who graduated from a related master's program with a formal articulation agreement. The degree program begins a new cohort each June on the Jackson campus and is delivered in a combination of summer residency and fully online courses to ensure service to a national community. Program 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/edd/he](http://www.uu.edu/edd/he).

## 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

**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 course is designed to allow the doctoral student to analyze and synthesize current knowledge related to issues in politics, public policy and school instructional practices. The course will focus on relationships between public policy and education; recognizing policy issues; and relating policy initiatives to student welfare. Current philosophical and cultural issues reflective of local, regional, national and global contexts will be studied.

**712. Pre-Candidacy Resources (0)**

Non-credit, non-graded course for graduate students to allow access to university resources while they are not actively completing coursework. Upon receiving special permission from the Dean's office, doctoral students have access to the library, applicable tools and software.

**714. Leadership Issues I: Theories and Strategies (3)**

A thorough introduction to the essential issues of educational leadership including strategic planning, theories of leadership development, the change process, school improvement, comprehensive reform in schools, systems perspectives and more.

**715. Leadership Issues II: Planning and Finance (3)**

Prerequisite: EDU 714

An application of leadership issues related to planning and finance, including school improvement planning, policies for equity and diversity, the management of collective bargaining, fiscal and non-fiscal resources for districts, budget planning and management collaborative planning, use of media and more.

**716. Purpose and Plan for Action Research (3)**

Purpose and Plan for Action Research exposes students to the basic principles of action research. Emphasis is given to what constitutes action research and how it differs from other types of research. Topics include the process of scientific inquiry and data-driven decision making in an era of school reform. Students will learn how to generate research questions, collect and analyze data, and evaluate programs. Students will develop their own research projects, using relevant ideas based on the evaluation of initiatives in their own schools or school districts.

**717. Entrepreneurial School Leadership (3)**

In this course, students will learn the entrepreneurial side of school programs. Si 15.8 (a, and ev)0.5 (awill dev)16.6 (elop)-5.7iandl90.





## Education Research (EDR)

### 700. Research Issues in Educational Leadership (3)

Students learn to locate, critique, and report research findings; apply introductory methods of analyzing, synthesizing and evaluating research evidence; compare types of qualitative and quantitative educational research; and design a “Problems Paper” utilizing action research in an educational leadership context.

### 707. Leadership Research Seminar (1, 2)

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.

### 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, 2)

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.

### 720. Research Methods and Design (3)

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 proposal.

### 750. Research in Higher Education (3)

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.

### 751. Dissertation Research in Higher Education (3)

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.

### 785. Special Study

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

### 790, 791, 792, 793. Dissertation (1-4)

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

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 minimum of 9–12 hours of credit. The course is graded PR (progress) or F (failure). Each doctoral student must submit his pre-dissertation or dissertation manuscript for publication or presentation, as written by him/her during enrollment in the Educational Specialist phase/Education Doctorate Program at Union University. Validated verification of official submission by the student’s Dissertation Chair must be on file in the Dean’s Office before the student will be permitted to defend his/her dissertation. With successful completion of the dissertation the final semester is graded Pass and all previous PRs are converted to Pass.