EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP
SCHOOL OF EDUCATION

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. Displain the Ed.S. in Edus TJETEMC /Span <Lang (en-US)/MCID 6441 BDC BT 0.004 Tc 0.062 Tw 10 0.0 10.54 350.695 Tm (d)-0.6

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.

In the final spring semester, all predetermined sequence with most activit

asynchronous. Occasionally, School Reform students will be expected to participate in synchronous webinars, which are planned in advance.

Each cohort is presented its unique calendar for the complete program. Current Ed.S. calendars are available at *www.uu.edu/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 12 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 State of Tennessee licensure standards in school leadership.

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 721–Literacy Across the Curriculum
EDU 722–Teacher Leadership
EDU 723–Faith and Ethics in Educational Leadership
EDU 737, 738, 739–Leadership Practicum Summer, Fall, Spring
    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

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

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

Transfer Credit by Petition: Maximum of 12 Semesters Hours May Be Applied.

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 721–Literacy Across the Curriculum
EDU 722–Teacher Leadership
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

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

Transfer Credit by Petition: Maximum of 12 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 721–Literacy Across the Curriculum
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 official transcript(s) showing all course work, completion of baccalaureate degree(s), and all graduate credit previously attempted. Even if withdrawal occurred prior to earning credits and even if those credits do not apply to the current degree being sought, official transcripts must be sent from each institution. Official transcripts should be sent directly to the Office of Graduate Studies in Education. 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

Course Descriptions: Education (EDU)

600. Community Involvement in School Improvement (3)
A course designed to explore methods of increasing public engagement. Community, school, student, and parental values are explored with a view toward shared accountability for school improvement. Issues related to diversity within the community, schools, and learners will be addressed.

606. Accountability for Greater Student Learning (3)
This course views accountability as a joint effort between instructor and student. The following areas have been identified as essential factors in improving student performance: multiple methods of instruction, the use of formative evaluation, student perceptions, self-observation and critical reflection (teacher and student), and creative avenues for communicating content mastered.

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.

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.

721. Literacy Across the Curriculum (3)
This course emphasizes the integration of reading comprehension and written composition into all coursework. Emphasis will be placed upon content reading and writing skills and consideration of thematic units.

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, servant leadership, transformational leadership, gender, and ethnicity.

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 Teacher Leadership students.

734. Leadership Internship (3)
Prerequisite: Approval from Office of Graduate Studies in Education.
The internship for the Instructional Leadership 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 Summer (1)
738. Leadership Practicum Fall (1)
739. Leadership Practicum Spring (1)
Prerequisite: approval from Office of Graduate Studies in Education.
The practicum for the Instructional Leadership 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.

741. Leadership Development Research Project I (3)
Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

742. Leadership Development Research Project II (3)
Prerequisite: EDU 741
Students critique and present new and original research relevant to leadership development. The goal is to develop a community of scholars for dialogue, presentation, and exhibition while including seminal issues in the field.

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.