

# LEADERSHIP AND POLICY STUDIES

## DOCTORAL DEGREE INFORMATION

### Leadership Concentration



The University  
of  
Memphis

DEPARTMENT OF LEADERSHIP  
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<http://leadership.memphis.edu>

A Tennessee Board of Regents Institution  
An Equal Opportunity/Affirmative Action University

Revised 6/8/2016; maintained by Paige Taylor

# **Administrators, Educational Researchers, and Policy Analysts**

## **Introduction**

The Memphis Executive Educational Leadership Collaborative Program (ME<sup>X</sup> ELC) evolved out of the recognition that schools are open social systems requiring the interaction of various groups at different levels. Two of the critical groups are leaders at the central administrative level and the school level. The efficiency and effectiveness of leadership in central administration and its connection with leadership at the local school level is vital to the success of individual schools.

This program is designed to address a noticeable void in the current reform movement. It specifically addresses processes and procedures that school leaders can use to make and sustain a leadership connection in a positive manner. Participants will develop skills in aligning activities at the central office level with assessed needs at the local level. This allows for central office administrators to provide support services to local schools that will not only enhance the academic achievement and academic progress in individual schools but also on a district-wide level.

Classes for the doctoral cohort are offered in Memphis and Jackson campuses.

## **Employment Opportunities**

It offers opportunities for advanced professional specialization and includes a dissertation. Program objectives are: (1) a strong knowledge base in policy formulation and interpretation, and (2) the development of skills and dispositions for leadership positions in organizations with educational emphases.

Students achieving this degree could be employed by school districts as administrators, educational researchers, and policy analysts. They could also serve in an educational responsibility in a military, medical, business, governmental, or non-profit organizational setting. They would qualify for employment by institutions of higher education in administrative positions and for broad public service areas.

## **Program Requirements**

The program requires 54 hours beyond the master's degree. The following courses are required for the concentration (33 hours):

- LEAD 8001 Leadership in Organizations
- LEAD 8002 American Society and Educational Practice
- LEAD 8003 Policy Oriented Research
- LDPS 8121 Personnel Administration
- LDPS 8132 School Finance

LDPS 8111 Educational Administrative Performance  
EDPR 8541 Statistical Methods Applied to Educational Research I  
EDPR 8542 Statistical Methods Applied to Educational Research II  
LEAD 9000 Dissertation- 9 hours

Other recommended courses are:

LDPS 8181 Policy Implementation in Education Admin.  
LEAD 8140 Planning of Educational Change  
LDPS 8180 Politics & Power of Educational Leadership  
LDPS 8305 Issues in Educational Policies  
LDPS 8320 Urban Education: Historical & Contemporary Perspectives  
LDPS 8330 Race, Ethnicity and Gender in American Education  
LEAD 8500 Adult Learning and Leadership  
LDPS 8350 Policy and Practices of Contemporary American Education

A maximum of twelve (12) hours of transfer credit/credits earned as non-degree can be counted toward the degree.

### **The Department of Leadership as the Source for This Degree**

Professors in the Policy Studies concentration are qualified to teach courses leading to the degree because of their experience in varying types of educational settings, including public schools, business, government, and the military, wherein they have been involved in establishing, interpreting, and applying policy.

Students completing this degree will have developed skills effecting leadership, change, and policy formation; will have had opportunities to analyze data and its relationship to organizational effectiveness; and will have achieved a vision of effectiveness that is shared by experts. They will have had experience in evaluating policies and assessing their effect.

### **Faculty Engagement in the Degree Program**

Faculty members supervise the degree program of each student, provide leadership and monitoring, guide a research project produced by the student, and conduct comprehensive examinations. They are actively engaged in formative and summative evaluation procedures to guarantee the program's integrity and currency.

### **Degree Recipients**

The research of individuals receiving a degree in this concentration can be found on the university website.

Dr. Sharon Griffith, Director of Shelby County I-Zone Schools

### **Admission Procedures**

To be admitted to post-master's degree candidacy, each student must meet all Graduate School requirements and then complete a candidacy file in the Department of Leadership. All requirements for admission or readmission to the university must be completed before registration is authorized. **Applications will be reviewed on November 1 and April 1 of each year.**

### **Requirements of the Graduate School**

1. An application to the Graduate School can be obtained at the following web site: <http://academics.memphis.edu/gradschool/admproc.html>. When filling it out, indicate that the major is Leadership and Policy Studies and that the concentration is Policy Studies. Complete the application and submit it. A fee will be charged at the end of the application process.

2. An official report of the Graduate Record Examination (GRE) score. [Verbal & Quantitative Scores]

For questions regarding GRE testing or other information regarding the Graduate School, call Graduate School Admissions at 901-678-2911. The Testing Center number at the university is 901-678-2428.

3. Official transcripts of all prior undergraduate and graduate courses.

After the application has been received by the Graduate School, the application fee has been paid, the transcript (s) has (have) been received, and the GRE scores have been received, a Departmental Recommendation Form will be sent to the Department of Leadership.

### **Department of Leadership Requirements**

The following are the requirements of the Department of Leadership:

1. Documents\*

a. Resume

b. Three professional letters of recommendation on letterhead

c. A portfolio (see attached sheet) should be submitted as soon as possible, but must be received no later than two weeks prior to application deadline (contact the department for deadline dates). The portfolio **MUST** contain the following documentation:

- (1) Letter of application to the department
- (2) Statement of goals
- (3) Current resume
- (4) Official transcript(s)
- (5) Philosophy of education statement

2. A writing assignment to be completed on a computer one hour prior to an interview. The topic will be based on a current educational issue.

3. An interview with faculty members

\*Please submit documents to the Department of Leadership before the written exercise and the interview.

For the delivery of portfolio materials, office hours are: M-F 8:00 a.m.- 4:30 p.m.

Please contact:

Ms. Janet Robbins  
Department of Leadership Ball Hall, Room 123  
University of Memphis  
Memphis, TN 38152 3570  
(901) 678-2369, (901) 678-0505 (FAX)  
[jcrbbins@memphis.edu](mailto:jcrbbins@memphis.edu)

For additional information contact:

Dr. Reginald Leon Green, Professor and Program Coordinator 901  
678-3445, 901 678-0505 (FAX)  
[Rlgreen1@memphis.edu](mailto:Rlgreen1@memphis.edu)

After the materials have been received, the writing assignment has been completed, and the interview has been conducted, a decision about the application will be made, based on a holistic profile that includes, but is not limited to, information contained in the completed application packet described above and obtained during the personal interview.

A letter will be sent from the department notifying the student of its action, and an advisor will be named where applicable. It may precede the official letter of admission sent to the applicant from the Graduate School.

### **Linkage to the Graduate School Web Page**

For detailed information about this doctoral program, click on

<http://coe.Memphis.edu/graduate-programs.htm>, then click on Graduate Handbook

Doctoral Degree Programs and on COE Graduate Office Forms (the College of Education, Health and Human Sciences requires some forms that are not required by the Graduate School).

# Program of Studies

Department of Leadership  
 Ed.D. Degree in Leadership and Policy Studies  
 Concentration in Policy Studies

\_\_\_\_\_  
 Student's Signature

\_\_\_\_\_  
 Student's University ID

Course No.	Course Title	Sem/Year Scheduled	Credit Hrs.	Grade
Required LEAD 8001	Educational Leadership in Organizations		3	
Required LEAD 8002	American Society and Educational Policies		3	
Required EDPR 8541 EDPR 8542	Statistical Methods Applied to Education I Statistical Methods Applied to Education II		3 3	
Required LEAD 8003	Policy-Oriented Research		3	
Required LDPS 8121	Personnel Administration		3	
Required LDPS 8132	School Finance		3	
Required LDPS 8111	Educational Administration Performance		3	
Required LEAD 9000	Dissertation		9	
Electives (21 hours)				
(1) LDPS 8181	Policy Implementation in Education Admin		3	
(2) LEAD 8140	Planning of Educational Change		3	
(3) LDPS 8180	Politics & Power of Educational Leadership		3	
(4) LDPS 8305	Issues in Educational Policies		3	
(5) LDPS 8320	Urban Education: Historical & Contemporary Perspectives		3	
(6) LDPS 8330	Race, Ethnicity and Gender in American		3	
(7) LEAD 8500	Adult Learning and Leadership		3	

TOTAL      54

\_\_\_\_\_  
 Advisor's Signature      Date

\_\_\_\_\_  
 Department Chair's Signature      Date

## How to Design the Portfolio

A portfolio is a subjective compilation of materials displaying a person's talents, proficiencies, and demonstrating knowledge and skills. What is included in a portfolio depends upon the person answering the question, "What am I trying to tell the reader about myself?" Before beginning the portfolio, begin planning by thinking about the purpose and the audience. For the purposes of this portfolio, the applicant should attempt to demonstrate the knowledge, skills, and experiences that the applicant has had that are preparing the applicant to prepare for the role in administration - a leader in the 21st century. Reflecting on the purpose and audience can assist in determining the best way to develop the portfolio.

Claims about your experiences, knowledge, and skills will be most convincing to the evaluators when they are supported by documentation from a variety of sources. Much of the material and data that can be used are regularly gathered, which makes constructing this section of the application less daunting than it might at first seem. Useful evidence can take many forms, and needs to be carefully selected and presented. The portfolio should be well organized, easy to read and understand, and look professional. It is important to spend some time deciding how to organize and present the data the applicant has gathered. The applicant might ask herself/himself, "Have I selected, organized, and presented the data in a way that brings the most compelling evidence into focus for the evaluator? Does each piece of evidence serve a purpose, supporting a claim made about teaching, service or administrative experiences I want to demonstrate? Does the portfolio give the evaluator a sense of who I am? my goals? my intent to be an administrator and leader?"

This document is a visual record of your accomplishments, achievements, strengths, and experiences. It is a reflective summarization of your career to date, and a statement of your intent to continue to advance to your desired goal in administration.

- (1) Letter of application to the department
- (2) Statement of goals
- (3) Current resume
- (4) Official transcript(s)
- (5) Philosophy of education statement

Thank you for your portfolio submission. The faculty will evaluate your portfolio using a scoring rubric. This score will become part of your overall rating for your application. The following areas will be assessed:

1. Structure of the Portfolio
2. Concepts and Content about Teaching and Learning
3. Knowledge and Application
4. Professional Growth and Development
5. Leadership Activities, Behavior, and Experiences