

# EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

## SCHOOL OF EDUCATION

### 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 semester. The Practicum runs through June of the second summer of the program. 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 students complete their Practicum 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://www.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

**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 June

**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. 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.

## Academic Requirements for Progression, Probation, and Suspension

Students in the Education Specialist program must maintain an overall Grade Point Average of at least 3.0 to remain in Good Academic Standing.

After completion of nine graduation hours at Union University, an Ed.S. student whose cumulative GPA from courses taken at Union for graduate credit is below 3.0 will be placed on academic probation. A student placed

on academic probation has one semester to increase his/her cumulative GPA to 3.0 or higher.

If the student fails to attain the required minimum 3.0 GPA during the probationary semester, the student will be suspended from the Ed.S. program. While suspended from the program, the student may repeat courses in which a grade of B, C, or F has been earned in an effort to improve the GPA. The student may apply for readmission to the program after the cumulative GPA has been raised to 3.0 or higher.

A student suspended from a graduate program is not eligible for Veterans Administration Benefits.

## 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 \$420 per semester hour effective for cohorts beginning in February 2011. Tuition will be \$440 for cohorts beginning February 2012.

IL Portfolio Fee (when applicable):.....	\$150
Application Fee: .....	\$ 25
EDU 737, 738, 739—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.