

EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

Available on the Jackson, Georgia and Hendersonville, North Carolina Leadership in School Reform available online

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.

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 Council for Accreditation of Educator Preparation (CAEP).

Program Description

The Education Specialist (Ed.S.) in Educational Leadership is offered along three concentrations: (1) Instructional Leadership (IL), a licensure track designed to prepare school principals and supervisors of instruction; (2) Teacher Leadership, a non-licensure track designed for teacher leaders who desire knowledge of concepts and strategies for school and classroom leadership; and (3) Leadership in School Reform, a non-licensure track for educators with a degree, license, or experience in school 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. The Summer term involves an intensive two months. Time is provided during the summer for library research, group projects, independent reading, and Practicum hours. In the fall, instruction occurs on Saturdays for a course in September and October, followed

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 I, II, III or EDU 734—Leadership Internship
 EDU 786—Seminar: Multicultural and Diversity Issues in Education
 Total: 39 hours
Exit Assessment:
 Completion of Practicum
 Completion of SLLA Exam
 Leadership Growth Paper
 Graduation

Cyclical: Ed.S. in Educational Leadership: Teacher Leadership

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—May

Cyclical: Ed.S. in Educational Leadership: Leadership in School Reform

Transfer Credit by Petition: Maximum of 9 Semesters Hours May Be Applied.
 EDU 600 – Community Involvement for School Improvement
 EDU 606 – Accountability for Greater Student Learning
 EDR 700 – Research Issues in Educational Leadership
 EDU 702 – Engaged Learning
 EDU 711 – Politics, Policy, and Instruction
 EDU 716 – Purpose and Plan for Action Research
 EDU 717 – Entrepreneurial School Leadership
 EDU 718 – The Changing Superintendency
 EDU 722 – Teacher Leadership
 EDU 723 – Faith and Ethics in Educational Leadership
 EDU 741 – Leadership Development Research Project I
 EDU 742 – Leadership Development Research Project II
 EDU 786 – Seminar: Multicultural and Diversity Issues in Education
 Total: 39 hours

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.
- 5.

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

8. 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).
9. Verification of Experience form completed by applicant's school system documenting at least 3 years of teaching experience.
10. Recommendation form completed by the Director of the school system where the applicant is employed.

11. Current professional resume.

12. 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 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 Re i emen e fo P og e e e i on, P oba i on, and S e e n e i on

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

After completion of nine graduate hours in the program, an Ed.S. student whose cumulative program GPA is below 3.0 will be placed on academic probation. A student placed on academic probation has one semester to increase his/her program 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 Ed.S. Program after the cumulative program GPA has been raised to 3.0 or higher.

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

G ad a i on Re i emen e

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 in the program.
2. Successful presentation of the Leadership Growth Paper (Teacher Leadership concentration).

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 the second year of the program; results should be received prior to graduation 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 Teacher Leadership (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.

716. Purpose and Plan for Action Research (3)

Purpose and Plan for Action Research exposes students to the basic principles of action research. Emphasis is given to what constitutes action research and how it differs from other types of research. Topics include the process of scientific inquiry and data-driven decision making in an era of school reform. Students will learn how to generate research questions, collect and analyze data, and evaluate programs. Students will develop their own research projects, using relevant ideas based on the evaluation of initiatives in their own schools or school districts.

717. Entrepreneurial School Leadership (3)

In this course, students will learn the entrepreneurial side of school leadership. Emphasis will be placed on the school structure of charter schools and independent schools, especially the organizational differences between these types of schools and traditional public schools. Topics will include financing, student enrollment, and legal issues related to non-traditional and for-profit schools. Students will investigate the attributes of an entrepreneur (such as vision casting, risk taking, and innovating) and determine how these could be applied in the age of school reform.

718. The Changing Superintendency (3)

This course examines leadership at the superintendent/director of schools level, and includes study of the impact of school reform on public and private education. Topics include leadership theory and behavior, organizational development, and change. Students study the diagnosis of organizational needs and identification of challenges and solutions at both the interpersonal and institutional levels.

722. Teacher Leadership (3)

This course examines practical perspectives on school administrators' leadership of teachers. Topics include the study of professional learning communities, mentoring, and coaching. Various strategies for selection and development of leaders are examined. Concepts include stewardship,