Educational Leadership (EDLE)

Cheryl Murphy  
Department Head, Curriculum and Instruction  
217 Peabody Hall  
479-575-5111  
Email: cmurphy@uark.edu

Ed Bengston  
Program Coordinator  
106 Peabody Hall  
479-575-5092  
Email: egbengts@uark.edu

Educational Leadership Website (http://edle.uark.edu/degrees/med-educational-leadership.php)

Degrees Conferred: 
M.Ed. in Educational Leadership (EDLE)  
Ed.S. in Educational Leadership (EDLE)  
Ed.D. in Educational Leadership (EDLE)

Graduate Certificates Offered (non-degree): 
Arkansas Curriculum/Program Administrator (http://catalog.uark.edu/graduatecatalog/programsofstudy/curriculum-program-administrator-acpa) (ACPA)  
Building-Level Administration (p. 1) (PSBL)  
District-Level Administration (p. 1) (PSDL)

Program Description: The Educational Leadership graduate degrees and graduate certificate programs are designed to prepare qualified persons for a variety of leadership roles. Placement of recent graduates have been in the following areas: principalships and other school-site administrative and supervisory positions; superintendents and other central administrative personnel; and federal and state governmental positions in education.

Primary Areas of Faculty Research: School leadership; school/community relations; educational law; school finance; effective schools; rural schools; the use of data for school improvement; principal succession and retention; the education doctorate as a professional doctorate; leadership ethics; and moral decision-making.

Admission to the M.Ed., Ed.S., and Ed.D. Programs: In addition to meeting university requirements for admission to the Graduate School, all candidates seeking admission to any educational leadership program must complete program application procedures, which are described on the program website (http://edle.uark.edu). Admissions for the Masters and Specialist degrees are rolling; therefore, prospective students can apply at any time of the year. Application for admission must be completed before the required deadlines for each semester as set by the Graduate School.

Requirements for the Master of Education (M.Ed.) Degree (33 hours): 
The master's degree in Educational Leadership is designed primarily to provide professional preparation for students seeking administrative positions in elementary and secondary schools. It requires the following:

Completion of the following required common courses in Educational Leadership (24 credits): 
EDLE 5013 School Organization and Administration 3
EDLE 5023 The School Principalship 3
EDLE 5043 Leadership Ethics 3
EDLE 5053 School Law 3
EDLE 5063 Instructional Leadership, Planning, and Supervision 3
EDLE 5083 Analytical Decision-Making 3
EDLE 5093 Effective Leadership for School Improvement 3
EDLE 574V Internship 1-6

Completion of nine credit hours from foundations courses, including: 
EDLE 5033 Psychology of Learning 3  
or EDFD 5373 Psychological Foundations of Teaching and Learning 3
EDLE 5073 Research for Leaders 3
EDLE 5003 Schools and Society 3

A cumulative grade-point average of at least 3.00 on all course work is required for the degree. No grades below “C” will be accepted for graduate degree credit.

Satisfactory performance on a written comprehensive examination or portfolio presentation is required.

Students should also be aware of Graduate School requirements with regard to master's degrees (http://catalog.uark.edu/graduatecatalog/degerequirements/#mastersdegreecontent).

Ed.S. in Educational Leadership

Admission Requirements: Candidates must have a master’s degree in educational leadership plus submit either a GRE score or a School Leadership Licensure Assessment (SLLA) score for admission. All other requirements of admission to the graduate school and Educational Leadership program must also be met.

Requirements for the Educational Specialist Degree (30 hours post Masters): The specialist degree program in Educational Leadership is designed primarily to provide professional preparation for students involved in school-site administration and those individuals who have districtwide administrative responsibilities.
EDLE 6023  School Facilities Planning and Management  3
EDLE 6053  School-Community Relations  3
EDLE 6093  School District Governance: The Superintendency  3
EDLE 6103  School Finance  3
EDLE 6173  School Business Management  3
EDLE 674V  Internship  1-6
EDLE 6333  Advanced Legal Issues in Education  3

The following three research courses are to be taken in sequence:
EDLE 6503  Topics in Educational Research for School Administration  3
or ESRM 6403  Educational Statistics and Data Processing  3
EDLE 6513  Program Evaluation in Education  3

Note: Prior to District-Level Licensure application, all students must present a culminating project to a committee of faculty with practitioner representation for the district-level license.

Students should also be aware of Graduate School requirements with regard to specialist degrees (http://catalog.uark.edu/graduatecatalog/degreerequirements/#specialistdegreetext).

**Ed.D. in Educational Leadership**

**Admission to the Ed.D. Program:** In addition to meeting university requirements for admission to the Graduate School, all candidates seeking admission to any educational leadership program must complete program application procedures, which are described on the program website (http://edle.uark.edu). Admissions for the Master’s and Specialist degrees are rolling; therefore, prospective students can apply at any time of the year. Application for admission must be completed before the required deadlines for each semester as set by the Graduate School. The Ed.D. program follows a cohort model; therefore, a completed application deadline is set for February 1 each year. Each cohort starts in the summer semester.

**Requirements for the Doctor of Education Degree:** Completion of the courses required for the Master of Education degree in Educational Leadership, and completion of the courses required for the Educational Specialist degree in Educational Leadership.

EDLE 6533  Educational Policy  3
ESRM 6533  Qualitative Research  1-3
or HRWD 572V Seminar  1-3
EDLE 669V  Qualitative Research  1-6

1 Seminar, taken on campus three times for one credit each. Doctoral students will come to campus to meet with faculty and practitioners for a one-credit seminar that will serve as a valuable capstone for the distance experience. The meaningful campus experience will be an intensive long weekend cohort seminar on the University of Arkansas campus. Each cohort weekend will be focused on a theme that connects theory with practice and includes mini-lectures by scholars and practitioners in the field, facilitated discussion groups, and lively debate of critical issues facing school leaders. The intent of the cohort weekend is to build relationships, introduce students to leaders in the field and expose them to interactive, hands-on learning experiences that lend themselves more easily to the face-to-face environment.

**Quantitative Track**

ESRM 6413  Experimental Design in Education  3
ESRM 6423  Multiple Regression Techniques for Education  3
ESRM 6623  Techniques of Research in Education  3

18 semester hours of dissertation credit  18

A minimum grade point average of at least 3.25 on all graduate coursework, and on all course work presented for the Ed.D. degree.

Satisfactory completion of all requirements governing the written and oral examinations for the candidacy examination, the dissertation, and the final oral dissertation defense. The Ed.D. degree must be completed within seven years from the date the Declaration of Intent is signed.

The program of study must comply with university residency requirements.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (http://catalog.uark.edu/graduatecatalog/degreerequirements/#phdandedddegreetext).

**Courses**

**EDLE 5003. Schools and Society. 3 Hours.**
Schools and Society is an introduction to the social, structural, political and historical forces that have created the American school system.

**EDLE 5013. School Organization and Administration. 3 Hours.**
Analysis of structure and organization of American public education; fundamental principles of school management and administration.

**EDLE 5023. The School Principalship. 3 Hours.**
Duties and responsibilities of the public school building administrator; examination and analysis of problems, issues, and current trends in the theory and practice of the principalship.

**EDLE 5033. Psychology of Learning. 3 Hours.**
This course prepares educational leaders to create and sustain a learning centered environment in school settings. Students will study learning theory across the lifespan and apply it to the practice of instructional leadership, curriculum design, and staff development.

**EDLE 5043. Leadership Ethics. 3 Hours.**
Leadership Ethics is an experiential based course grounded in ethical decision making theory that uses case study and practice to study school based ethical dilemmas.

**EDLE 5053. School Law. 3 Hours.**
Legal aspects of public and private schooling: federal and state legislative statutes and judicial decisions, with emphasis upon Arkansas public education.

**EDLE 5063. Instructional Leadership, Planning, and Supervision. 3 Hours.**
Instructional Leadership, Planning, and Supervision is designed to prepare practitioners to seize the role of educational leader at the school site level through the development of a vision that will be used to drive a data driven instructional school plan.
EDLE 5073. Research for Leaders. 3 Hours.
This course introduces research methodology that will support school leaders as consumers of educational research and supervisors of action research within their schools. Practical application of research for school leaders is emphasized.

EDLE 5083. Analytical Decision-Making. 3 Hours.
Analytical Decision Making is a performance based examination of the principles and practices related to the building administrator’s role in the development, administration, and evaluation of curricular programs in public schools. This includes creating a school culture, fostering communication, aligning curriculum with state mandated standards, and staff development.

EDLE 5093. Effective Leadership for School Improvement. 3 Hours.
A performance based examination of strategic planning, group facilitation and decision-making, organizational behavior and development, professional ethics and standards, student services administration, and principles of effective leadership.

EDLE 574V. Internship. 1-6 Hour.
Supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. May be repeated for up to 3 hours of degree credit.

EDLE 599V. Seminar. 1-6 Hour.
Important foundational topics in educational leadership that are current and critical will be taught in this Master's-level seminar. Topics range from the psychology of learning and leading to how schools and society interact in the 21st century. May be repeated for up to 6 hours of degree credit.

EDLE 600V. Master's Thesis. 1-6 Hour.
Master's Thesis. May be repeated for degree credit.

EDLE 6023. School Facilities Planning and Management. 3 Hours.
School facilities planning, management, cost analysis, operations, and maintenance of the school plant.

EDLE 6053. School-Community Relations. 3 Hours.
Community analysis, politics and education; power groups and influences; school issues and public responses; local policy development and implementation; effective communication and public relations strategies.

EDLE 605V. Independent Study. 1-6 Hour.
Independent study. May be repeated for up to 6 hours of degree credit.

EDLE 6093. School District Governance: The Superintendency. 3 Hours.
Analysis of the organizational and governance structures of American public education at national, state, and local levels.

EDLE 6103. School Finance. 3 Hours.
Principles, issues and problems of school funding formulae and fiscal allocations to school districts.

EDLE 6173. School Business Management. 3 Hours.
Financial and resource management in public schools: budgeting, insurance, purchasing, and accounting.

EDLE 6333. Advanced Legal Issues in Education. 3 Hours.
The examination and discussion of advanced legal issues affecting public school education. Prerequisite: Advanced graduate standing.

EDLE 6433. Legal Aspects of Special Education. 3 Hours.
A study of litigation and legislation in special education, federal and state laws and court cases, and due process hearings. This course is cross-listed with SPED 6433.

EDLE 6503. Topics in Educational Research for School Administration. 3 Hours.
Application of educational research in the school setting by educational administrators. Emphasis placed on the use of state and local school or district data, data analysis, interpretation and reporting, hands-on experience with SPSS, and the formal process of writing a research report. Prerequisite: Advanced graduate standing.

EDLE 6513. Program Evaluation in Education. 3 Hours.
Program Evaluation in Education is designed to introduce students to concepts and methods of policy and program evaluation. Emphasis will be placed on preparing educational leadership students to conduct a program evaluation specialist project of dissertation.

EDLE 6523. Advanced Application of Educational Leadership. 3 Hours.
A review of seminal and current works on leadership as applied to the educational setting. Provides knowledge of classic and contemporary strategies for leadership.

EDLE 6533. Educational Policy. 3 Hours.
Examination of the research and theory related to the evolution of local, state, and federal governance and educational policy. Emphasis given to the consideration of procedures involving policy formulation, implementation, and analysis.

EDLE 6543. Introduction to Qualitative Research. 3 Hours.
This course offers an introduction to the qualitative approach to research in the Social Sciences. In particular, this course focuses on initial qualitative research designs that support planning, problem solving, and evaluation for educational leaders. Developing a conceptual framework, gaining an initial understanding of the methods of data collection and analysis, and establishing credibility in qualitative research are discussed. This course will be taught online using Blackboard and will require synchronous online class meetings that will require a webcam and microphone.

EDLE 6553. Advanced Qualitative Methods in Educational Research. 3 Hours.
This course has been designed to provide graduate students with a more in-depth understanding of qualitative research methods. Emphasis will be placed on preparing educational leadership students to design a qualitative or mixed-method dissertation study. Prerequisite: ESRM 6543 or HRWD 572V.

EDLE 6563. Advanced Data Collection for Program Evaluation. 3 Hours.
This course is designed to provide graduate students with an in-depth understanding of how to effectively collect data for a program evaluation. Emphasis will be placed on guiding educational leadership students through the data collection procedures they will use for their dissertation. Prerequisite: ESRM 6543 or EDLE 6553.

EDLE 6573. Advanced Empirical Analysis for Program Evaluation. 3 Hours.
This course is designed to provide graduate students with an in-depth understanding of how to effectively analyze data for a program evaluation. Emphasis will be placed on guiding educational leadership students through the data analysis procedures they will use for their dissertation. Prerequisite: EDLE 6563.

EDLE 674V. Internship. 1-6 Hour.
Internship. May be repeated for up to 6 hours of degree credit.

EDLE 680V. Educational Specialist Project. 1-6 Hour.
An original project, research project, or report required of all Ed.S. Degree candidates. Prerequisite: Admission to the Ed.S. program.

EDLE 699V. Seminar. 1-6 Hour.
Seminar. Prerequisite: Advanced graduate standing. May be repeated for up to 6 hours of degree credit.

EDLE 700V. Doctoral Dissertation. 1-18 Hour.
Doctoral Dissertation. Prerequisite: Candidacy. May be repeated for degree credit.