

# EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

## Available on the Jackson, Germantown and Hendersonville Campuses; 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 competence 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 content 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 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.



5. Recommendation Forms. Rating forms from four persons. One must be completed by the applicant's current 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.
7. An interview with the Director of the Ed.S./Ed.D. Program.

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

8. Personal Statement including brief professional development plan and documentation of data showing improvement in student achievement (statement of TVAAS/TCAP data, Gateways 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's stem documenting at least 3 years of teaching experience.
10. Recommendation form completed by the Director of the school's stem 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.

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## 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 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.

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## 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 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.

## 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:** Tuition is \$490 per semester hour effective for cohorts beginning in February 2015. Tuition will be \$520 per semester hour effective February 2016.

IL Portfolio Fee (when applicable):..... \$160  
 Application Fee ..... \$ 25  
 EDU 737, 738, 739 Practicum Fee (IL):..... \$200  
 General Student Fee..... \$20/hour  
 All financial information is subject to change without notice.  
 • The Federal Stafford Loan (subsidized or

## Course Descriptions: Education (EDU)

### 613. Educational Psychology (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.

### 02. Educational Psychology (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.

### 03. Educational Psychology (3)

Analysis of supervisor 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.

### 06. Educational Psychology (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.

### 0. Educational Psychology (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 inolving special education.

### 0. Educational Psychology (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 systems accountability and student learning is studied.

### 14. Educational Leadership (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.

### 15. Educational Leadership (3)

Prerequisite: EDU 714

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

### 16. Educational Leadership (3)

Propose 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.

