

DOCTORAL DEGREE PROGRAMS

- Doctor of Education (Ed.D)
- Doctor of Philosophy in Interdisciplinary Studies (Ph.D.)
- Doctor of Psychology (Psy.D.) (This program is in teach-out through August 31, 2020.)

DOCTOR OF EDUCATION (ED.D.)

Associate Vice President for Graduate Studies: Arlene Sacks, Ed.D.

Program Director: James Henderson, Ed.D.

This catalog section for the Doctor of Education (Ed.D.) program only applies to Ed.D. students who began their program of study prior to July 2014. All Education Studies students who began their program of study on or after July 2014 are governed by the policies, procedures and curriculum contained in the Ph.D. in Interdisciplinary Studies degree program of this catalog.

Program Overview

Total Program Credits: 66 semester hours (academic year: 52 weeks; program length: 156 weeks)

Calendar: The academic year is defined as two terms. A term for the Ed.D. program is six months. There are two six month terms in an academic year with enrollment dates in January and July.

Minimum Required Time in the Program: Three years

Transfer Credits: Up to 12 semester credits

Full-time Status: Nine semester hours

Majors:

- Educational Leadership (Pre K-12)
- Higher Education

Certificates Programs available within the Ed.D. degree:

- Design Thinking and Education
- Teacher Leadership

This program is available to residents of Ohio, California, Florida and Vermont, as well as residents of many other states. Check with an enrollment counselor to determine whether your state's regulations regarding this program.

Academic Program Location

Doctor of Education

Cincinnati Academic Center

440 E. McMillan Street

Cincinnati, OH 45206-1925

Toll-free: 800.861.6400

Toll-free: 800.294.8884, ext. 2150

<https://www.myunion.edu/academics/doctoral-programs/edd/>

The Doctor of Education Student Handbook is available on the UI&U website at <http://www.myunion.edu/academics/academic-services/university-catalog-program-handbooks/>.

Note: Handbooks are continually updated. Students should refer to the Ed.D. program handbook for a more in-depth description of requirements involving E-Portfolio expectations, Taskstream, internships, all phases of the dissertation, and dean's review.

The annual program calendar and Registration/Tuition and Fee Schedule are available on the UI&U website at <https://www.myunion.edu/wp-content/uploads/2015/07/TUITION-REG-2015-2016-EDD.pdf>.

Program Mission

The mission of the Ed.D. program is to support education professionals to acquire advanced knowledge of scholarship in the field and to develop the skills and attributes that will help them become effective researchers and professionals in their major area of Educational Leadership (Pre K-12) or Higher Education. An additional distinctive purpose relates to the program's emphasis on social justice. The Ed.D. program prepares students who, on completion of the program will have: (1) a critical understanding of alternative conceptions of social justice; (2) the ability to assess the implications of different views of social justice; and (3) the ability to serve as facilitators among various constituencies for discussion of issues of education related to social justice.

The Ed.D. program supports individuals who seek to acquire the scholarship and skills required for them to serve as educational researchers, advocates, and leaders. The program's blend of core, specialized, and praxis experiences through professional development practica and internship is intended for individuals with significant experience in and knowledge of the field and profession of education, who seek to explore, explain, and possibly resolve the challenges they face within their organizations and communities.

Thus, the Ed.D. program continues Union Institute & University's historical commitment to provide doctoral education that brings advanced knowledge to bear on critical social issues within an academic delivery model that acknowledges and meets the circumstances of adult students.

Admission Criteria

The Ed.D. program is not accepting new students as of January 2015.

Transfer Credit Policy

Up to 12 semester hour credits (the equivalent of four doctoral level courses) from a regionally accredited university are eligible to be reviewed by the admissions committee for approval of transfer. The transfer courses must have been completed in the past five years with an equivalent grade of B or above. Courses applied toward an earned master's degree are not eligible to be reviewed for transfer.

A Transfer Credit Petition Form and official transcripts must be submitted as part of the Ed.D. in Educational Leadership (Pre K-12) or Higher Education application package. Union Institute & University reserves the right to apply, or not apply, acceptable transfer credit toward its degree requirements. In no case will transfer credit negate the 36-month time in program length. Union

Institute & University operates on a six-month term system; therefore, courses taken at colleges operating on the quarter system are converted to semester credit hours.

Ed.D./Certificate Options

The two certificates described below are embedded in the Ed.D. program curriculum and are available only to degree seeking Ed.D. students. The certificates will be awarded in tandem with the completion of the Ed.D. degree.

Design Thinking and Education Certificate (15 credits designated seminars taken/completed within the Ed.D. Program)

The Design Thinking and Education Certificate (DTE) will be available to all students enrolled in the Ed.D. Program's major in Pre K-12 Educational Leadership or Higher Education. At its foundation, Design Thinking is more of a mindset in that it provides the confidence and creates an environment where everyone becomes a part of creating a more desirable future by taking action when faced with a difficult challenge. Design Thinking is ultimately a methodology for innovation that combines creative and analytical approaches and requires collaboration across disciplines. This process draws from a variety of fields and combines them with ideas from the arts, tools from the social sciences, and insights from the business world. Teams learn this process together, and then personalize it, internalize it, and apply it to their own challenges.

The purpose of the DTE certificate is to equip education scholar-practitioners with knowledge, skills, and dispositions that allow them to:

- Leverage design thinking as a model for implementing positive changes in their schools.
- Design and implement worthwhile actions that address real challenges for educators and education leaders.
- Dive deep into the practice of design thinking by participating in and leading experiential learning.
- Create expertise in leadership, entrepreneurship, social justice, creativity, ethnography, scenario planning, technology, sustainability, research design, and more.
- Pursue research on DTE and related models of cooperative partnership as a forum for problem solving.

In order to earn this certificate, students will complete five of the following seminars:

EDU 824 Education and Technology (Semester 2)

EDU 821 Leadership and Change in Schools and Educational Systems (for Pre K-12)

OR

EDU 841 Leadership and Change in Institutions of Higher Education (Semester 3)

EDU 785 Qualitative Methods of Educational Research (Semester 3)

EDU 850 The Art of Social Justice and Leadership (Semester 4)

EDU 889 Education and Sustainability (Semester 5)

Teacher Leadership Certificate (15 credits designated seminars taken/completed within the Ed.D. Program)

The Teacher Leadership Certificate is available to all students enrolled in the Ed.D. program's major in Pre K-12 Educational Leadership. At its foundation, teacher leadership is a form of collaborative or shared leadership that recognizes the dynamics of leadership as a process that transcends traditional top-down models. The purpose of the certificate is to equip education scholar-practitioners with knowledge, skills, and dispositions that allow them to:

- Serve as teacher leaders in Pre K-12 learning environments (for example, as department chairs, curriculum leaders, instructional coaches, or peer mentors).
- Leverage teacher leadership as a model for implementing positive changes in their schools.
- Design and implement professional development for teachers and teacher leaders.
- Pursue research on teacher leadership and related models of collaborative and shared leadership.

Thus, the certificate is applicable not only for teacher leaders but also for school principals and district leaders who would like to enhance collaborative teaching practices in their schools.

In order to earn this certificate students will complete the following five three-credit seminars:

EDU 701 Ethical Leadership (Semester 1)

EDU 704 Current Issues in Education Pre K-12 (Semester 2)

INTP 790 Internship/Practicum (Semester 3)

EDU 805 Designing Professional Development (Semester 4)

EDU 802 Law and Policy in Education Pre K-12 (Semester 5)

In each of the seminars, students pursuing the Teacher Leadership Certificate will have opportunities to explore teacher leadership and related models and principles of collaborative and shared leadership.

Registration

Union Institute & University operates its Ed.D. program on a two-term, 12-month academic year calendar. Currently enrolled Ed.D. program students are required to register prior to the beginning of each academic term through Web course registration in CampusWeb. New Ed.D. students register for the first term through the Ed.D. program office. The faculty advisor will approve registration based on the curriculum for the selected area of specialization and confirm the student's attendance and engagement at the semester's residency as part of the registration approval process. Students with a past due student account balance must obtain financial clearance from the Business Office prior to registration.

Students must register for the sequence of courses/seminars as described in the curriculum. Full time is defined as nine credit hours and tuition is charged per credit hour. A student's academic year is determined by the month of her/his initial academic residency (IAR). The first day of the IAR is the matriculation/entry date throughout the student's program. Web course registration is initiated by the student and must be approved by the faculty advisor. Tuition is due the first day of each new term.

Drop / Add and Program Withdrawal

Students can drop or add a course after registration by completing the drop/add information located on CampusWeb course registration. This process serves as an addendum to the original registration and becomes a part of the official registration record. Students must drop individual courses no later than 14 days after the start of the academic term for courses to be removed from the academic transcript. The effective date of a drop/add is either the date of postmark or the date the written or oral request is received by the dean's office. Drop/adds can impact continuing financial aid eligibility, so students should contact Financial Aid immediately if they plan to drop courses to determine the effect, if any, on their financial aid status. All

drop/add requests must be approved by the student's academic/faculty advisor and the dean's office. Any course(s) dropped after 14 days from the start of the academic term will remain recorded on the student's registration record and a grade of W (for withdrawal) will be posted to the grade field for each course dropped. A student who drops a course during a term will need to repeat the course in a subsequent term in order to follow the academic requirements and credits needed with regard to their program.

Dropping or adding courses by the published deadline may alter the student's tuition charges for the term in the following manner. If the number of term credit hours added equals the number dropped there will be no change in tuition assessed. If the number of term credit hours added is greater than the number dropped, tuition will be assessed for the difference at the applicable tuition rate for the full term/session. If the number of term credit hours dropped is greater than the number added, an adjustment in tuition will be made including a refund, if applicable.

There is no refund of tuition for a dropped course after the drop/add date. Students withdrawing from the Ed.D. program should consult the tuition policy for the Schedule of Tuition Refunds. If a student is concerned that personal needs may prevent completion of all courses in a six-month term, s/he should consult with the faculty advisor to determine whether withdrawal is the best option or whether s/he can complete enough courses with a passing or Incomplete (I) grade to allow progression to the next term.

Tuition is partially reversed or refunded when students withdraw completely from the program. The amount of the refund, if applicable, will be determined by the effective date of the withdrawal. If a student withdraws from the university with a credit balance, a refund will be issued within 30 days of the withdrawal notification to the Business Office.

The following table shows the percentage of tuition to be reversed for complete withdrawals from the program:

Schedule of Tuition Refunds for Dropped Courses/Program Withdrawal	
Week One	100%
Week Two	100%
Week Three	75%
Week Four	50%
Week Five	25%
Week Six and Thereafter	0%

Maryland Resident Tuition Refund Schedule

Maryland's state regulations stipulate a refund policy for students based on percentages of the term completed. In accordance with those regulations, the minimum refund that UI&U shall pay to a student who is a Maryland resident and withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period, is shown below. Refunds schedules are based on the length of the term in which the student is enrolled. The date of withdrawal or termination determines the percentage of the proration of tuition. If a refund is due, it will be issued within 60 days from the date of withdrawal.

Six-Month Term – Based on 180 Days		
Date of Withdrawal or Termination	Percent of Term Days	Tuition Refund
Day 1 thru 16	Less than 10% completed	100%
Day 17 thru 34	10% up to but not including 20%	80%
Day 35 thru 52	20% up to but not including 30%	60%
Day 53 thru 70	30% up to but not including 40%	40%
Day 71 thru 106	40% up to but not including 60%	20%
More than 60%		0%

Course Extension Registration

There are two options for students who have not finalized their dissertation by the conclusion of Term VI. Dissertation Supervision (DIS 780/781) is for students who have additional research and writing to perform. Program Completion Extension (PCX 799) is designed for students who need additional time to respond to recommendations for edits as a result of the dissertation defense meeting or dean's review.

Dissertation Supervision (DIS-780/781)

Students registered for RSCH 901 Dissertation in term six or the final term of course work who do not complete the research and writing of the dissertation by the end of term six or the final term of course work must register for Dissertation Supervision. RSCH 901 will remain graded with an Incomplete (I) until all DIS 780/781 registrations are completed. Dissertation Supervision is a non-credit course that is considered the equivalent of full-time academic work for registration status and for financial aid purposes. Students may register for no more than four dissertation supervision terms while completing research and writing of the dissertation. Registering for Dissertation Supervision beyond the fourth term must be approved by the dean's office. **Dissertation Supervision after the fourth term is not eligible for financial aid.** In no case may a student exceed the seven-year maximum time-in-program. The dissertation chair is expected to monitor the student's engagement by completion and submission of the Dissertation Supervision Engagement Form for each DIS 780/781 term registered. The form should be submitted no later than the end of the second week of the term, which confirms the student's full-time engagement in the academic completion of their research/dissertation. A student would register for DIS 780 twice and then DIS 781 twice if utilizing the maximum of four times that Dissertation Supervision can be taken. A student registered in DIS 780 or 781 may not register for any other course/credits in the same term.

Financial Aid Policy – Dissertation/Dissertation Supervision

Student may receive financial aid up to the first four terms of DIS 780/781 Dissertation Supervision (writing extension) terms. After four terms of DIS 780/781, while the student may receive special dean's approval to register for additional DIS 780/781 terms, she/he is ineligible for financial aid. Financial Aid cannot award or disburse federal aid after the fourth term of DIS 780/781.

Program Completion Extension (PCX 799)

When a doctoral student reaches the end of her/his intended final term of full-time academic enrollment (last registered term of 9.00 or more credit hours or Dissertation Supervision) and

needs additional time to prepare final documents for dean's review/approval, the student is required to register for PCX 799 Program Completion Extension (zero credits) for the subsequent six-month term. In order for a student to have this six-month completion extension approved, the student must have successfully completed all prior enrollment terms.

The Program Completion Extension affords a student additional time to respond to recommendations for edits as a result of the dissertation defense meeting or dean's review. The extension period is not a new term of enrollment for academic credit. Registration of PCX 799 will be for a six-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two extension terms will be approved. The PCX 799 Program Completion Extension does not qualify a student for financial aid. The Registrar's Office is required to report students on this extension as registered for less than half-time status to external agencies. No new academic course work/credits can be taken during a PCX 799 registered term.

Satisfactory Academic Progress Review

Special Review and Academic Dismissal

Special reviews indicate that a student is at risk for not successfully completing the program. Special reviews may be initiated at any time by a faculty member or university administrator through a written request to the dean. The student will receive notice that s/he is undergoing special review. Special reviews will always be initiated 30 days after notification of the following circumstances:

- The student is placed on academic probation when the academic term GPA falls below 3.00.
- The student has received a grade of C. Two C grades received in the program put the student at substantial risk for academic dismissal.
- The student has not formed their dissertation committee by the end of term four.
- The student has received I grades in consecutive semesters or in two or more seminars in a given semester.
- The results of the portfolio reviews are not satisfactory.
- Evidence that the student has violated program and/or institutional policies, such as not attending a residency event. (See Academic Residency Requirements in this catalog and Residency Attendance Policy in the UI&U Ed.D. Student Handbook.)
- The student commits a breach of the UI&U Academic Integrity Policy or Student Code of Conduct.

Special Review Process

The Ed.D. program dean will form a special review committee of three university faculty appropriate to the concern to be reviewed and will provide the committee with documentation pertinent to the issue to be considered. Special review can result in academic dismissal.

The special review committee will make a written recommendation to the Ed.D. program dean. The Ed.D. program dean will consider the recommendation of the special review committee, consulting with committee members as needed and, in cases where the committee has recommended academic dismissal, with the university's vice president for academic affairs.

Readmission after Academic Dismissal

Ordinarily academic dismissal is permanent. However, the Ed.D. program dean will review requests for readmission after academic dismissal on a case-by-case basis.

Student Financial Aid Satisfactory Progress Policy

Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Student financial aid satisfactory academic progress will be reviewed at the end of each term for which a student is enrolled.

Please review the Student Financial Aid Satisfactory Academic Progress (SAP) Policy in the Financial Aid Resources and Services section of the university catalog. If you have any questions regarding this policy, please do not hesitate to contact Financial Aid.

Grading Policy

The Ed.D. program uses a plus/minus (+/-) letter grade system. The syllabus for each seminar will specify the learning documentation to be completed for evaluation. The faculty assigned to each seminar will evaluate the documentation required, determine the extent to which proficiency is met, and assign a final grade. While the A, B, C, U grades are used to document the overall completion of learning activities each term, other grading codes (W, I) are used to indicate the specific status of each learning activity at any time. All learning activities registered will receive one of the following grade codes at the conclusion of each semester. The following grade summary provides definitions for each grade that may be found in a student's registration record.

NOTICE: Grades of U, I, and C may adversely affect a student's satisfactory academic progress.

Grade	Criteria
A	Academic work reflects impressively thorough and accurate knowledge of assigned material, including the complexities and nuances of major and minor theories, concepts, and intellectual frameworks; exceptional evidence of capability to compare, assess, and synthesize material; especially strong capability to logically critique extant theories and claims and to develop persuasive arguments based on original thinking. 4.0 Quality Points
A-	Criteria for A work not fully met. 3.70 Quality Points
B+	Criteria for B work are more fully met. 3.30 Quality Points
B	Academic work reflects accurate grasp of major concepts, theories, and prevailing knowledge; abundant evidence of capability to offer informed analysis of extant knowledge and ideas; clear capability to synthesize and apply key information from prevailing knowledge; appropriate critiques of extant theories and knowledge; considerable demonstration of capability to develop and logically present own judgments. 3.0 Quality Points
B-	Criteria for B work are not fully met. 2.70 Quality Points
C+	Criteria for C work are more fully met. 2.30 Quality Points
C	Academic work reflects adequate familiarity with key ideas and knowledge, although interpretations of key theories and concepts are occasionally incomplete and flawed; written and verbal accounts of information, theories, and concepts remain primarily at the level of description; critiques are present but not well developed with occasional interpretive errors. 2.0 Quality Points
U	Academic work reflects insufficient capability to comprehend and accurately present ideas and information; superficial and unpersuasive critiques; little evidence of capability for original thinking. Unsatisfactory performance is defined as any performance less than C at the doctoral level. If a student is unable to complete 60 percent of the academic work in a seminar, the student will receive a U grade. 0.00 Quality Points
I	Academic work reflects substantial completion (at least 60 percent) of the learning activities assigned but additional time needed beyond the end of the enrollment period in which to successfully achieve and document all learning results. Students must initiate a request for an Incomplete grade with their instructor, by completing the Petition For An Incomplete Grade Form , which indicates work to be completed. Students have six (6) months (the end of the next semester) to convert I grades to final grades, even if the student withdraws in the I extension term. If the student has not satisfactorily completed the work by the end of the extension, the I grade will be converted to a U grade. The U grade will be posted automatically by the registrar when an activity previously graded as Incomplete (I) is not successfully completed within specified program timelines. No credit is earned for the I grade until it is converted to the final grade. 0.00 Quality Points and does not calculate into the GPA
AU	Any learning activities in addition to the required 66 credit hours do not bear credit and must be registered for audit. Courses may be audited on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director. 0.00 Quality Points and does not calculate into the GPA

Grade	Criteria
W	Academic work reflects the student has withdrawn from the program (either officially or unofficially) at a time when learning activities remain open. The W grade is also posted to indicate term registration that is dropped. 0.00 Quality Points and does not calculate into the GPA
S	Academic work reflects satisfactory completion of all prescribed learning and is equivalent to B or better at the doctoral level on a standard letter grading scale. The S grade is used only for Field Proficiency Review, Internships, Dissertation Research, and RSCH 901 Dissertation. 0.00 Quality Points and does not calculate into the GPA

(Note: Refer to the University Attendance and Engagement Policy in this catalog.)

Ed.D. Program Grade Point Average (GPA)

The grade point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit (excluding RSCH 901). To remain in good academic standing, the Ed.D. program requires a cumulative GPA of 3.00. See the Satisfactory Academic Progress Review for the relationship between GPA and academic probation.

Completed Learning

Academic work completed must be evaluated, graded, and recorded by the end of the semester. The instructor reviews and evaluates the academic work to determine that the student has satisfactorily completed the requirements for the learning activity. Faculty submit grades via online Web grading using CampusWeb.

The Ed.D. program exemplifies program and seminar assessment and evaluation combining Ed.D. and university outcomes and competencies along with National Board Advanced Leadership Standards. Assessment is accomplished in all seminars and field proficiencies and is shared with the doctoral student throughout his/her program.

Graduation Policy

Following the Ed.D. dean's review, members of the administrative review committee inventory all academic requirements and financial records. The academic record is reviewed in the Registrar's Office; UI&U Financial Aid checks the status of financial aid, if applicable; and the UI&U Business Office audits the financial records (student account).

Graduation requirements also include but are not limited to:

- A minimum of 66 semester hours in the established program curriculum.
- A minimum cumulative grade point average of 3.00.
- All required UMI-ProQuest documents as specified in the Ed.D. Dissertation Guide and dean's review documents.

Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. After the dean's approval for graduation, the conferral date is the last day of the term/month of enrollment required to complete all degree requirements.

Therefore, in the final term, a student must be registered for nine or more credit hours in Dissertation Supervision DIS 780/781 or PCX 799. The final transcript and diploma will be released when all academic and financial clearances have been completed.

Ed.D. graduates are invited to participate in the National Commencement Ceremony held each fall in Cincinnati, Ohio. Commencement materials are sent to graduates from the Ed.D. program office.

Ed.D. Degree Program Structure

Students admitted into the Ed.D. program complete 66 credits beyond the master's degree. The minimum time to complete the degree is three years (six semesters). The UI&U Ed.D. Degree Program consists of the following components:

- Foundational interdisciplinary seminars related to ethics, social justice, and research.
- Academic studies that include a core curriculum and advanced study within Educational Leadership (Pre K-12) and Higher Education.
- Praxis - connecting theory to practice through the Professional Development Practica (PDP) and Internship.
- Study in research methods.
- Individualized study that is directly related to the student's area of study, professional interests, and dissertation research.
- Dissertation research that, when completed, contributes new knowledge to the student's field of study.

Cohort-Based, Low-Residency Model

Twice each year new students are admitted to the Ed.D. program. Students meet online for a three-day, mid-semester Professional Development Practica (PDP). The students begin and move through the Ed.D. program as members of cohorts that are formed within and across the program's two majors, Educational Leadership (Pre K-12) and Higher Education.

Learning centers on a series of academic residencies that convene on two occasions (January and July) each year through a series of face-to-face and virtual academic residencies. The academic residencies include the following learning activities:

- The beginning of a required sequence of seminars that are completed through online teaching.
- Lectures by leading scholars.
- Panel discussions that address important intellectual, professional, and social issues.
- Professional/creative activities that bring together theory and practice.

The Ed.D. cohort model leads to the formation of academic communities through regular and sustained interaction among students and between students and faculty. These communities begin to form at the initial academic residency and are strengthened through online learning activities, through email and telephone conversations, and through the one-on-one and small group conversations that occur when students return and meet each other and faculty again during the semi-annual academic residencies.

Professional Development Practica (PDP)

PDP's are three-day, mid-semester residency events offered each semester. In addition to their emphasis on social justice, PDP's also include a variety of other activities such as continuation of academic work assigned during the seven-day academic residency that takes place at the beginning of the semester. Attendance at a PDP residency is mandatory.

Major Areas

Students focus their studies in one of the two major areas:

Educational Leadership (Pre K-12)

The goals and objectives of the Educational Leadership (Pre K-12) major are met through core and advanced seminars that provide the knowledge base and professional skills needed for students to serve effectively in a wide range of educational settings. The major in Educational Leadership (Pre K-12) also places a primary emphasis on issues of ethics and social justice. Students who pursue the major in Educational Leadership (Pre K-12) complete a program of academic study and professional training that is strongly aligned with the National Standards for Advanced Programs in Educational Leadership. Learning goals and objectives for the major in Educational Leadership (Pre K-12) are designed to educate students who are able to serve as effective leaders within the social, organizational, and educational contexts of the present and foreseeable future.

Higher Education

The overarching goal of the Higher Education major is to enable students, through their advanced understanding of social, cultural, organizational, and ethical/justice issues, to guide the development of education in a complex, dynamic, and diverse society. An accepted set of curricular and program standards for a major in Higher Education is based upon higher education professional organizations and parallel doctoral programs in higher education. The learning goals and objectives of the major in Higher Education are met through academic residencies, core and advanced seminars, professional development practica, an internship experience, and original dissertation research.

Expectations of students pursuing Educational Leadership (Pre K-12) or Higher Education majors will complete a program of study aligned with the core values of UI&U and the Ed.D. program; achieve proficiency in general principles and approaches to doctoral inquiry; acquire both core and advanced knowledge; develop field/research proficiency; and conduct doctoral level research completing a dissertation meeting national standards for research at the doctoral level.

Upon successful completion of degree requirements, Ed.D. doctoral students will be awarded the degree of Doctor of Education (Ed.D.) with a major in Educational Leadership (Pre K-12) or Higher Education. The transcript will denote the degree, major area, and dissertation title. The Doctor of Education in Educational Leadership (Pre K-12) or Higher Education degree is awarded in recognition of advanced research and demonstrated abilities in a field of study.

Program Degree Requirements

Union Institute & University utilizes a distributed learning model that combines online learning with face-to-face meetings (at academic residencies), plus, virtual online residency experiences with faculty, colleagues, and other professional educators. The program is designed to present learning activities in an organized manner with the work completed each semester building upon learning experiences of previous semesters.

Seminars are equivalent to courses in the Ed.D. program. They commence during each term's residencies and continue online throughout the term. The residency seminars are taught by faculty and explore significant topics and issues from an educational perspective. Faculty will address relevant topics, learning goals, planned activities, and academic requirements for each

seminar at the time they begin. Seminar content is presented in a way that leaves room for divergent points of view with faculty positioning the topic in its conceptual, historical, and methodological contexts.

The Ed.D. with majors in Educational Leadership (Pre K-12) or Higher Education is composed of seminars in the following areas:

- Foundational knowledge
- Core knowledge
- Advanced knowledge
- Research methodology

The syllabus for each seminar will specify the learning documentation to be completed for evaluation. The faculty assigned to each seminar will evaluate the documentation required, determine the extent to which proficiency is met, and assign a final grade. (See the Grading Policy.) Students must complete each seminar according to academic and curriculum program requirements.

Academic Residency Requirements

As a member of the Ed.D. program community, students have an important contribution to make to its growth. The program is designed so that the student's knowledge and experience, as well as that of other students, will be available to the community. Academic residencies provide formal opportunities for students to interact with faculty and other students in mutual sharing and learning. A variety of learning activities occur at academic residencies. In addition to the introductory meetings of the seminars, the residencies will include such activities as an overview of Union's administrative processes, lectures by visiting speakers, presentations, roundtable discussions and panels organized by students and faculty, academic advising, and presentation and discussion of dissertations. Networking, collaborative learning, and peer learning are essential features of the Ed.D. program educational process.

As stated in the Ed.D. student handbook, students are required to be in attendance throughout the duration of the academic residencies, including professional development practica (PDP), whether they are face-to-face or virtual. Students who miss any of the scheduled programs and activities of an academic residency, are subject to review by the Office of the Dean of the Ed.D. Program for continued matriculation in the Ed.D. program. Attendance at an academic residency is **mandatory**. Possible consequences for non-attendance from any scheduled program or activity of any residency without prior approval of the dean or director may include, but are not limited to, being placed on probationary status; being withdrawn from the seminar(s) during the semester in which the non-attendance occurred; failing the seminar(s) in which the non-attendance occurred; or dismissal from the Ed.D. program.

Academic Program Requirements

This curriculum sequence applies for all Ed.D. students who entered the program through Cohort 13 in January 2014.

FOUNDATIONAL SEMINARS

Students register for three required foundations seminars in their first semester (9 credit hours)

- Education and Social Justice 3 cr.

- Ethical Leadership 3 cr.
- Educational Research Design and Methods 3 cr.

CORE SEMINARS

Core seminars in Educational Leadership (12 credit hours)

- Leadership and Change in Schools and Educational Systems 3 cr.
- Law & Policy in Education Pre K-12 3 cr.
- Current Issues in Education Pre K-12 3 cr.
- Literature Review 3 cr.

Core Seminars in Higher Education (12 credit hours)

- Leadership and Change in Institutions of Higher Education 3 cr.
- Law & Policy in Higher Education 3 cr.
- Current Issues in Higher Education 3 cr.
- Literature Review 3 cr.

ADVANCED SEMINARS

Advanced Seminars in Educational Leadership (15 credit hours)

- Curriculum and Social Justice 3 cr.
- Resource Management in Education 3 cr.
- Education and Technology 3 cr.
- Schools, Society, and Culture 3 cr.
- Education and Sustainability 3 cr.

Advanced Seminars in Higher Education (15 credit hours)

- Curriculum and Social Justice 3 cr.
- Resource Management in Higher Education Settings 3 cr.
- Education and Technology 3 cr.
- Schools, Society, and Culture 3 cr.
- Education and Sustainability 3 cr.

RESEARCH METHODS SEMINARS

Three required Research Methods Seminars (9 credit hours)

- Research Methods 3 cr.
- Qualitative Research 3 cr.
- Focused Research Design Project 3 cr.

INTERNSHIP

- INTP 790 3 cr.
- INTP 791 or option of EDU 850 Art of Social Justice and Leadership 3 cr.

Dissertation (15 credit hours)

Each doctoral student must make a significant, original contribution to human knowledge by preparing a dissertation.

- Dissertation Research* 6 cr.
- Dissertation** 9 cr.

*Dissertation Research: If a student does not successfully complete his/her dissertation proposal which is a part of the Focused Research Design Project (FRDP) in semester 4, the

student will: (1) receive an Incomplete (I) grade for the FRDP course; (2) not be permitted to register for Dissertation Research in semester 5; (3) be required to register for the two required seminars in semester 5; and (4) complete the dissertation proposal as part of the incomplete FRDP in semester 5.

Academic Calendar

The academic year for the UI&U Ed.D. Degree Program is 12 months. The academic year is divided into two six-month terms. Doctoral students' academic year is based on their start date (initial academic residency). Students register for specific learning activities each term based on program requirements. Full-time enrollment status is defined as registering for nine or more credit hours per semester.

Academic Year Registration Period:

July start date:

1st registration term is 8A July 1 thru December 31.

2nd registration term is 7A Jan. 1 thru June 30.

January start date:

1st registration term is 7A Jan. 1 thru June 30.

2nd registration term is 8A July 1 thru December 31.

Once registered, enrollment is presumed to be continuous.

Minimum / Maximum Program Length

Union Institute & University defines the minimum amount of time for a student to complete and earn a doctoral degree as three academic years of full-time enrollment (36 months). The program length is 66 credit hours. Any academic work in excess of 66 credit hours will carry zero credits. Students must register for the sequence of courses/seminars as described in the curriculum. Full time is defined as nine credit hours, and tuition is charged per credit hour.

Students must complete all requirements for the Ed.D. program within a minimum of three years (six semesters) and a maximum of seven years (14 semesters) of the date of first enrollment. The 36-month time in program length will be not compromised. The Ed.D. degree program is 66 credit hours. Any learning activities in addition to the required 66 credit hours do not bear credit and must be registered for audit. Courses may be audited on a space available basis as determined by the faculty and program director. Conditions or requirements for the audited class are determined by the faculty and the program director. Learning activities taken for audit earn zero credits and are not calculated into the grade point average. The maximum amount of time allotted for a student to earn a doctoral degree is seven years from the date of first enrollment in the program. Students who do not complete the degree requirements within the seven-year time frame will be subject to academic dismissal from the program.

Students may petition the dean for an extension of up to two semesters to complete the dissertation; petitions for extensions must be submitted to the dean at least three months prior to the end of the seventh year of enrollment in the program. The petition for extension must receive the support of a majority of program faculty including the dissertation chair.

Students who do not complete the degree requirements within the three-year expected time frame and who have not petitioned for and been granted an extension will be dismissed from the program. Students who have been granted an extension and fail to meet all program requirements within the extended time period will be dismissed from the program.

Curriculum Sequence

This curriculum sequence applies for all Ed.D. students who entered the program through Cohort 13 in January 2014.

Effective through Ed.D. Cohort 13		
	Learning Activity	Credit Hours
	Year One	
Semester 1	EDU 700 Academic Residency: Education and Social Justice	3
	EDU 701 Ethical Leadership	3
	RMTH 783 Educational Research Design and Methods	3
	Professional Development Practicum I	0
	Total	9
Semester 2	Specialized Seminar 1: EDU 704 Current Issues in Education Pre K-12 OR EDU 705 Current Issues in Higher Education	3
	EDU/RMTH 710 Research Methods	3
	Specialized Seminar 2: EDU 823 Resource Management in Education OR EDU 843 Resource Management in Higher Education Settings	3
	EDU 824 Education and Technology	3
	Professional Development Practicum II	0
	EDU 860 Portfolio II	0
	Total	12
	Year Two	
Semester 3	Specialized Seminar 3: EDU 821 Leadership and Change in Schools & Educational Systems OR EDU 841 Leadership and Change in Institutions of Higher Education	3
	EDU 785 Qualitative Research	3
	EDU 891 Literature Review	3
	INTP 790 Internship Part I	3
	Professional Development Practicum III	0
	Total	12
	Semester 4	Specialized Seminar 4: EDU 826 Curriculum and Social Justice
EDU 825 Schools, Society, and Culture		3
RMTH 786 Focused Research Design Project		3

Effective through Ed.D. Cohort 13		
	Learning Activity	Credit Hours
	INTP 791 Internship Part II OR EDU 850 Art of Social Justice & Leadership	3
	Professional Development Practicum IV	0
	EDU 860 Portfolio III	
	Total	12
Semester 5	Year Three	
	Specialized Seminar 5: EDU 802 Law and Policy in Education Pre K-12 OR EDU 803 Law and Policy in Higher Education	3
	RSCH 880 Dissertation Research	6
	EDU 889 Education & Sustainability	3
	Professional Development Practicum V	0
	Total	12
Semester 6	RSCH 901 Dissertation	9
	Professional Development Practicum VI	0
	Total	9
	Total program (minimum) credits	

Faculty Advising

During the initial academic residency (IAR), a faculty advisor is assigned to each student. Students meet face-to-face as well as online via Adobe Connect with their faculty advisor at each academic residency. The faculty advisor will work closely with the student until s/he is ready to begin her/his dissertation research.

The dissertation committee should be formed by the end of semester three. The dissertation chair will then become the student's final faculty advisor for the remainder of the student's program.

Field Proficiency Review

Field Proficiency Reviews (FPRs) are designed to assess whether students have developed doctoral level proficiency in specific Ed.D. program competencies. FPRs are integrated into three capstone seminars during the program's second academic year.

Students are expected to demonstrate *comprehensive knowledge*: facility with a wide range of texts and the ability to draw on main ideas of important thinkers and writers in their field of study, linking them together in interesting and relevant ways to other scholars working in the field. In addition, students are expected to demonstrate *depth of knowledge*: the ability to engage, critically and substantively, with texts that both respect and interrogate the students' claims, positions, and arguments. Finally, students are expected to demonstrate *advanced academic skills*, including (but not limited to) the ability to develop and sustain a line of

argument that is coherent and supported with viable, text-based evidence, while writing clear scholarly prose.

Students may not register for RSCH 880 Dissertation Research or begin collecting data for the dissertation without first having passed each of the three FPRs and the dissertation committee's acceptance of the dissertation proposal. Thus, if all non-dissertation work has been completed, the student may be required to enroll for an extension term in which to complete work on FPRs that have not been passed.

Dissertation

Refer to the program handbook and dissertation guide for in-depth information about the dissertation process and guidelines.

Dissertation Guidelines

The dissertation integrates and adds to the learning accomplished in other phases of the program. It addresses the appropriate intellectual, cultural, and/or artistic traditions of the field and signifies grounding in the theoretical and critical scholarship in this field. It allows students to exercise their originality and creativity so the work provides new knowledge and approaches to the larger scholarly community.

Students may incorporate qualitative and quantitative research methods or mixed methods appropriate to the research problem and the discipline(s) involved. Regardless of which research design and methods the student may choose, the dissertation proposal must include an explicit, detailed discussion of the proposed research methods and a rationale for the selection of methods. Discussion of methods should be framed in such a way that other scholars will understand the methods discussed and can critically evaluate them. In order to develop a sound proposal for the dissertation, the student must be conversant with both general research methods and the research methods that characterize the field of study. When appropriate to the dissertation topic, the student must also achieve and document knowledge of statistics. A thorough grounding in research methods, both quantitative and qualitative, and in the literature related to the area of inquiry, will prepare the student to read and evaluate the research of others in order to conduct their own doctoral level research. To achieve proficiency in research design and methodology, the student must complete four research courses before engaging in her/his own research.

Where doctoral work involves human subjects, the dissertation must include a section that addresses procedures for the protection of research subjects. That section should address any risks to research participants, informed consent, issues of confidentiality, and any other ethical or human subjects matters normally addressed within the disciplines or professions most closely related to the student's area of inquiry. (See section on Research with Human Subjects: Institutional Review Board.)

The completed dissertation must demonstrate an advanced level of knowledge: critically examine a problem, integrate information, operationalize concepts, implement a research project, and communicate the essential aspects of the study. The dissertation must be relevant to the advancement of knowledge about a professional practice in education.

Dissertation Proposal

Once the dissertation committee has been formed, students should consult regularly with committee members as they develop their proposal, obtaining guidance on the manageability of

the topic and general consensus on its direction and suitability. Students submit the written dissertation proposal first to the dissertation committee chair, and then with the approval of the chair, to other members of the committee. Dissertation committee members are expected to provide timely feedback to students regarding their proposals.

Internship

(INTP 790 3 cr / INTP 791 3 cr.)

Students in the Doctor of Education Program (Ed.D.) are required to complete a 300-clock-hour (minimum) internship during their second year in the academic program (semesters three and four). The internship carries a total of six credit hours (three credits each semester). Please note there is an option during semester four for students to enroll in INTP 791 (three credits) or to enroll in the three-credit seminar EDU 850 Art of Social Justice and Leadership.

The internship with a major in Educational Leadership (Pre K-12) or Higher Education is a 300-clock-hour (minimum) experience that occurs in the second year of each student's academic program (150 hours in Term 3 and 150 hours in Term 4). The student's initial preparation for the internship begins during training and discussions at the academic residency that occurs at the beginning of the third academic semester. The faculty advisor and other program faculty assist with the development of an appropriate internship. The internship must be overseen and evaluated by a qualified field supervisor at the internship site; the internship will also be evaluated by a member of the Ed.D. program faculty.

Seminar / Course Descriptions

ACS 700 Critical Writing and Thinking I: Explorations

3 credits

Introduction to alternative approaches to writing within the context of advanced study. Focuses on processes of revision for the purpose of strengthening the perspective or argument within a body of writing.

DIS 780/781 Dissertation Supervision

0 credits

Non-credit extension term to complete dissertation research and writing supervised by the dissertation chair. There is a maximum of four (2 DIS 780 and 2 DIS 781). **A student is considered as full-time status when enrolled in Dissertation Supervision through four terms. A student will not receive financial aid after four enrollments in Dissertation Supervision. A student registered in Dissertation Supervision may not take other courses/credits in the same term.**

EDST 710 Education, Society, and Culture

3 credits

This seminar examines historical and philosophical foundations of education in the U.S. and explores the interplay between educational institutions (Pre-K -12 and higher education) and other political, social, and cultural institutions. Particular attention is given to issues of diversity in contemporary U.S. education.

EDU 700 Education and Social Justice

3 credits

The seminar examines alternative conceptions of ethics and social justice and explores their implications for education. The seminar provides students with a theoretical grounding that will serve to inform their leadership practices in Educational Leadership Pre K-12 and Higher

Education contexts. Through readings, dialogue, and written work, students will engage in ongoing reflection on their assumptions and perspectives regarding social justice issues in education.

EDU 701 Ethical Leadership

3 credits

This seminar has three key elements: (1) overview of the nature of ethics and the concept of the common good and how they relate to leadership; (2) exploration of the nature and sources of moral courage and how they relate to leadership; and (3) examination of historical examples that underscore the essential nature of ethics and courage for those who aspire to advance positive change for the common good.

EDU 704 Current Issues in Education Pre K-12

3 credits

This seminar focuses on examination of factors influencing education in today's society with emphasis on the public school's role within society, the politics of education, finances, and other factors involved in equity, such as historical and philosophical impact of common and idealized values, choices with public education, and questions of policy and leadership. A variety of perspectives and issues will be considered in terms of problems and possibilities for transformative education in schools and society.

EDU 705 Current Issues in Higher Education

3 credits

This seminar involves a close study and careful analysis of current issues in higher education. It takes an interdisciplinary approach to exploration of such issues as state and national policies, equity, accessibility, accountability, finance, collaboration, and educational partnerships.

EDU/RMTH 710 Research Methods

3 credits

This seminar focuses on quantitative research, beginning with experimental design, followed by other quantitative methods – correlation, causal-comparative, and survey research. For each, design data analysis through measures of central tendency and parametric and nonparametric statistics are discussed.

EDU 785 Qualitative Research

3 credits

This seminar has three major components. First, Creswell's (2007), *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* will be utilized to explore, compare and contrast the following research approaches: grounded theory, ethnography, phenomenology, narrative inquiry and case study. Second, examples of the various approaches to qualitative inquiry and evaluation of their appropriateness for different kinds of research questions will be examined. Third, engagement in a practice research project using Creswell's five approaches will be conducted.

EDU 802 Law and Policy in Education (Pre K-12)

3 credits

Decision-making practices within the educational setting are impacted by a myriad of factors; law and policy are factors that permeate every aspect of public school leadership. This seminar addresses significant legal and policy considerations that Pre K-12 educational leaders may encounter in their decisions regarding students, teachers, staff, curriculum and other aspects of schooling. This seminar examines the role of educational leaders in implementing educational policy, disseminating information about the effect of policy decisions on schools, and collaborating with policy makers for advancement and reform of education. The focus is on practical application in the context of ethical leadership and an attention to social justice.

EDU 803 Law and Policy in Higher Education

3 credits

Decision-making practices within the educational setting are impacted by a myriad of factors; law and policy are factors that permeate every aspect of higher education leadership. This seminar addresses significant legal and policy considerations that higher education leaders may encounter in their decisions regarding students, teachers, staff, curriculum and other aspects of higher education. This seminar examines the role of educational leaders in implementing educational policy, disseminating information about the effect of policy decisions on institutions of higher education, and collaborating with policy makers for advancement and reform of education. The focus is on practical application in the context of ethical leadership and an attention to social justice.

EDU 805 Designing Professional Development **3 credits**

This seminar focuses on developing the ability to design professional development activities in educational systems to promote improved teaching practices. Based in principles of design thinking and adult learning theory, the seminar engages participants in using research data to develop effective professional development in school settings. Attention is also given to developing skills that enhance one's capacity to implement professional development: collaboration, coaching, mentoring, and building professional learning communities. Additionally, the seminar addresses evaluation of professional development for continuous improvement.

EDU 821 Leadership and Change in Schools and Educational Systems **3 credits**

This seminar focuses on professional experiences and reflective practice as they come together in examination of leadership theories and strategies for transformative change in schools, institutions of higher education, or other organizations. The seminar will include an exploration of the relationship between the school/organization's leader and the effectiveness of that setting.

EDU 823 Resource Management in Education **3 credits**

This seminar is designed to aid in preparing educational professionals to assume leadership/administrative/management positions in educational related organizations. The primary focus of the seminar is on the role and functions of administrators/managers in their responsibilities related to resource management and allocation, with special reference to human resource management especially as it relates to the facilitation and support of student learning and achievement in educational organizations.

EDU 824 Education and Technology **3 credits**

This seminar's focus is on exploring existing and emerging technologies and applications and designing them into student centric learning experiences and to facilitate the integration access, use, and understanding of new technologies and information resources for continued learning and development.

EDU 825 Schools, Society, and Culture **3 credits**

This seminar focuses on the importance of creating strong programs for encouraging successful relationships among the school, the community, and the wider society. Includes examination of examples of efforts involving teachers, parents, the community, business, and government in supporting the missions of Pre K-12 educational institutions.

EDU 826 Curriculum and Social Justice **3 credits**

The seminar will comprise a study of current curriculum innovations and their underlying theoretical bases with a focus on social justice models. Emphasis is given to current research implementation of curricular models in the K-12 and higher education settings and the translation of effective curriculum designs in practice.

EDU 841 Leadership and Change in Institutions of Higher Education **3 credits**

This seminar focuses on professional experiences and reflective practice as they come together in examination of leadership theories and strategies for transformative change in schools, institutions of higher education, or other organizations. The seminar will include an exploration of the relationship between the school/organization's leader and the effectiveness of that setting.

EDU 843 Resource Management in Higher Education Settings **3 credits**

This seminar is designed to aid in preparing educational professionals to assume leadership/administrative/management positions in educational related organizations. The primary focus of the seminar is on the roles and functions of administrators/managers in their responsibilities related to resource management and allocation with special reference to human resource management, especially as it relates to the facilitation and support of student learning and achievement in educational organizations.

EDU 850/ECL 851 Art of Social Justice and Leadership **3 credits**

This seminar examines reflective practices of reasoning and skill-based critical thinking to explore alternative, refreshing, and new solutions to old problems. Visual cognitive skills, social justice theories through the lens of art, and leadership principles through visual culture will lead to new implications for problem solving in education.

EDU 889 Education and Sustainability **3 credits**

This seminar's focus is on the education and actions required by educators and their institutions to educate, advocate, and provide leadership for integrated solutions that "...meets the needs of the present without compromising the ability of future generations to meet their own needs" (Report of the World Commission on Environment and Development to the United Nations, 1987).

EDU 891 Literature Review **3 credits**

Students will gain a deeper understanding of the significant role of the literature review in a dissertation and review alternative approaches to organizing the chapter. Students will use the literature review to develop a dissertation prospectus.

INTP 790-791 Internship/Practicum **6 credits**

Synthesis of academic learning with practical experiences appropriate to area of specialization.

PCX 799 Program Completion Extension **0 credits**

When a student reaches the end of the intended final term of full-time academic enrollment (last registered term or Dissertation Supervision) and needs additional time to prepare final documents for Dean's review/approval, the student is required to register for PCX 799 Program Completion Extension (0 credits) for the subsequent six month term. In order for a student to have this 6-month completion extension approved, the student must have successfully completed all prior enrollment terms. The program completion extension affords a student additional time to respond to recommendations for edits as a result of the Dissertation Defense meeting or Dean's Review. No new academic course work may be undertaken during or after this program completion extension registration period. The extension period is not a new term of enrollment for academic credit. Registration in PCX 799 will be for a six-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two (2) extension terms will be approved. The PCX Program Completion Extension does not qualify students for financial aid or in-school loan deferment

status. The Registrar's Office is required to report students on the extension as registered less than half-time to the National Student Loan Clearinghouse.

RMTH/EDU 710 Research Methods

3 credits

This seminar focuses on quantitative research, beginning with experimental design, followed by other quantitative methods – correlation, causal-comparative, and survey research. For each, design data analysis through measures of central tendency and parametric and nonparametric statistics are discussed.

RMTH 783 Research Designs and Methods

3 credits

The course will introduce students to doctoral level inquiry in four domains: (1) arts, (2) humanities, (3) social sciences, and (4) education and professional practice. Consideration will be given to the kinds of questions each domain invokes, the kinds of methods each domain engages, alternative theoretical orientations which drive diverse methods, and the potential contributions and limitations of research in each of the four domains. This course is the first in a series of courses designed to prepare students to launch their original doctoral dissertations.

RMTH 786 Focused Research Design Project

3 credits

The purpose of this seminar is to facilitate students in designing their dissertation study. The culminating project is a dissertation proposal consisting of the first three chapters of the dissertation (Introduction, Literature Review, and Methodology).

RSCH 880 Dissertation Research

6 credits

Collection and analysis of data for dissertation.

RSCH 901 Dissertation

9 credits

Presentation of the research project representing a culmination of the student's program and area of specialization: provides evidence of ability to address an educational challenge. May take the form of a traditional (empirical) dissertation but may also be a case study or historical analysis.