

EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

THE COLLEGE OF EDUCATION AND HUMAN STUDIES

Available on the Jackson, Germantown and Hendersonville Campuses

The purpose of the Education Specialist in Educational Leadership is to prepare leaders who will make a difference as moral agents and sensitive social advocates for the children and the communities they serve; who will focus on the central issues of learning and teaching and school improvement; who will make strong connections as they reflect Christian values with others as individuals and as members of the educational community.

Objectives of the Program

Students in the Ed.S. in Educational Leadership Program will:

1. Demonstrate within their disciplines advanced knowledge and skills.
2. Display competency in the critical evaluation of issues, trends and methodologies.
3. Demonstrate the ability to apply research that extends the body of knowledge in the field.
4. Enhance their ethical decision-making ability through an academic environment integrated with the Christian faith.
5. Build intellectual and moral knowledge to cope with a pluralistic world in order to better serve communities and their schools.

The objectives are met within the context of a set of standards developed by the Educational Leadership Constituent Council of the National Council for the Accreditation of Teacher Education (NCATE).

Program Description

The Education Specialist (Ed.S.) in Educational Leadership is offered along two concentrations: (1) Instructional Leadership (IL), 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 program accepts students in groups 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 and Calendar. 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 February and March, 8 a.m. - 2:30

p.m. over 5 1/2 Saturdays. The Summer term involves an intensive two months in which students complete 6-7 semester hours utilizing Saturdays in June and July, and 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.

Instructional Leadership students begin the Practicum in their first summer. The Practicum runs the entire school year through the month of June. A full-time Internship, January through June, is required for IL 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 IL students complete their Practicum or Internship and, with C&S students, present their Leadership Growth Papers.

Also in June, IL students take the Praxis II School Leader's Licensure Assessment (SLLA) for licensure and for graduation in August. The program enables the candidates to advance through Tennessee's four-tiered licensure system.

Each cohort is presented its unique calendar for the complete program. Current Ed.S. calendars are available at <http://uu.edu/academics/graduate/eds/>

Curriculum: Ed.S. in Educational Leadership: Instructional Leadership

Prerequisites: Human Growth and Development, Instructional Technology, Educational Assessment and 3 years of teaching experience.

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 610—History and Philosophy of Education
- EDU 613—Brain-Based Learning
- EDR 700—Research Issues in Educational Leadership
- EDU 702—Engaged Learning
- EDU 703—Supervision
- EDU 706—Organizational Decision Making
- EDU 707—Legal Issues in School Governance
- EDU 708—Curriculum and School Improvement
- EDU 714—Leadership Issues I—Theories and Strategies
- EDU 715—Leadership Issues II—Planning and Finance

EDU 723—Faith and Ethics in Educational Leadership

*EDU 737, 738, 739—Leadership Practicum

OR

**EDU 734—Leadership Internship

EDU 786—Seminar: Multicultural and Diversity Issues
in Education

Total: 39 hours

Exit Assessment:

Completion of Practicum or Internship—end of June

Completion of SLLA Exam—middle of June

Leadership Growth Paper—end of June

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 Semesters
Hours May Be Applied.

EDU 610—History and Philosophy of Education

EDU 613—Brain-Based Learning

EDR 700—Research Issues in Educational Leadership

EDU 702—Engaged Learning

EDU 703—Supervision

EDU 706—Organizational Decision Making

EDU 707—Legal Issues in School Governance

EDU 708—Curriculum and School Improvement

EDU 714—Leadership Issues I—Theories and Strategies

EDU 715—Leadership Issues II—Planning and Finance

EDU 723—Faith and Ethics in Educational Leadership

EDU 732—Leadership Growth Paper

EDU 786—Seminar: Multicultural and Diversity Issues
in Education

Total: 39 hours

Exit Assessment:

Presentation of Leadership Growth Paper—end of July

Admission Information

All candidates for admission to the Ed.S. in Educational Leadership must submit a Graduate Studies in Education Application 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 with the Ed.S.

Admission Criteria. Candidates for admission to the Ed.S. 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. Copy of current teacher license.
2. Grade Point Average—Undergraduate GPA of 3.0 or higher. Prior Graduate GPA of 3.2 or higher.
3. Teacher Licensure—Teacher licensure and three years teaching experience.
4. Student Goals—Goals aimed at becoming a teaching team leader, principal or supervisor as expressed in a letter to the Dean.
5. Recommendation Forms. Rating forms from four persons. One must be completed by the applicant's principal or supervisor; two must be completed by fellow teachers/colleagues; and one character/personal reference completed by one with insight into all components on the form.
6. Writing Sample—All candidates, regardless of GPA, must successfully complete an Ed.S. writing sample demonstrating adequate advanced graduate level writing skills.

In addition to the criteria above, candidates for admission to the Instructional Leadership track must submit the following.

7. Instructional Leadership Application Portfolio: Personal Summary including brief professional development plan and documentation of data showing improvement in student achievement (summary of TVAAS/TCAP data, Gateway scores, etc.); copy of most recent performance appraisal (in TN, the Framework for Evaluation and Professional Growth); Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience; recommendation form completed by the Director of the school system where the applicant is employed; and current professional resume.
8. Instructional Leadership Screening Committee Interview. Candidate is interviewed by an admission screening committee comprised of university and public school personnel who will make a recommendation to the Dean and Graduate Admission Committee concerning admission to the Instructional Leadership program.

Conditional Admission. Persons not meeting either of the GPA requirements (undergraduate or graduate) may be granted Conditional Admission to the Curriculum and Supervision concentration or the Instructional Leadership concentration 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 conditional 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. in Educational Leadership.

Graduation Requirements

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

1. Successful completion of the required 39 semester hours of coursework with a minimum 3.0 GPA.
2. Successful presentation of the Leadership Growth Paper.

In addition to the above criteria, students completing the Instructional Leadership licensure track must:

3. Successfully complete the required Practicum or Internship.
4. The candidate for the Ed.S. degree (Instructional Leadership track) **MUST PASS** the Praxis II SLLA test in order to complete the Ed.S./Instructional

Leadership program. The test will be taken in mid-June of the second year of the program; results should be received mid-July so that the candidate will know if he/she will complete the Instructional Leadership license. If the test is not passed, the candidate can receive the Ed.S. in Curriculum and Supervision (non-licensure).

Students who have completed the Union Education Specialist Degree (Ed.S.) and desire to return to complete the Ed.D., after having met doctoral admission standards must complete a set of two “bridge” doctoral seminar courses before enrolling in the final 21 hours of doctoral research courses. The courses are EDR 707, Leadership Research Seminar, which includes the Qualifying Paper, and EDU 711, Seminar in Politics, Policy, and Instruction. See the Ed.D. program section for admission criteria and course descriptions.

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 must be paid on an individual basis for courses required for completion of the program that are in addition to the required 30 semester hours.
2. Payment may be made by the semester with at least 50% due before classes begin and the balance due one month later.
3. Monthly payments may be made using the FACTS Plan, an automatic debit from your account.

Tuition and Fees. Tuition is \$395 per semester hour effective for cohorts beginning in February 2009 through July 2010.

Application Fee:.....\$ 25
EDU 734/737, 738, 739—Internship/Practicum Fee (IL):
\$200

Graduation Fee:..... \$25

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. Not be in default on a former loan or owe a refund on any grant.
3. Complete the FAFSA and Graduate Application for Financial Assistance.

A Master Promissory Note must be on file in the Student Financial Planning Office.

Course Descriptions: Education (EDU)

610 History and Philosophy of Education (3)

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.

613 Brain-Based Learning (3)

An emphasis on creating authentic learning situations that address the brain’s need for meaning, patterns, and connections. Teaching strategies that create a classroom climate that presents learning in a relaxed and non-threatening manner are essential to brain-based learning.

702 Engaged Learning (3)

A contemporary account of the principles of learning with emphasis on engaging the learner in the classroom. Topics: Concepts of teaching, learner characteristics, designs for learning environments, and effective teaching. Research in cognition, learning, and teaching forms a foundation for the course.

703 Supervision (3)

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.

706 Organizational Decision Making (3)

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.

707 Legal Issues in School Governance (3)

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.

708 Curriculum and School Improvement (3)

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

714 Leadership Issues I: Theories and Strategies (3)

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

715 Leadership Issues II: Planning and Finance (3)

Prerequisite: EDU 714

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

723 Faith and Ethics in Educational Leadership (3)

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.

732 Leadership Growth Paper (3)

The Leadership Growth 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.

734 Leadership Internship (3)

Prerequisite: Approval from Office of Graduate Studies in Education.

The internship for the Administration and Supervision concentration 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 “Leadership Growth Paper” in the context of their internship work.

737 Leadership Practicum I (1)

Prerequisite: approval from Office of Graduate Studies in Education. 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 the “Leadership Growth Paper” in the context of their practicum work. Pass/Fail.

738 and 739 Leadership Practicum II (1) and III (1)

Continuation of 737 using a graded format

786 Seminar: Seminar in Multicultural and Diversity Issues in Education (3)

A seminar course dealing with the theoretical and applied bases 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.

Education Research (EDR)**700 Research Issues in Educational Leadership (3)**

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