

# EDUCATION SPECIALIST DEGREE IN EDUCATIONAL LEADERSHIP

## Purpose

The purpose of the Education Specialist Degree (Ed.S.) in Educational Leadership is to prepare school leaders who will focus on the central issues of teaching and learning and school improvement and who will make a difference as moral agents and sensitive social advocates for the children and communities they serve.

## Program Description

The Education Specialist Degree (Ed.S.) in Educational Leadership is offered along two tracks: (1) Administration and Supervision (A&S), a licensure track designed to prepare school principals and supervisors of instruction; and (2) Curriculum and Supervision (C&S), a non-licensure track designed for school leaders who desire knowledge of concepts and strategies for school and classroom leadership. The degree is based on Union's conceptual framework of *A Teacher-Student Dynamic of Sensitivity, Reflection and Faith*. Union University desires to prepare school leaders who are grounded in and committed to excellence in teaching and learning with values based on our Judeo-Christian heritage.

**The Cohort Approach.** The Union Ed.S. Degree Program accepts students in groups of 20-30 to pursue each course together in a cohort. Lifelong friendships are developed through this format, and learning takes place in a spirit of unity, rigor and cooperation.

**Program Delivery.** Students will be accepted into cohorts who will complete the program utilizing an innovative delivery system designed to meet the needs of educators. Ed.S. students will begin the program with a course offered on Saturdays in April and May, 8 a.m. – 2:30 p.m. over 5 1/2 Saturdays, followed by an intensive two months in which students complete 6-7 semester hours utilizing Saturdays in June and July, and mornings two days a week in June and July. Time is provided during the summer for library research, group projects, independent reading, and Practicum hours. In the fall, instruction occurs on Saturdays, 8 a.m. – 2:30 p.m. on 5 1/2 Saturdays for a course in September and October, followed by other courses offered on Saturdays in November-December, January-February, March-April, and May-June-July. Saturdays are utilized for courses offered January through May. The

guiding principle is that students will complete one course before moving to another.

Administration and Supervision students begin the Practicum in their first summer if they are following Tennessee's Standard Program Route (as defined in the Tennessee State Department of Education Guidelines for Administrator Endorsement). The Practicum runs the entire school year through the month of June. A full-time Internship, January through June, is required for A&S students following Tennessee's Internship Program Route (as defined in the Tennessee State Department of Education Guidelines for Administrator Endorsement). Students and faculty maintain online contact during the intervening weeks and months in support of course assignments. Saturdays are also utilized for courses offered January through June. In June A&S students complete their Practicum or Internship and, with C&S students, present their Ed.S. Problems Paper. Also in June, A&S students take the ISLLC Administrator Assessment for "Beginning Administrator Licensure" and for graduation in August.

The Beginner Administrator's License will qualify the candidate for an administrative position in the schools. If the candidate wants to qualify for the Professional Administrator's License, he or she must be employed in a public school administrative position. At that juncture, the Graduate Studies in Education Program enters into the approved follow-up process of mentorship with the public school system which allows the candidate to advance to a license at the Professional Administrator's level.

## **Curriculum: Ed.S. in Educational Leadership: Administration and Supervision**

**Prerequisites:** Human Growth and Development, Instructional Technology, Educational Assessment and 3 years of teaching experience by the time licensure application is made.

**Transfer Credit by Petition:** Maximum of 9 Semester Hours May Be Applied.

**Licensure:** This program leads to a recommendation for licensure as a principal or supervisor of instruction in the State of Tennessee. It is designed to meet NCATE, ISLLC and State of Tennessee licensure standards in school leadership.

EDU 601—Schools and Families in a Pluralistic Society  
 EDU 603—Student-Centered Instructional Design  
 EDU 610—History and Philosophy of Education  
 EDU 700—Research Issues in Educational Leadership  
 EDS 703—Supervision  
 EDS 704—Leadership Issues I—Theories and Strategies  
 EDS 705—Leadership Issues II—Planning and Finance  
 EDS 706—Organizational Decision Making  
 EDS 708—Curriculum and School Improvement  
 EDS 709—Legal Issues in School Governance  
 EDU 723—Faith and Ethics in Educational Leadership

\*EDS 731 Leadership Practicum (5 hours)

**OR**

\*\*EDS 730—Leadership Internship (5 hours)  
 EDU 785 Readings in Teaching and Learning (1 hour)

Total: 39 hours

**Exit Assessment:**

Completion of Practicum or Internship—end of June  
 Completion of ISLLC Exam—middle of July  
 Presentation of Problems Paper—end of July  
 Graduation—first weekend in August

**\*Standard Program Route Only**

**\*\*Internship Program Route Only**

**Curriculum: Ed.S. in Educational Leadership: Curriculum and Supervision**

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

**Transfer Credit by Petition:** Maximum of 9 Semester Hours May Be Applied.

EDU 601—Schools and Families in a Pluralistic Society  
 EDU 603—Student-Centered Instructional Design  
 EDU 610—History and Philosophy of Education  
 EDU 700—Research Issues in Educational Leadership  
 EDS 703—Supervision

EDS 704—Leadership Issues I—Theories and Strategies  
 EDS 705—Leadership Issues II—Planning and Finance  
 EDS 706—Organizational Decision Making  
 EDS 708—Curriculum and School Improvement  
 EDS 709—Legal Issues in School Governance  
 EDU 723—Faith and Ethics in Educational Leadership  
 EDS 732—Problems Paper: Educational Leadership (2)  
 EDU 785—Readings in Teaching and Learning (1)  
 EDU 786—Seminar: Readings in Cultural Diversity

**Total: 39 hours**

**Exit Assessment:**

Presentation of Problems Paper—end of July  
 Graduation—first weekend in August

**Calendar for Ed.S. 2000-2001**

Dates may vary slightly. Separate course schedules for each cohort are available.

**Spring 2000**

April 1 Classes Begin  
 May 13 Classes End

**Summer 2000**

June 3 Classes Begin  
 July 22 Classes End

**Fall 2000**

September 9 Classes Begin  
 December 16 Classes End

**Winter 2001**

January 6 Classes Begin  
 February 17 Classes End

**Spring 2001**

March 3 Classes Begin  
 June 16 Classes End

**Summer 2001**

June 5 Classes Begin  
 July 31 Classes End  
 August 4 Summer Commencement

## Admission Information

All candidates for admission to the Ed.S. Degree Program in Educational Leadership must submit an *Application to Graduate Studies in Education* along with a non-refundable application fee (\$25) and arrange for official transcripts to be sent directly to the Office of Graduate Studies in Education from previously attended colleges or universities. In addition, a completed *Certificate of Immunization* will be required of all students.

If not documented on an official transcript, the student must complete coursework in instructional technology, human growth and development, and assessment or educational measurement before graduating from the Ed.S. Degree program.

Admission Criteria. Candidates for admission to the Ed.S. Degree program in Educational Leadership must have a minimum of a Master's degree, three year's teaching experience and demonstrated leadership potential as more specifically stated in the following admission criteria.

1. Grade Point Average—Undergraduate GPA of 3.0 or higher. Prior Graduate GPA of 3.2 or higher.
2. Teacher Licensure—Teacher licensure and three years teaching experience by program's completion.
3. Student Goals—Goals aimed at becoming a teaching team leader, principal or supervisor as expressed in a letter to the Dean.
4. Recommendations—Rating forms from three present or former employers who can attest to candidate's leadership potential.

In addition to the criteria above, candidates for admission to the Administration and Supervision track must submit the following.

- Writing Sample—All candidates for the Administration and Supervision track, regardless of GPA, must successfully complete an Ed.S. writing sample demonstrating adequate advanced graduate level writing skills.
- A&S Screening Committee Interview—All candidates for the Administration and Supervision track must be interviewed by an admissions screening committee comprised of university and public school personnel who will make a recommendation to the Program Director concerning admission to the program. Candidates should possess leadership potential as demonstrated by past leadership experiences as exhibited in the screening interview.

**Provisional Admission.** Persons not meeting either of the GPA requirements (undergraduate or graduate) may be granted Provisional Admission to the Curriculum and Supervision track or the Administration and Supervision track following the successful completion of the Ed.S. writing sample. After successful completion of 9-10 hours of Ed.S. coursework with a minimum GPA of 3.0, the student will be removed from provisional admission status and granted admission to the Ed.S. program.

## Candidacy for the Degree

All Ed.S. students must apply and be admitted to Degree Candidacy after completion of 9-10 semester hours of coursework with a minimum GPA of 3.0 before proceeding to complete the Ed.S. degree in Educational Leadership.

## Graduation Requirements

All students completing the Education Specialist Degree in Educational Leadership must meet the following criteria for graduation.

1. Successful completion of the required 39 semester hours of coursework with a minimum GPA of 3.0.
  2. Successful presentation of the Problems Paper.
- In addition to the above criteria, students completing the Administration and Supervision licensure track must:
3. Successfully complete the required Practicum or Internship.
  4. Successfully complete the ISLLC Exam.

## Financial Information

The following payment plans are available for students in the Ed.S. program.

1. Full payment may be made for the program of 30 semester hours. Tuition is discounted by 5% when payment for 30 semester hours is received prior to the advent of the program. Tuition must be paid on an individual basis for courses required for completion of the program which are in addition to the required 30 semester hours.
2. Payment may be made by the semester with 50% due before classes begin and 50% due one month later.
3. Monthly payments may be made in 17 equal payments beginning the first of April and ending the first of August the following year. Payments include a service charge.

**Tuition and Fees.** Tuition is \$225 per semester hour, or \$6750 for the required minimum of 30 semester hours. The following are non-refundable fees:

Application Fee: \$25  
EDS 730/731 Internship/Practicum Fee (A&S): \$200  
Graduation Fee (student keeps masters hood)\$100

**Financial Aid.** The Federal Stafford Loan (subsidized or unsubsidized) is available to Ed.S. students who need financial assistance. To qualify for a student loan, the graduate student must:

1. Be admitted to the Ed.S. Degree program.
2. Demonstrate financial need (for the subsidized loan only).
3. Not be in default on a former loan or owe a refund on any grant.
4. Complete and return the FAFSA and Union Financial Aid Application to union University's Financial Aid Office by February 1 for programs beginning in April. Students will be required to send financial aid transcripts from each previous college attended (forms are available in the Financial Aid Office).

## Course Descriptions

### EDS 703 Supervision (3 hours)

Analysis of supervisory models and techniques, management techniques and group processes, staffing patterns and organizational structures to support teaching and learning. Students develop skills in all aspects of instructional planning.

### EDS 704 Leadership Issues I: Theories and Strategies (3 hours)

A thorough introduction to the essential issues of educational leadership including strategic planning, theories of leadership development, the change process, school improvement, comprehensive reform in schools, systems perspectives and more. This course is prerequisite to Leadership Issues II: Planning and Finance.

### EDS 705 Leadership Issues II: Planning and Finance (3 hours)

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

### EDS 706 Organizational Decision Making (3 hours)

Theoretical approaches to understanding complex organizations are examined and applied to educational organizations, drawn from organizational theory, development and behavior. Students develop effective solutions for interpersonal, structural, and organizational problems experienced in contemporary educational communities. Strategic planning for educational change, including technological, is studied.

### EDS 708 Curriculum and School Improvement (3 hours)

Study and evaluation of modern practices and strategies in curriculum development with the emphasis on school improvement. The process of curriculum planning with a focus on system accountability and student learning is studied.

### EDS 709 Legal Issues in School Governance (3 hours)

Areas of the law as it impacts school administrators are studied, including, but not limited to, sources of the law and the courts, the law and students and educational personnel, desegregation and its effects, school finance issues and school district liability, federal law and regulations involving special education.

### EDU 723 Faith and Ethics in Educational Leadership (3 hours)

A critical analysis of faith issues, ethical decision-making, world-view frameworks and values questions in the context of schools and educational leadership, especially in the public sector but not excluding the private. Techniques and tools are identified and practiced to analyze, clarify and evaluate ethical issues within educational contexts.

### EDS 730 Leadership Internship (5 hours)

The internship for the Administration and Supervision track of the Ed.S. in Educational Leadership is a five-month, mentored experience involving two or more settings and multiple levels with an introductory field practicum of one month. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students develop and present a "Problems Paper" in the context of their internship work. (Open only with approval from the Office of Graduate Studies in Education)

**EDS 731 Leadership Practicum (5 hours)**

The practicum for the Administration and Supervision track (Standard Route) is an eight-month, mentored experience in a cooperating school system. It is the application in a workplace environment of the strategic, instructional, organizational and contextual leadership program standards. Students develop and present a "Problems Paper" in the context of their practicum work. (Open only with approval from the Office of Graduate Studies in Education)

**EDS 732 Problems Paper (2 hours)**

The Problems Paper is the culminating experience of the Ed.S. Program. The paper affords the Educational Leadership student the opportunity to engage in action-oriented research on a problem tied to school improvement. The problem is identified in EDU 708, and data is collected at the school or school system level. This course provides a context for completion of the paper by Curriculum and Supervision students.

**EDU 601 Schools and Families in a Pluralistic Society (3 hours)**

A study of the changes in and dynamics of the contemporary family and the impact on the classroom and learning practices. The teacher's role and response to a rapidly changing American society are emphasized.

**EDU 603 Student-Centered Instructional Design (3 hours)**

A study of teaching strategies which focus on student learning such as constructivism, brain-based teaching and learning, integrated thematic instruction, inquiry and multiple intelligence learning styles.

**EDU 610 History and Philosophy of Education (3 hours)**

A study of the history and philosophy of American education with attention to European antecedents, and philosophical movements such as Idealism, Realism, Perennialism, Essentialism, Progressivism, Reconstructionism, and Existentialism.

**EDU 700 Research Issues in Educational Leadership (3 hours)**

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

**EDU 785 Readings in Teaching and Learning (1-3 hours)**

A study of research in teaching and learning with the emphasis on school improvement and the school leader as an authority in best practices in teaching and learning.

**EDU 786 Seminar: Readings in Cultural Diversity (3 hours)**

A seminar course dealing with the theoretical and applied basis of educational administration in multicultural contexts. Students examine through readings the needs and characteristics of various cultural groups with the focus on translation to practice and policy.