

# EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP

Available on the Jackson, Germantown and Hendersonville Campuses; Leadership in School Reform available online

IS BASED IN ONLINE CONCEPTS AND RESEARCH  
 3 TUITION AND FEES IN THE EDUCATIONAL INSTITUTION  
 5 NINE DISTRICTS OF SCHOOLS AND COLLEGE-BOUNDED  
 IN AN COMMITMENT TO EXCELLENCE AND INNOVATION  
 VARIOUS SERVICES PROVIDED @

THE PURPOSE OF THE EDUCATIONAL LEADERSHIP PROGRAM IS TO PREPARE EDUCATIONAL LEADERS TO MAKE A DIFFERENCE IN THE LIVES OF STUDENTS AND THE COMMUNITY. LEADERSHIP IN SCHOOL REFORM IS A COMMITMENT TO EXCELLENCE AND INNOVATION. LEADERSHIP IN SCHOOL REFORM IS A COMMITMENT TO EXCELLENCE AND INNOVATION. LEADERSHIP IN SCHOOL REFORM IS A COMMITMENT TO EXCELLENCE AND INNOVATION.

## Objectives of the Program

3 STUDENTS WILL BE ABLE TO:  
 WILL  
 DEMONSTRATE WITHIN THEIR DISCIPLINES AND ADVANCED  
 KNOWLEDGE AND SKILLS  
 DISPLAY COMPETENCY IN THE CRITICAL EVALUATION OF  
 ISSUES, TRENDS AND METHODOLOGIES

IS PROVIDED THROUGH THE UNIVERSITY OF THE SOUTH ALABAMA  
 PROGRAMS AND SERVICES  
 IN THE DISTRICTS OF SCHOOLS AND COLLEGE-BOUNDED  
 IN AN COMMITMENT TO EXCELLENCE AND INNOVATION  
 VARIOUS SERVICES PROVIDED @

AND THEIR SCHOOLS  
 4 OBJECTIVES WITHIN THE ONTOLOGY SET  
 STANDARDS FOR EDUCATIONAL LEADERSHIP  
 # ONSTIFF OF THE COUNCIL OF EDUCATIONAL LEADERSHIP  
 % EDUCATOR PREPARATION #!%0

Program Description: LEADERSHIP IN SCHOOL REFORM IS A COMMITMENT TO EXCELLENCE AND INNOVATION. LEADERSHIP IN SCHOOL REFORM IS A COMMITMENT TO EXCELLENCE AND INNOVATION. LEADERSHIP IN SCHOOL REFORM IS A COMMITMENT TO EXCELLENCE AND INNOVATION.

2 REFORM LICENSURE FOR EDUCATIONAL LEADERSHIP  
 LICENSURE EXPERIENCE IN EDUCATIONAL LEADERSHIP

2016-2017

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

Prerequisites: ( U M A ' R O W A T H S D E V E L O P M E N T )  
N S T R U C T I O N A L L E A D E R S H I P C O U R S E S A S S I M I L A T I O N  
Y E A R S O F T E A C H I N G E X P E R I E N C E

Transfer Credit by Petition: - A X I M U M 3 S E M E S T E R  
( C O U R S E S M A Y B E A P P L I E D )

Licensure: 4 H I S T O R Y C R E D I T S R E C O M M E N D A T I O N  
L I C E N S E I N C O U N C I L P R O V I S I O N S R E G I O N

3 T A C T I C S I N T E S I G N I F I C A N T ( # 1 4 % ) 3 , , , 1 6 P R O G R A M A L E Š #'

## Graduation Requirements

! L STUDENT S LEARNING GOALS AND OBJECTIVES  
% EDUCATION AND BUSINESS THE COLLEGE OF  
GRADUATION

3 SUCCESSFUL COMPLETION OF THE REQUIRED SEMESTER  
HOURS OF COURSEWORK WITH A MINIMUM '0% IN THE  
PROGRAM

3 SUCCESSFUL PRESENTATION OF THE LEADERSHIP GROWTH  
0APER 4EACHER LEADERSHIP CONCENTRATION  
) IN ADDITION TO THE ABOVE CRITERIA STUDENTS COMPLETING  
THE )NSTRUCTIONAL LEADERSHIP LICENSURE TRACK MUST

3 SUCCESSFUL COMPLETION OF THE REQUIRED 50% OF THE  
)NTERNSHIP

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Course Descriptions: Education (EDU)

716. Purpose and Plan for Action Research (3)  
OUR PURPOSE AND INTENTIONS ARE TO ESTABLISH  
A BASIC PRINCIPLE OF RESEARCH AND EMPHASIZE WHAT  
CONSTITUTES RESEARCH AND HOW IT DIFFERS FROM OTHER TYPES  
OF RESEARCH AND THE RESEARCH PROCESS AND INQUIRY  
AND DATA COLLECTION AND THE RESEARCH DESIGN FOR  
STUDENT LEARNING AND GENERATE RESEARCH QUESTIONS  
COLLECTED AND ANALYZED AND EVALUATED AND REPORTED  
WIDE VARIETY OF RESEARCH METHODS AND RESEARCHERS  
BASED ON THE EVALUATION OF THE RESEARCH IN SCHOOLS  
OR SCHOOL DISTRICTS

717. Entrepreneurial School Leadership (3)  
)N 3 TLLATD