

EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

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-

EDU 715—Leadership Issues II—Planning and Finance
 EDU 723—Faith and Ethics in Educational
 Leadership
 EDU 737, 738, 739—Leadership Practicum
 EDU 734—Leadership Internship
 EDU 786—Seminar: Multicultural and Diversity
 Issues in Education
 ▼ 39 hours

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

▼ : Human Growth and Development, Instructional Technology, Educational Assessment

▼ : 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

▼ : 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.

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.

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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.

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.

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.