



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE



DEPARTMENT OF EDUCATIONAL
LEADERSHIP & POLICY STUDIES

Graduate Handbook 2019-2020

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Introduction

Welcome from the Department Head, J. Patrick Biddix

Welcome to the Department of Educational Leadership and Policy Studies! For over sixty years, our department has prepared students for meaningful careers as educational administrators, policy scholars, and faculty across the nation. Admitting candidates into any of our programs is a decision the faculty does not take lightly. As one of our graduate students, you have already demonstrated the requisite intellect, motivation, and grit to become an educational leader and scholar. Be mindful, however, that we have high expectations of the students we admit into our programs and of the work they produce.

The department is divided into programs in Educational Administration (MS, EdS, Licensure Certificate, and PhD) and in Higher Education Administration (MS and PhD). While this handbook provides useful tools and general information to all of our graduate students, the program in which you are enrolled may have a separate handbook, which you are encouraged to review. If you have specific questions or concerns relating to your program, please contact your program coordinator.

In addition to the programs, the department houses three centers: The Center for Educational Leadership (CEL), the College Access and Persistence Services (CAPS) Outreach Center, and the Postsecondary Education Research Center (PERC). I encourage you to explore opportunities with these centers and to contact their respective directors for further information.

As you explore the information included within this handbook and as you progress through your graduate studies at the University of Tennessee, know that we are proud of you and we are delighted to have you as our student.

Sincerely,

*J. Patrick Biddix
Department Head & Professor
Educational Leadership & Policy Studies*

Purpose of the Handbook

In order to serve the mission and vision of the Graduate School and preserve the integrity of Graduate Programs at the University of Tennessee, Knoxville, information related to the process of graduate education in each department is to be provided for all graduate students.

Based on Best Practices offered by the Council of Graduate Schools, it is important that detailed articulation of the information specific to the graduate degrees offered in each department/program be disseminated.

The Department Graduate Handbook does not deviate from established Graduate School Policies noted in the [Graduate Catalog](#), but rather provides the specific ways in which those policies are carried out.

The purpose of this handbook is to provide insight into the department's organization, programs, and policies, as well as those of the university.

Graduate students are expected to be aware of and satisfy all regulations governing their work and studies at the university. In addition to this handbook, graduate students are advised to consult the [Graduate Catalog](#), [Hilltopics](#), and the publications on the [Appeals Procedure](#) and the Graduate Assistant Handbook available on the [Graduate School website](#).

Mission of Educational Leadership and Policy Studies

The mission of the Department of Educational Leadership and Policy Studies is to prepare entry-level and executive-level administrators and faculty for schools and colleges, and to prepare policy scholars to serve in these organizations and in state, regional, and national policy agencies associated with the educational and human service enterprise. The graduate degree programs in the department are designed to enrich the knowledge, skills and values requisite to effective leadership in educational practice settings. The department views leaders as stewards and servants of organizations; designers of the social and cultural climate in which we do our work; teachers who facilitate human growth and development; change agents who continually examine the effectiveness of their organizations; and conceptual provocateurs who challenge ideas and assumptions on which practice and policy are built.

Core Values of Educational Leadership and Policy Studies

The effectiveness of leaders at any level and in any setting rests on competence and conscience. Technical knowledge and skill are placed in action at the service of core values, which are premier design instruments for organizational cultures and climates. Honoring these core values promotes leadership effectiveness. Neglecting these values takes clients and organizations in harm's way and diminishes the promise and performance of those who give voice and meaning

to educational organizations. The values upon which all programs are built and which guide the teaching and learning in the department include:

Civility: Affirming the power of human dignity and diversity

Candor: Respecting the power of public forum and the role of debate and dissent

Courage: The commitment to act on conviction and link belief to action

Responsibility: Accepting care for one's actions and decisions

Compassion: Caring for person and principle

Community: Respecting and embracing diversity while developing an agenda of common caring

Persistence: Focusing on long-range goals and staying the course in the face of hardship

Service: Placing the welfare and promise of others before self

Excellence: Calling self, others and organizations to high standards of performance

Justice: Ensuring equity in opportunity and recognition

In addition to the department's core values, graduate students are also encouraged to review the university's Principles of Civility & Community. This is accessible via

<https://civility.utk.edu/principles/>

Faculty & Staff of Educational Leadership and Policy Studies

Faculty

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Research interests: School effectiveness and school improvement, international comparative studies, and teacher leadership

J. Patrick Biddix, PhD, Department Head, Professor of Higher Education; Associate Director, PERC

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Research interests: Civic engagement and student involvement, student activism, technology use and implications, career development in student affairs, and research methodology.

Karen D. Boyd, PhD, Associate Professor of Practice

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Research interests: The organizational dimensions of the student-institutional relations and the impact of those relations on integrative learning.

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Research Interests: influence of experiential learning on student achievement, educational accountability, the performance of universities, leadership and leading organizational change.

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Research interests: Evaluation of principals, female superintendents, and ethical leadership practices.

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Research Interests: Leadership for learning, leadership development, principal efficacy in school improvement, urban educational leadership, qualitative research methodology.

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Research interests: Underrepresented students in Science, Technology Engineering, and Mathematics (STEM) fields, special education, and the role of the school administrator.

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Research interests: People of color experiences, historically underrepresented groups experience, and issues of access to higher education.

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Research interests: School and district leadership, school finance, and educational governances.

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Research interests: Gender and leadership, mentoring, and role socialization.

Adjuncts, Lecturers, and Affiliated Faculty

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Programs

Programs in Educational Administration

Leadership Academy

The Leadership Academy is an intensive 15-month residency fellowship that prepares high-potential aspiring principals for the rigors of instructional leadership in the modern educational context. Fellows spend 4 days a week in a school working with an effective mentor principal, and attend graduate-level classes and seminars on the 5th day at the University of Tennessee. The program integrates theory and practice, and successful candidates earn a Master's (M.S.) or Specialist in Education (EdS.) degree and an Instructional Leader-Beginning license in Tennessee. The program leading to an Instructional Leadership License –Beginning (ILL-B) for a school administrator is designed around the standards developed by the Tennessee State Board of Education, the Tennessee Instructional Leadership Standards (TILS) and the Professional Standards for Educational Leaders (PSEL) for the knowledge and skills required for a school principal.

Admission Requirements

A completed application must be received by both the Office of Graduate Admissions and the Department of Educational Leadership and Policy Studies. Applicants must possess teacher or school-related licensure; have three years of teaching experience or educational experience working in schools; possess leadership potential preferably demonstrated by previous leadership experience; and have a grade point average (GPA) of 2.70 or higher for undergraduate work and GPA 3.2 or higher for prior graduate work.

Licensure

The internship, which includes a minimum of 400 hours of field-based experience under a mentor's direction is supervised through EDAM 570. Program completion and recommendation for licensure requires a minimum competency score on the School Leader Licensure Assessment, the submission of a professional learning portfolio, and an action research paper, in lieu of a comprehensive exam, on a topic relevant to educational leadership.

V.O.L.S. Lead

The V.O.L.S. Lead program (Volunteer Online Leadership Studies) is a distance education program that offers Master's (M.S.) and Specialist in Education (EdS) degrees in educational administration with the option of obtaining a Tennessee principal's license. For candidates who already have a Masters degree, the option of a certificate in educational administration, with principal's license, is offered. All courses are offered in an online delivery format along with an internship and comprehensive examination requirements.. The V.O.L.S Lead program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and by the Southern Association of Colleges and Schools (SACS) and nationally recognized by the

University Council for Educational Administration (UCEA), as a quality educational leadership preparation program.

Instructional Leader Licensure Option

The option of obtaining a Tennessee Instructional Leader – Beginning license requires three years teaching experience and a current and valid teaching license to be considered a candidate for admission. The M.S. program requires 36 hours of coursework; the Ed.S. program requires 42 hours. Evening and summer classes are combined with on-the-job internship activities organized around real school problems. The school principal (or other administrator at the internship site) and a faculty representative of the Educational Administration program together supervise the internship.

The desired outcome of the program leading to licensure as a school administrator is to produce thoughtful principal and supervisory practitioners with the skills and scholarship to provide quality leadership to the organizations they serve. Graduates are expected to have a vision of quality education combined with good leadership skills to lead schools in the twenty-first century. The program leading to an Instructional Leadership License –Beginning (ILL-B) is designed around the standards developed by the Tennessee State Board of Education, the Tennessee Instructional Leadership Standards (TILS) and the Professional Standards for Educational Leaders (PSEL) for the knowledge and skills required today for a school principal.

Non-licensure Option

The non-licensure alternative program for both the M.S. and Ed.S. is designed to prepare leaders for a variety of settings in other social community service agencies. The non-licensure option is required of all out of state students.

PreK-12 Licensure Certificate

A PreK-12 Licensure Certificate in Educational Administration is an option for students seeking licensure and who hold a minimum of a master's degree in teaching or a related field with at least three years of teaching experience. The certificate consists of a minimum of 21 hours and the courses are taught concurrently with the MS and the EdS degree programs. An on-the-job internship is also required. Specific course requirements are outlined below. Student must pass the SLLA examination prior to the university's submission of the licensure application.

Admission Requirements

A completed application must be received by both the Office of Graduate Admissions and the Department of Educational Leadership and Policy Studies. Applicants must possess teacher or school-related licensure; have three years of teaching experience or experience working in schools; possess leadership potential preferably demonstrated by previous leadership experience; and have a grade point average (GPA) of 2.70 or higher for undergraduate work and GPA 3.2 or higher for prior graduate.

Transfer of Courses

Transfer courses must receive prior approval from both the student's committee/program faculty and the Dean of the Graduate School. To be transferred into a master's or specialist program, a

course must be: (1) taken at the graduate level, (2) carry a grade of B or better, and (3) not have been used for a prior degree. Please refer to the Graduate Catalog for complete information on transfer courses. Students interested in transferring graduate courses must petition the faculty in writing and provide all necessary documentation (e.g., transcripts showing courses and syllabi for courses being considered). No course may be transferred into the PreK-12 Licensure Certificate Program, in accordance with Graduate School Policy in Certificate Program.

Master's and Ed.S. Committee

A committee of three faculty members is chosen by each student. A minimum of two members of this committee must represent the unit or major area. The responsibilities include formulating the student's program of coursework, supervising progress, recommending admissions to candidacy, directing research, and coordinating the final comprehensive examinations.

Admission to Candidacy

In the Master's and Education Specialist programs, the Admission to Candidacy Form and the Graduation Application are submitted the semester prior to graduation. This form must be signed by the student's committee and list all courses in pursuit of the degree, including transfer coursework.

Ed.S. Research Requirement

In the problems in lieu of thesis option, a three-credit-hour research course must be taken as a prerequisite for EDAM 592. The student must successfully complete the problems in lieu of thesis research course while working on the research project in the semester it is accepted by the Graduate School on behalf of the Graduate Council or the student will be required to register for an additional three hours of EDAM 592. This "problems paper" must be prepared according to the regulations in the most recent Guide to the Preparation of Theses and Dissertations, and the student's committee will grant final approval and acceptance of the problems in lieu of thesis.

Time Limit

All course requirements, the comprehensive examination; comma not semicolon and the School Leader Licensure Assessment (SLLA) must be passed prior to the university submission of the licensure application. Candidates have six calendar years from the time of entry to complete the Master's or Education Specialist degree.

Internship Objective for Licensure

The Internship is designed to provide a link between theory and practice in Educational Administration through planned fieldwork experiences. The goal of the internship is to provide "on-the-job training." During an internship, interns are expected to carry real and continuous responsibility under the direct mentorship of an identified organizational leader. Intern activities are to coordinate with the Tennessee Instructional Leadership Standards (TILS) and the Professional Standards for Educational Leaders (PSEL).

Examinations

A candidate for the M.S. or Eds. degree (Licensure Option) must pass the School Leader Licensure Assessment (SLLA) the semester prior to taking the final examination. A candidate

cannot take the comprehensive examination until he or she has passed the SLLA. The comprehensive examination (given to non-thesis students) is a demonstration of the candidate's ability to integrate knowledge across coursework and make connections between theory and the world of practice.

To be eligible to take the comprehensive examination, students must be enrolled in the last semester of their program and in the process of completing their final coursework.

Educational Leadership, EdD.

The four-year, 60 credit hour scholar-practitioner degree focuses on advanced district level knowledge and leadership skills and prepares individuals for the growing variety of school and school district leadership positions including the superintendency. The program uses a combination of delivery systems to accommodate working professionals including regular face-to-face weekend meetings once a month, occasional face-to-face courses, and online and hybrid courses.

Admission Requirements

Master's degree (or equivalent) from a regionally accredited institution, an institution accredited by another organization recognized by the Council on Higher Education Accreditation (CHEA), or an equivalent degree from a similarly recognized or accredited foreign institution is required for every candidate for admission.

Three years of experience in school or district leadership, cumulative GPA of 3.00 on all prior graduate work is also required. A completed application must be received by both the Graduate School and the Department of Educational Leadership and Policy Studies department application.

PhD in Education, Concentration in Leadership Studies

The PhD major in Education with a concentration in Leadership Studies program is directed toward developing practitioner-scholars who understand the power of ideas and who place those ideas in service to improve educational practice. The doctoral program seeks to develop in these scholar-practitioners both the skill and disposition to inquiry, policy analysis, and evaluation. Students admitted into the program are seasoned leaders in their school systems and possess both the intellectual ability to become scholars and the disposition of mind to become exemplary practitioners.

Further, doctoral study is designed to:

1. Accent the heritage of the educational enterprise and its centrality to the strength of a democratic society,
2. Equip students with the dispositions and skills to challenge the status quo and engage in evaluative policy dialogue and scholarship regarding the role and performance of educational organizations,
3. Link competence and conscience via the study of ethics, and
4. Emphasize the connection between theory and practice.

The Leadership Studies in Education doctorate presents leadership as an artistic endeavor enhanced through self-awareness and validation. The program assists students with opportunities and techniques for enhancing self-understanding in conjunction with acquiring knowledge and skills. The program assumes that 1) leaders lead from their values, and 2) encourages self-exploration and clarification of values as a means for interpreting and responding to learned theory.

Admission Requirements

Students must submit a transcript, departmental application, writing sample, and Graduate Application to the Office of Graduate Admissions, University of Tennessee, Knoxville. Three rating forms from those who know of the candidate's professional record and promise are required. An overall GPA of 3.5 in previous graduate study is required for admission to doctoral study and an interview with the faculty may be required. Admission decisions are made on a holistic basis to discern the candidate's promise for doctoral study and to ascertain the match of the candidate's educational goals with the resources and goals of the Department.

Admission to Candidacy

Admission to candidacy indicates agreement that the student has demonstrated the ability to complete and master graduate work and that satisfactory progress has been made toward a degree. Being "admitted to candidacy" connotes that all coursework has been completed (or that the student is registered for the last semester of courses needed for the degree) and that the comprehensive examination has been passed.

A student may be admitted to candidacy for the doctoral degree after passing the comprehensive examination and maintaining at least a B average in all graduate coursework. Each student is responsible for filing the admission to candidacy form, which lists all courses to be used for the degree, including courses taken at The University of Tennessee, Knoxville, or at another institution prior to admission to the doctoral program. Admission to candidacy must be applied for and approved by the Office of the University Registrar at least one full semester prior to the date the degree is to be conferred.

Cognate Requirement Guidelines

Leadership Studies in Education's cognate area consists of a minimum of six hours of graduate coursework offered outside the Department of Educational Leadership and Policy Studies (ELPS). A cognate may be defined in two different ways. First, the Department recognizes the value of developing additional skills related to an individual's future career plans. Cognate courses may, then, be in areas not covered in the required/core curriculum. Second, the cognate courses may be related to students' research interest and serve as part of the foundation for work on the dissertation. Finally, the two cognate courses, selected in consultation with the student's advisor, are related or connected in a logical way to the field of educational administration.

Dissertation

The dissertation represents the culmination of an original major research project completed by the student. The organization, method of presentation, and subject matter of the dissertation are important in conveying to others the results of such research.

A student should be registered for the number of dissertation hours representing the fraction of effort devoted to this phase of the candidate's program. An electronic copy of the dissertation (prepared according to the regulations in the most recent Guide to the Preparation of Theses and Dissertations) must be submitted to and accepted by the Graduate School on behalf of the Graduate Council.

The dissertation proposal for this program consists of fully-developed Chapters 1, 2 and 3. These chapters are to be developed in consultation with the student's dissertation chair/major professor. Attention must be given to both content and formatting (APA 6th or 7th edition).

Three Article Dissertation

While the format for the three-article dissertation is altered from the traditional, the expectations for a final and approved dissertation remain the same. The objectives for a Three Article Dissertation are to support doctoral students who are interested in publishing their research prior to graduation; to offer the student guidance and mentoring in the publication of their research prior to graduation; to provide the student who is interested in pursuing a career in higher education an opportunity to add to their CV; and to assist the student in immediate application of their programmatic research foundations.

Requirements for Three Article Dissertation include the following:- Articles should form a cohesive body of work and the selection of journals must be approved by committee. A proposal defense will be held to include Chapter 1, completion of the first article, and an overview of all three articles, emphasizing cohesion of the thematic focus. Articles must be of publishable quality though publication is not required for dissertation approval.

The student maintains the responsibility for obtaining copyright permission for journals for article inclusion in the dissertation, noting that the dissertation will be available online.

Overlap of content, particularly in the literature review is acceptable, but only if the student self-cites. Students will be first author on all articles. Dissertation chairs may be second author on the first article at the invitation of the student. The second and third articles must be single authored. Fellow students may not act as co-authors. The final defense will mirror that of the traditional dissertation.

Further information on the preparation of dissertations can be found [here](#).

Doctoral Committee

The major professor directs the student's dissertation research and chairs the dissertation committee. The student and the major professor identify a doctoral committee composed of at least four faculty members holding the rank of assistant professor or above. At least one member must be from an academic unit other than that of the student's major field. This committee is nominated by the Department Head and officially approved by the Dean of the Graduate School.

The committee should be formed as the student is completing coursework and is ready to take the comprehensive examination and begin dissertation research. Doctoral committees may be formed earlier if the student has a fairly well formulated topic for the dissertation and has identified a faculty member to serve as chair.

Subject to Graduate Council policies and individual program requirements, the committee must approve all coursework applied toward the degree, certify the student's mastery of the major field and any cognate field, assist the student in conducting research, and recommend the dissertation for approval and acceptance by the Graduate School.

Examinations

Successful completion of a comprehensive examination and a defense of dissertation is required for all doctoral degrees. Registration is required during the term in which the examination is taken.

The written portion of the comprehensive examination consists of written responses to "take home" examination questions framed by the four members of the student's doctoral committee. Student responses to the questions are evaluated by the committee in an oral examination to follow. At or toward the end of course work, each student must take and pass a comprehensive examination. This is an incomplete sentence so just deleted it.

Successful completion of a doctoral comprehensive examination is required for all doctoral degrees in the Department of Educational Leadership and Policy Studies, and indicates that, in the judgment of the faculty and/or doctoral committee, the doctoral student can: think analytically and creatively; has a comprehensive knowledge of the field; knows how to use academic resources; and is deemed capable of completing the dissertation. Please refer to the most current Graduate Catalog for more information on the comprehensive examination.

For the Department of Educational Leadership and Policy Studies:

- (1) The comprehensive examination is generally taken when the doctoral student has completed all or nearly all prescribed courses (i.e., in the last semester of coursework).
- (2) The nature and number of questions which comprise the examination are determined by the doctoral student's dissertation committee and coordinated by the committee's chair.
- (3) The comprehensive examination will be comprised of both a written component and an oral defense of the written responses.
- (4) The faculty/dissertation committee has three decisions that may be rendered relative to the student's performance: (a) *pass*—with "Admission to Candidacy" paperwork being signed and forwarded to the Graduate School, (b) *conditional pass*—indicating some revision is needed before the faculty will sign and forward "Admission to Candidacy" paperwork, and (c) *fail*—the student has not demonstrated the skills and knowledge needed to proceed to dissertation writing, is not admitted to candidacy, and the fail is officially recorded on the "Admission to Candidacy" form and reported to the Graduate School.

- (5) Students are afforded two opportunities at passing the doctoral comprehensive examination.
- (6) Students who receive a “conditional pass” will have to comply with conditions placed on the revision relative to variables like time (a maximum time of three month is allowable). Failure to comply with any and all conditions will result in the “conditional pass” being turned into a “fail.

Residence Requirements

Residence is defined as full-time registration (i.e., nine hours of coursework) for two consecutive semesters (spring, fall, and summer) on the campus where the program is located. During residence, it is expected that the student will be engaged in full-time, on-campus study toward a graduate degree.

A statement as to how and during what period of time the residence requirement has been met will be presented with the Application for Admission to Candidacy along with signatures of approval from the major professor and the Department Head. More information about the rationale for the residence requirement may be obtained from the Graduate Catalog Web site, [Graduate Catalog](#)

Time Limit

Comprehensive examinations must be taken within five years and all requirements must be completed within eight years from the time of a student’s first enrollment in a doctoral degree program.

Note on Graduate Student Forms

In addition to course requirements, graduate students are also responsible for submitting the appropriate paperwork in a timely manner. Such forms include Admission to Candidacy, Doctoral Committee, Schedule of Dissertation Defense, and Thesis/Dissertation Approval forms. All forms can be found at [Graduate School Forms](#). Should students have questions regarding these forms, they are advised to confer with their program coordinator or the Graduate School.

Programs in Higher Education Administration

College Student Personnel Program

Our mission is to prepare graduate students for work serving others in higher education or related services. The program provides students with an education grounded in research, theory, and practical experience. The CSP program follows a cohort model to promote an inclusive community, to facilitate peer to peer learning, and to provide opportunities for professional socialization.

The college student personnel program is a two-year, practitioner-oriented master's degree designed to prepare student personnel administrators and for colleges and universities. Philosophically based in college and university administration and resting on standards articulated by the Council for Advancement of Standards for Student Services/Student Development programs, the program prepares individuals for a wide and growing variety of student and university service positions in post-secondary institutions including admissions, orientation, records, financial aid, academic advising, housing, athletics, disability services, career services, student activities and leadership development, institutional research and assessment, advancement and alumni relations, Greek life, and international education.

Admission to Candidacy

In the CSP program, The Admission to Candidacy Form and the Graduation Application are submitted the semester prior to graduation. This form must be signed by the student's committee and list all courses to be used for the degree, including transfer coursework.

Time Limit

Candidates have six calendar years from the time of entry to complete the MS degree.

Admission Requirements

Students are admitted to the College Student Personnel program each spring for matriculation in the fall. Prospective students must submit the College Student Personnel Program Application Form,) to the Department office (Program Coordinator) by December 1. A Graduate Application must also be submitted to the Office of Graduate Admissions including three Rating/Reference Forms (one of which must be from a faculty member).

Examinations

Students are required to complete either a thesis or problems-in-lieu of thesis as a culminating activity. Both the thesis and problems in lieu of thesis (also called the problems paper) involve students identifying an issue, problem, or gap in knowledge that they will explore. Both a problems paper and a thesis must be defended before a committee of three full-time faculty members.

The options for a problems paper include: (a) a pilot study, (b) a project or (c) a critical review of the research or literature on a topic in student affairs/higher education. The length of a problems

paper is approximately 30 pages. For the problems paper, the committee members must have their doctorate, but may be adjunct faculty.

In addition to the above, a thesis involves conducting original research and reporting the results and implications for policy, practice and future research. A thesis is usually more than 90 pages. For this option, the committee members must be full-time faculty members and have an earned doctorate.

PhD in Higher Education Administration

The PhD with a major in higher education administration offers advanced graduate study to those students aspiring to enhance their leadership knowledge and skill for service in their current positions, to establish knowledge and skill bases for a more responsible executive leadership appointment, to build the capacity and inclination for active participation in policy dialogue related to the purpose and performance of higher education, and to prepare scholars for service in faculty and policy scholar roles. Interdisciplinary in design, the program features core course work in higher education foundations, leadership and organizational theory, research foundations, and specialization interests.

Interdisciplinary in design, the program features core coursework in higher education foundations, leadership and organizational theory, research foundations and specialization interests. The program also features forum and seminar experiences for all students in a humanities and research seminar in the first year of the program and an issues and inquiry seminar in the second year of the program.

Admission Requirements

Students must submit a transcript, departmental application, writing sample, and Graduate Application to the Office of Graduate Admissions, University of Tennessee, Knoxville. Five rating forms from those who know of the candidate's professional record and promise are required. An overall GPA of 3.5 in previous graduate study is required for admission to doctoral study and an interview with the faculty may be required. Admission decisions are made on a holistic basis to discern the candidate's promise for doctoral study and to ascertain the match of the candidate's educational goals with the resources and goals of the Department.

Admission to Candidacy

Students successfully completing the comprehensive examination will file the Admission to Candidacy form signed by members of their committee with the Graduate School. Admission to candidacy must be filed at least one semester before the PhD is to be conferred.

Dissertation

The dissertation represents the culmination of an original major research project completed by the student. The organization, method of presentation, and subject matter of the dissertation are important in conveying to others the results of such research.

A student should be registered for the number of dissertation hours representing the fraction of effort devoted to this phase of the candidate's program. Paper or electronic submission will be

approved by the student's committee prior to final preparation of the dissertation. Two paper copies or an electronic copy of the dissertation (prepared according to the regulations in the most recent Guide to the Preparation of Theses and Dissertations) must be submitted to and accepted by the Graduate School on behalf of the Graduate Council.

Three Article Dissertation

While the format for the three-article dissertation is altered from the traditional, the expectations for a final and approved dissertation remain the same. The objectives for a Three Article Dissertation are to support doctoral students who are interested in publishing their research prior to graduation; to offer the student guidance and mentoring in the publication of their research prior to graduation; to provide the student who is interested in pursuing a career in higher education an opportunity to add to their CV; and to assist the student in immediate application of their programmatic research foundations.

Requirements for Three Article Dissertation - Articles should form a cohesive body of work and the selection of journals must be approved by committee. A proposal defense will be held to include Chapter 1, completion of the first article, and an overview of all three articles, emphasizing cohesion of the thematic focus. Articles must be of publishable quality though publication is not required for dissertation approval.

The student maintains the responsibility for obtaining copyright permission for journals for article inclusion in the dissertation, noting that the dissertation will be available online. Overlap of content, particularly in the literature review is acceptable, but only if the student self-cites. Students will be first author on all articles. Dissertation chairs may be second author on the first article at the invitation of the student. The second and third articles must be single authored. Fellow students may not act as co-authors. The final defense will mirror that of the traditional dissertation.

Further information on the preparation of dissertations can be found [here](#).

Doctoral Committee

The major professor directs the student's dissertation research and chairs the dissertation committee. The student and the major professor identify a doctoral committee composed of at least four faculty members holding the rank of assistant professor or above, three of whom, including the chair, must be approved by the Graduate Council to direct doctoral research. At least one member must be from an academic unit other than that of the student's major field. This committee is nominated by the Department Head or College Dean and approved by the Dean of the Graduate School.

The committee should be formed within the first two years of doctoral study. Subject to Graduate Council policies and individual program requirements, the committee must approve all coursework applied toward the degree, certify the student's mastery of the major field and any cognate field, assist the student in conducting research, and recommend the dissertation for approval and acceptance by the Graduate School.

Examinations

Successful completion of a comprehensive examination and a defense of dissertation is required for all doctoral degrees. Registration is required the term in which the examination is taken.

This written portion of the comprehensive examination consists of written responses to “take home” examination questions framed by the four members of the student’s doctoral committee. Student responses to the questions are evaluated by the committee in an oral examination to follow. At or toward the end of course work, each student must take and pass a comprehensive examination.

Successful completion of a doctoral comprehensive examination is required for all doctoral degrees in the Department of Educational Leadership and Policy Studies, and indicates that, in the judgment of the faculty and/or doctoral committee, the doctoral student can: think analytically and creatively; has a comprehensive knowledge of the field; knows how to use academic resources; and is deemed capable of completing the dissertation. Please refer to the most current Graduate Catalog for more information on the comprehensive examination.

For the Department of Educational Leadership and Policy Studies:

1. The comprehensive examination is generally taken when the doctoral student has completed all or nearly all prescribed courses (i.e., in the last semester of coursework).
2. The nature and number of questions which comprise the examination are determined by the doctoral student’s dissertation committee and coordinated by the committee’s chair.
3. The comprehensive examination will be comprised of both a written component and an oral defense of the written responses.
4. The faculty/dissertation committee has three decisions that may be rendered relative to the student’s performance: (a) *pass*—with “Admission to Candidacy” paperwork being signed and forwarded to the Graduate School, (b) *conditional pass*—indicating some revision is needed before the faculty will sign and forward “Admission to Candidacy” paperwork, and (c) *fail*—the student has not demonstrated the skills and knowledge needed to proceed to dissertation writing, is not admitted to candidacy, and the fail is officially recorded on the “Admission to Candidacy” form and reported to the Graduate School.
5. Students are afforded two opportunities at passing the doctoral comprehensive examination.
6. Students who receive a “conditional pass” will have to comply with conditions placed on the revision relative to variables like time (a maximum time of three month is allowable). Failure to comply with any and all conditions will result in the “conditional pass” being turned into a “fail.

Residence Requirements

Residence is defined as full-time registration for a given semester on the campus where the program is located. The summer term is included in this period. During residence, it is expected that the student will be engaged in full-time on-campus study toward a graduate degree.

For the doctoral degree, a minimum of two consecutive semesters of residence is required. Individual doctoral programs may have additional residence requirements.

A statement as to how and during what period of time the residence requirement has been met will be presented with the Application for Admission to Candidacy along with signatures of approval from the major professor and the Department Head/Program Coordinator. More information about the rationale for the residence requirement may be obtained from the Graduate Catalog Website. [Graduate Catalog](#)

Time Limit

Comprehensive examinations must be taken within five years, and all requirements must be completed within eight years from the time of a student's first enrollment in a doctoral degree program.

Note on Graduate Student Forms

In addition to course requirements, graduate students are also responsible for submitting the appropriate paperwork in a timely manner. Such forms include Admission to Candidacy, Doctoral Committee, Schedule of Dissertation Defense, and Thesis/Dissertation Approval forms. All forms can be found at [Graduate School Forms](#). Should students have questions regarding these forms, they are advised to confer with their program coordinator or the Graduate School.

Centers

The Center for Educational Leadership

The Center for Educational Leadership, through its Leadership Academy, offers a 15-month intensive leadership preparation program that offers a Master of Science degree with a major in Educational Administration or a Specialist in Education degree with a major in Education (concentration in Educational Administration). Students (called “Fellows”) in the Leadership Academy must be available Monday through Thursday of each week for an intensive internship experience under the direction of a school mentor (e.g., the school principal). On Fridays, classes are conducted in order to complete the required curriculum and meet the knowledge and skill standards for initial certification as a beginning school leader. Admission to the Leadership Academy is highly selective. Information about the Leadership Academy and the application process can be obtained from the Center for Education Leadership webpage.

The College Access and Persistence Services (CAPS) Outreach Center

The College Access and Persistence Services (CAPS) Outreach Center supports outreach services that help students overcome social, academic, financial, and cultural barriers in higher education.

Research shows that major problems exist in recruiting and retaining low-income and first-generation students in postsecondary education programs. Statistics indicate that individuals who come from disadvantaged backgrounds are significantly less likely to pursue a postsecondary education successfully than their more privileged counterparts.

The goal of CAPS is to prepare individuals from disadvantaged backgrounds to succeed in postsecondary or professional academic programs. To accomplish this goal, the staff provides activities to strengthen math and science skills of students interested in science, technology, engineering, and math (STEM) fields; to improve pre-college preparation, college admissions, and financial aid application processes; and to provide the skills and motivation necessary for completing college graduation requirements.

Similar activities also assist adults and military veterans who do not have baccalaureate degrees. The center is funded in its entirety by external funds. Approximately 60,000 students have been served for more than 30 years by project staff. New opportunities for funding are continually reviewed to identify grants that will expand the number of students we serve.

The Postsecondary Education Research Center (PERC)

The mission of the Postsecondary Education Research Center (PERC) is to identify, conduct, and coordinate research on initiatives and ideas designed to enhance higher education at the institutional, state, and national levels to enhance policy and practice.

The Postsecondary Education Research Center (PERC) is part of the Department of Educational Leadership and Policy Studies’ vision for the future. PERC will identify and coordinate research

initiatives designed to enhance higher education at the institutional, state, and national levels. The ultimate purpose of this research is to enhance policy and practices.

While many research topics will be pursued, PERC's highest priority is the completion agenda—how postsecondary institutions (inclusive of technical colleges, community colleges, and universities) can retain and graduate more of their students in a timely manner. The completion agenda is critical for the state of Tennessee to help us meet the goal of 55 percent of the state population with a postsecondary education certificate or degree by 2025.

PERC's mission is critical to the improvement of higher education in Tennessee. At the University of Tennessee, Knoxville, we have made significant progress in improving graduation and retention rates. At technical and community colleges across the nation, improvement of retention and graduation rates are a high priority. However, there is still much work to be done.

The center will evaluate and recommend effective strategies to improve graduation student outcomes, reduce student debt at graduation, develop strategies to more effective use of financial aid, and examine strategies such as microgrants to encourage retention of low-income students.

Financial Support

Graduate Assistantships

Graduate Assistantships are the primary source of funding for graduate students at UT. An assistantship is a financial award to a graduate student for part-time work in teaching, administration, or research while pursuing an advanced degree. Appointments are normally on a one-fourth (10 hours per week) to one-half (20 hours per week) time basis. The annual stipend is paid in twelve monthly installments. In addition to the stipend, graduate assistants are entitled to a waiver of maintenance fees and tuition for the period of appointment, in accordance with university policy. These appointments also the benefit of student health insurance.

ELPS offers a small number of graduate research assistantships. These graduate students comprise a vital part of the departmental community. The department follows university guidelines regarding these appointments and related work assignments. Pending the availability of departmental resources and satisfactory performance of the student, graduate assistant appointments can be renewed up to five years.

Students interested in obtaining graduate assistantships within the Department should contact the Department Head to discuss the application procedure. The Department Head, in concert with the faculty, determines the appropriate distribution of assistantships and assigns faculty supervisors for each selected student. Work assignments for graduate assistants are given by assigned faculty supervisors in collaboration with the Department Head.

For additional information, please refer to the Graduate School's academic policies and requirements: [Graduate Assistantships](#)

Graduate Student Travel Information

As funds permit, the department sponsors graduate student travel to present a paper accepted by a national or international organization. Contact the department head for more information.

CEHHS will match departmental funding up to \$300.00 for presentation of a research paper. Group presentations will be reviewed on a case-by-case basis. A group presentation of more than three presenters will receive reduced funding for the individuals involved. Requests for graduate student travel support must be co-submitted by a faculty sponsor such as major professor or research collaborator. In general, graduate students will be supported for a maximum of three travel awards during their enrollment in the College.

Other funding possibilities for graduate student funding include the University Program Services Fee (UPSF) Graduate Student Fund and the Kellie W. McGrath Fund. Guidelines and submission dates for these sources are available from Diane Booker in the Dean's Office (974-6638). The UPSF submission dates are firm and applications must be submitted well in advance of intended travel time.

Requests for departmental and college funding must include the signature of the appropriate Department Head along with the amount furnished by the Department and any other contributing

accounts other than the College account. Request forms are available from departmental secretaries. Please submit requests on forms printed for the current academic year. Forms should be completely filled out with the requested information. All items are important since we log all travel by the person, the conference or purpose of the trip including places and dates and titles of presentations made.

Graduate Student Senate Travel Award

The Graduate Student Senate, in cooperation with the Dean of Students and the Dean of the Graduate School, awards funding for graduate and professional students to travel, present work, and participate at scholarly conferences and events. Three travel award announcements are made throughout the year, designed to roughly coincide with the academic term periods. These awards are based on merit and are given to provide partial reimbursement of certain allowable expenses such as transportation, lodging and registration expenses. Applications are considered by a committee composed of graduate students, faculty members, and university administrators. The application must be filled out completely and returned to the Office of the Dean of Students with the supporting materials.

Travel fund application and checklist may be downloaded from the Graduate Student Senate website. In order for the application to be complete, it *must* be received by the designated date at the Dean of Students office. The current due date may be found at: [Graduate Student Senate Travel Awards](#)

Scholarships

Students interested in any of the following departmental scholarships should contact the Department Head:

The *Billie Cannon De Mont Scholarship* is awarded to a full-time masters or doctoral student in Educational Administration. Recipient must possess excellence in scholarship, sensitivity to current social problems, and a high degree of leadership potential.

The *Orin Graff Scholarship* is a substantial monetary award that is available to students pursuing the doctoral degree in Educational Administration. Recipients must be in full-time residency at The University of Tennessee while they pursue the terminal degree. Criteria for this award include evidence of the following qualities: (1) excellence in scholarship, (2) sensitivity to current social problems, and (3) a high degree of leadership potential. This award can be granted for up to two years.

The *Erma Graff Scholarship* is also a monetary award that is available to students pursuing the doctoral degree in Educational Administration. Recipients must be in full-time residency at The University of Tennessee while they pursue the terminal degree. Criteria for this award include evidence of the following qualities: (1) excellence in scholarship, (2) sensitivity to current social problems, and (3) a high degree of leadership potential. This award can be granted for up to two years.

Registration & Advising

Course Registration

1. Once course registration opens, students may view course offerings by logging into my.utk.edu with their NetID and password. Students should confer with their program coordinators regarding the courses for which they wish to register.
2. Course registration for students enrolled in the V.O.L.S. Lead and Leadership Academy programs is handled by the department. Should students pursuing degrees in either of these programs have questions regarding their course registration, they are encouraged to contact their respective program coordinator and to refer to their specific program handbook.
3. To register online, students must log into myutk.utk.edu by selecting the “Add/Drop Classes” option under the “Academic Resources” section.
4. Once a student is registered for classes, the student should confirm that the University has the correct billing address on file. Changes of billing address should be submitted via [One Stop Student Services](#).
5. Students should ensure any fees due to the university are paid after financial aid, tuition waivers, employer-provided assistance, etc. are applied.
6. Should the student wish to withdraw, the student must notify the Office of the University Registrar to complete the total withdrawal process. The Registrar’s Website is: [Office of Registrar](#)

Courses Requiring Instructor Permission

Should a student not be able to register for a class within the department, students should contact the administrative assistant responsible for that program. To identify the appropriate administrative assistant, please refer to the Faculty and Staff of Educational Leadership and Policy Studies section of this handbook. The professor for the course in question does not have the ability to register students, but his or her permission will need to grant approval.

Should a class be listed as full, you may still be able to take it. Doing so requires you to confer with the professor prior to classes starting and to have he or she sign an add slip. A wait list is often an available route to pursue on the online registration system.

Independent Studies

Course requirements for the doctoral degree are considered “minimum” requirements. In consultation with the dissertation chair/advisor, a doctoral student may arrange for an independent study to fulfill a course requirement, to be part of additional courses beyond the minimal degree requirements, or to help further their skills and professional interests. Independent studies should be used sparingly.

Non-Degree-Seeking Student Registration

Non-degree student may complete a maximum of six hours before being admitted to any program prior within the department.

Registration for Use of Facilities

Students who are not taking course work and are not yet eligible to register for thesis or dissertation hours, but are using university facilities, services or faculty time must be registered for Use of Facilities (ELPS 502). This includes students who wish to have borrowing privileges in the university libraries, use of computer labs or other university resources.

Registration for Dissertation Research

Dissertation Research (ELPS 600) is reserved for doctoral research and dissertation hours. Initial registration for 600 generally corresponds to the time at which a student begins work actively on dissertation research following completion of all coursework and admission to candidacy. From this point on, students are required to register continuously for at least 3 hours of ELPS 600 each semester, including during the summer term. A minimum of 24 hours of course ELPS 600 is required and no more than 99 credits of 600 can be earned. Exceptions to this policy must be approved by the doctoral student's advisor or dissertation chair and the department head.

Standards, Problems, and Appeals

Absence Notifications

The Office of the Dean of Students assists students who are unable to attend class due to emergency situations/extenuating circumstances (i.e., medical illness, hospitalization, death/bereavement, etc.). If a student is physically unable to contact the office, a family member or appropriate campus official may submit the notification request on their behalf. Formal documentation/verification of emergency must be submitted with the request.

The request must be made within 30 business days of the absence. Submitted requests will be reviewed within one (1) to two (2) business days, if possible.

Notification of absence does not excuse students from classes and/or course requirements. It is the responsibility of the student to contact their instructors and determine a mutually agreed-upon arrangement for all missed work. Final approval of all absences and missed work is determined by the instructor.

The Office of the Dean of Students reserves the right to grant or reject notification requests at any time. Documentation must be clear and concise. For additional details, please visit: [Absence Notifications](#)

Academic Honesty

Academic integrity is a responsibility of all members of the academic community. An honor statement is included on the application for admission and readmission. The applicant's signature acknowledges that adherence is confirmed. The honor statement declares:

An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

Academic Probation

Upon completion of 9 hours of graduate coursework, a graduate student will be placed on academic probation when his/her cumulative GPA falls below 3.0. A student will be allowed to continue graduate study in subsequent semesters if each semester's grade point average is 3.0 or greater. Upon achieving a cumulative GPA of 3.0, the student will be removed from probationary status.

Academic Standards

Graduate education requires continuous evaluation of the student. This includes not only periodic objective evaluation, such as the cumulative grade point average, performance on comprehensive examinations, and acceptance of the thesis or dissertation, but also judgments by the faculty of the student's progress and potential. Continuation in a program is determined by consideration of all these elements by the faculty and the head of the academic unit.

This information is below under grade point average. I don't think we need to write it twice The academic records of all graduate students are reviewed at the end of each semester, including the summer term. Graduate students must maintain a cumulative grade point average (GPA) of at least 3.0 on all graduate courses taken for a letter grade of A-F. Grades of S/NC, P/NP, and I, which have no numerical equivalent, are excluded from this computation.

Departments and programs may have requirements for continuation or graduation in addition to the minimum requirements set forth in this catalog for all graduate programs. It is the student's responsibility to be familiar with the special requirements of the department or program.

Appeals Process

The Graduate Council Appeal Procedure can be obtained at the Graduate School or online at [Graduate School](#). Normally, grievances should be handled first at the department level through the student's academic advisor, the graduate program director, or the department head. Further appeal may be made to the dean of the respective college, the Graduate Council through the Assistant Dean of the Graduate School, and ultimately to the Dean of the Graduate School.

Assessment of Academic Progress

Students are evaluated annually by the program faculty to ensure adequate progress is being made toward degree completion. In addition to academic reasons, students may be dismissed from the program for lack of progress, particularly at the stage of dissertation writing.

Student progress is assessed annually by program faculty. In addition to academic indicators, all students in the MS, EdS and certificate program in EDAM are assessed according to the list of dispositions that are part of the NCATE review process. EDAM students receive a list of these dispositions at the time of admission into the program. An annual evaluation letter is sent to the student and a copy is placed in the student's files, housed in the department.

Dismissal

If a student is on academic probation, the degree or non-degree status will be terminated by the Dean of the Graduate School if the student's semester GPA falls below 3.0 in a subsequent semester. When the particular circumstances are deemed to justify continuation, and upon recommendation of the appropriate academic unit and approval of the Dean of the Graduate School, a student on probation whose semester GPA is below 3.0 may be allowed to continue on a semester-by-semester basis.

Dismissal of a graduate student by a department or program is accomplished by written notice to the student, with a copy to the Graduate School. In those cases where the department's requirements for continuation are more stringent than university requirements for graduate programs, the Dean of the Graduate School will evaluate the student's record to determine whether the student is eligible to apply for a change of status and register in another area of study. Registration for courses in a department from which a student has been dismissed will not be permitted, except by written authorization from that department.

Grade Point Average and Grades

The academic records of all graduate students are reviewed at the end of each semester, including the summer term. Graduate students must maintain a cumulative grade point average (GPA) of at least 3.0 on all graduate courses taken for a letter grade of A-F. Grades of S/NC, P/NP, and I, which have no numerical equivalent, are excluded from this computation. The grading system available for a course is based on the level of the course. Courses numbered 500-699 are graded letter grade only, except where the Graduate Catalog indicates Satisfactory/No Credit only or optional Program/No Program (i.e., 600 Dissertation). There are restrictions regarding the use of Satisfactory/No Credit graded courses, including the number of hours that may be used toward any degree program. No graduate student may repeat a course for the purpose of raising a grade already received. A graduate student may not do additional work nor repeat an examination to raise a final grade. A change of grade may occur only in cases of arithmetic or clerical error. An instructor may not initiate a change of grade as a result of a reevaluation of the quality of the student's performance nor as a result of additional work performed by the student.

Incomplete Grades

A grade of I received in a graduate course is computed into the GPA as no quality points. Students may receive a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.

Leave of Absence

A student who will not be using faculty services and/or university facilities for a period of time may request leaves of absence from dissertation research up to a maximum of six terms (including summer terms). The request, approved by the major professor, will be submitted to the Graduate School. [Leave of Absence Form](#).

Plagiarism

Students shall not plagiarize. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense subject to disciplinary action that may include failure in a course and/or dismissal from the university. Some examples of plagiarism are:

- Using without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);

- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Extreme caution should be exercised by students involved in collaborative research to avoid questions of plagiarism. If in doubt, students should check with the major professor and the Dean of the Graduate School about the project. Plagiarism will be investigated when suspected and prosecuted if established.

Student Code of Conduct

The Student Code of Conduct details information about the institution's expectations and student rights and responsibilities. It creates a standard by which students are expected to conduct themselves that is consistent with the educational goals of the university. The Code of Conduct is available online at [Student Code of Conduct](#).

Appendix A: Program of Study for each program

Doctor of Philosophy in Higher Education Administration Program of Study

Program Requirements (72 hours, including 48 hours of coursework and 24 hours of dissertation)

ELPS Foundations (3 classes/9 hours)

ELPS 695: Seminar in Educational Leadership

HEAM/EDAM 629: Seminar in Policy Issues in Education

HEAM/EDAM 670: Values and Ethics in Educational Leadership

Research Core (6 classes/18 hours)

ELPS 615: Research Design

EDPY 577: Statistics in Applied Fields

EDPY 677: Advanced Statistics in Applied Fields

ELPS 618: Advanced Qualitative Research

ELPS 612: Academic Writing

Advanced Methods (Choose one or advisor approved substitute)

ELPS 616: Mixed Methods Research

ELPS 617: Case Study Methods in Educational Research

Higher Education Core (5 classes/15 hours)

HEAM 605: Advanced Seminar in Administrative Theory

HEAM 619: Administration and Governance of Higher Education

HEAM 650: Fiscal Policy Issues in Higher Education

HEAM 695: Legal Aspects of Higher Education

ELPS 695: Students in Postsecondary Education

Electives (2 classes/6 hours)

Students must select at a minimum two graduate-level electives, in consultation with their advisor. These courses may be from outside the department.

Dissertation (24 hours)

ELPS 600: Doctoral Research and Dissertation

All students must enroll for 24 semester hours of dissertation to complete the PhD degree. Once enrollment in ELPS 600 dissertation has begun, the student must remain enrolled each semester.

College Student Personnel Program of Study

Semester 1

HEAM 543 History of Higher Education

HEAM 570 Introduction to Student Affairs

HEAM 572 Student Development Theory

Semester 2

HEAM 520 Finance & Budgeting

HEAM 521 Multiculturalism in Higher Education

HEAM 516 Research Methods

Semester 3

ELPS 595 Organization & Administration

HEAM 517 Assessment & Evaluation

HEAM 542 College Students & the Courts

Semester 4

ELPS 595 Special Topics/Elective—Leadership & Change **[OR]**

ELPS 595 Issues in Student Affairs

HEAM 599 Practica

HEAM 658 Conflict Management-Counseling

Practicum/Internship

Internships/practica are important, valued requirements of the CSP Program. They allow students to learn more about a specific service area and to gain experiences in the field while serving the field. This memorandum is designed to provide basic information about the practicum experience (HEAM 599) and the forms to be completed in relation to the experience.

Leadership Academy Program of Study (MS & EdS)

PROGRAM REQUIREMENTS (36/39 hours)

Summer I Session

ELPS 595 Statistics for Educators Core is this 530?

EDAM 588 Best Practices for School Leaders

EDAM 563 School and Community Relations

Fall Session

EDAM 567 Human Resources and Supervision Core

EDAM 565 Data Driven School Leadership Research

EDAM 592 Field Problems in Educational Administration and Supervision (for EdS students only)

EDAM 570 Aspiring Leaders Seminar Internship

Winter Session

EDAM 576 Instructional Leadership Specialization

EDAM 578 Organizational Leadership Specialization

EDAM 570 Aspiring Leaders Seminar Internship

Spring Session

EDAM 572 Financial Leadership in Schools Specialization

EDAM 585 Policy, Equity, and Diversity Specialization

EDAM 570 Aspiring Leaders Seminar Internship

Summer II Session

EDAM 587 Educational Law Specialization

EDAM 574 Leadership for Change

VOLS Lead Online Program: Master of Science(MS) and Specialist in Education (EdS) in Education Administration Program of Study

PROGRAM REQUIREMENTS (36/42 hours)

EDAM 513 Administrative and Organizational Theory

EDAM 515 Human Relations and Communications in Administration

EDAM 519 Curriculum for School Leaders

EDAM 520 Using Data for School Improvement

EDAM 523 Administration of Special Services

EDAM 544 School Finance and Business Management

EDAM 548 Supervision and Personnel Administration

EDAM 552 Educational Change for School Leaders

EDAM 554 Policy Issues in Educational Law

EDAM 580 Internship in Educational Administration (6 Hours)

EDAM 583 Educational Leadership-Principalship

EDAM 592: Field Problems in Educational Administration and Supervision (for EdS students only)

Research Elective (for EdS students only) EDAM 521 need to look up official name

VOLS Lead Online Program: Certificate

PROGRAM REQUIREMENTS (21 hours)

EDAM 515: Human Relations and Communications in Administration

EDAM 519: Curriculum for School Leaders

EDAM 544: School Finance and Business Management

EDAM 548: Supervision and Personnel Administration

EDAM 554: Issues in Educational Law

EDAM 580: Internship in Educational Administration

EDAM 583: Educational Leadership-Principalship

Educational Administration PhD Program of Study

Program Requirements (75 hours, including 51 hours of coursework and 24 hours of dissertation)

Please call these courses, not classes

ELPS Foundations (6 classes/18 hours)

EDAM 610: Advance Seminar in Leadership Theory

EDAM 629: Seminar in Policy Issues in Education

HEAM 670: Values and Ethics in Educational Leadership

EDAM 680: Administration of Complex Organizations

ELPS 695: Comparative Studies in Global Leadership

ELPS 695: History & Philosophy of Education

Research Core (5 classes/15 hours) this is more than 5 courses

ELPS 615: Research Design

EDPY 577: Statistics in Applied Fields

EDPY 677: Advanced Statistics in Applied Fields

ELPS 618: Advanced Qualitative Research

ELPS 612: Academic Writing

ELPS 695: Qualitative Research Design and Methods

Additional Qualitative course

Specialization (6 classes/18 hours) Includes a 6 credit hour cognate outside the department

HEAM 605: Advanced Seminar in Administrative Theory

HEAM 619: Administration and Governance of Higher Education

HEAM 650: Fiscal Policy Issues in Higher Education

HEAM 695: Legal Aspects of Higher Education

HEAM 695: Students in Postsecondary Education

Dissertation (24 hours)

ELPS 600: Doctoral Research and Dissertation

All students must enroll for 24 semester hours of dissertation to complete the PhD degree. Once enrollment in ELPS 600 dissertation has begun, the student must remain enrolled continuously until graduation. .

Doctor of Education Degree (EdD) Program of Study

PROGRAM REQUIREMENTS (60 hours)

Core Courses (9 hours)

EDAM 610 Advanced Seminar in Leadership Theory

EDAM 670 Values and Ethics in Educational Leadership

EDAM 680 Administration of Complex Organizations

Foundation Courses (9 hours)

EDAM 695 History and Philosophy of Education

EDAM 695 Comparative Studies in Global Leadership

EDAM 629 Seminar in Policy Issues in Education

Research Foundation Courses (9 hours)

ELPS 615 Research Design

EDPY 577 Statistics in Applied Fields

HEAM 695 Qualitative Research Design and Methods

Specialization Courses (21 hours)

EDAM 629 Policy Analysis

EDAM 630 Politics of Education

EDAM 631 Educational Change Management

EDAM 632 School District Leadership

EDAM 646 Personnel Administration

EDAM 656 Legal Issues in Education

1 Elective

Doctoral Applied Research (12 hours)

ELPS 601 Doctoral Applied Research

