Educational Leadership (EDLE)

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Educational Leadership Website (https://cied.uark.edu/programs/educational-leadership/)

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/graduatemcatalog/programsolstudy/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. The Ed.D. program follows a cohort model; therefore, a completed application deadline is set for Feb. 1 each year. Each cohort starts in the summer semester.

Admission to the Graduate Certificate programs: Applicants must meet university requirements for admission to the Graduate School as non-degree-seeking, but certificate-seeking students, and must have a master’s degree. In addition, to receive the graduate certificate in district-level administration, applicants must have a valid teaching license and a valid building-level administration license.

M.Ed. in Educational Leadership

Admission to the M.Ed. Programs: Admission to the Master of Education (M.Ed.) in Educational Leadership requires prior admission to the University of Arkansas Graduate School (http://grad.uark.edu/). In addition, admission to the M.Ed. in Educational Leadership requires the following:

- A completed Educational Leadership program application;
- A valid teaching license; transcripts from all completed higher education degree programs;
- Prompted writing sample;
- Résumé; and
- Two letters of recommendation (one of which should be from a current supervisor).

An interview with the EDLE faculty or program coordinator may be requested. The master's degree is a cohort-based program that begins in the fall semester; therefore, applications for admission must be completed by April 1. The early admissions deadline for the following fall semester cohort is November 1.

Requirements for the Master of Education (M.Ed.) Degree (30 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):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLE 5013</td>
<td>School Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 5023</td>
<td>The School Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 5043</td>
<td>Leadership Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 5053</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 5063</td>
<td>Instructional Leadership, Planning, and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Supervision</td>
<td></td>
</tr>
<tr>
<td>EDLE 5083</td>
<td>Analytical Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 5093</td>
<td>Effective Leadership for School Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 574V</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Completion of six credit hours from foundations courses, including:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLE 5033</td>
<td>Psychology of Learning</td>
<td></td>
</tr>
<tr>
<td>EDLE 5103</td>
<td>School Building-Level Finance</td>
<td></td>
</tr>
<tr>
<td>or EDLE 500</td>
<td>Schools and Society</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 30

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/graduatemcatalog/degreerequirements/#mastersdegreestext).
Ed.S. in Educational Leadership

Admission Requirements: Candidates must have a master’s degree. In addition, admission to the Ed.S. in Educational Leadership program requires the following:

- A completed Educational Leadership program application;
- Résumé or CV;
- Response to a prompted writing sample; and
- Two letters of recommendation (one of which should be from a current or former supervisor).

An interview with the Educational Leadership program coordinator may be requested. All other requirements for admission to the Graduate School must also be met. The specialist degree is a cohort based program that begins in the Fall semester; therefore, applications for admission must be completed by April 1. The early admissions deadline for the following fall semester cohort is November 1.

Candidates are responsible for meeting the experience and licensure prerequisites in the state in which they intend to apply for a license.

Requirements for the Educational Specialist Degree (30 hours post Master’s): The specialist degree program in Educational Leadership is designed primarily to provide professional preparation for students with experience in building-level administration who aspire to district-level administrative positions.

Completion of the following required licensure core courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLE 6023</td>
<td>School Facilities Planning and Management</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6053</td>
<td>School-Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6093</td>
<td>School District Governance: The Superintendency</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6103</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6173</td>
<td>School Business Management</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 674V</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

The following four courses are to be completed in addition to the licensure core:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLE 6333</td>
<td>Advanced Legal Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6433</td>
<td>Legal Aspects of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6123</td>
<td>Advanced Fiscal Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 699V</td>
<td>Advanced Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours 30

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/#specialistdegree).

Ed.D. in Educational Leadership

Admission to the Ed.D. Program: All candidates seeking admission to the Doctor of Education (Ed.D.) degree in Educational Leadership are required to complete the following:

1. Prior admission to the University of Arkansas Graduate School, which requires a separate application process;
2. A master’s degree;
3. A completed Educational Leadership Program Application;
4. A current résumé;
5. Two letters of recommendation (one of which should be from a current or former supervisor);
6. A prompted writing sample;
7. Finalists are selected for an interview with the Educational Leadership faculty.

The completed application deadline is February 1. Each cohort starts in the Summer I semester.

Requirements for the Doctor of Education Degree:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLE 6013</td>
<td>Problems of Practice for Educational Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6533</td>
<td>Educational Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6543</td>
<td>Introduction to Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 699V</td>
<td>Advanced Seminar 1</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6553</td>
<td>Advanced Qualitative Methods in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6583</td>
<td>Statistical Literacy for Educational Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6513</td>
<td>Program Evaluation in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 6503</td>
<td>Topics in Educational Research for School Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDLE 7413</td>
<td>Problem of Practice Dissertation Methods and Implementation</td>
<td>18</td>
</tr>
</tbody>
</table>

or EDLE 700V Doctoral Dissertation

Total Hours 42

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.

2 Substituting EDLE 700V for EDLE 7413 is contingent on advisor approval.

A minimum grade point average of at least 3.25 is required on all graduate course work, 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 requirements.

Students should also be aware of Graduate School requirements with regard to doctoral degrees (http://catalog.uark.edu/graduatecatalog/degreerequirements/#phdandedddegree).
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. (Typically offered: Summer Even Years)

EDLE 5013. School Organization and Administration. 3 Hours.
Analysis of structure and organization of American public education; fundamental principles of school management and administration. (Typically offered: Fall; Summer Odd Years)

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. (Typically offered: Spring and Summer)

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. (Typically offered: Spring; Summer Odd Years)

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. (Typically offered: Fall; Summer Odd Years)

EDLE 5053. School Law. 3 Hours.
Legal aspects of public and private schooling: federal and state legislative statues and judicial decisions, with emphasis upon Arkansas public education. (Typically offered: Fall; Summer Odd Years)

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. (Typically offered: Fall; Summer Odd Years)

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. (Typically offered: Spring; Summer Odd Years)

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. (Typically offered: Spring; Summer Odd Years)

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. (Typically offered: Spring and Summer)

EDLE 5103. School Building-Level Finance. 3 Hours.
The course will provide an introduction to the leading theories and practices associated with budgeting and finance at the school-building level. Additionally, the course will concentrate on issues relating to resource allocation at the K-12 level, including an examination of political frameworks and policy issues common to public schools, concepts central to K-12 finance and budgeting, purposes, designs, and uses of school budgets, procedures for generating, analyzing, and interpreting issues related to finance and budgeting specifically at the school-building level. Prerequisite: Admission to M.Ed. in Educational Leadership (EDLE), or Ed.S. in Educational Leadership (EDLE), or graduate certificate in Building-Level Administration (PSBLMC), or graduate certificate in District-Level Administration (PSDLMC). (Typically offered: Summer)

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. (Typically offered: Fall, Spring and Summer) 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. (Typically offered: Fall, Spring and Summer) May be repeated for up to 6 hours of degree credit.

EDLE 600V. Master's Thesis. 1-6 Hour.
Master's Thesis. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

EDLE 6013. Problems of Practice for Educational Leaders. 3 Hours.
Problems of Practice is designed to extend and refine students' thinking, experience, and knowledge about the Education Doctorate (EdD), as well as selecting a Problem of Practice that can contribute to the following program goals: advanced analytical reasoning skills; positive impact on professional practice; and the refinement of the scholar-practitioner. (Typically offered: Summer)

EDLE 6023. School Facilities Planning and Management. 3 Hours.
School facilities planning, management, cost analysis, operations, and maintenance of the school plant. (Typically offered: Fall Odd Years)

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. (Typically offered: Spring Even Years)

EDLE 605V. Independent Study. 1-6 Hour.
Independent study. (Typically offered: Fall, Spring and Summer) May be repeated for up to 3 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. (Typically offered: Fall Even Years)

EDLE 6103. School Finance. 3 Hours.
Principles, issues and problems of school funding formulas and fiscal allocations to school districts. (Typically offered: Spring Odd Years)

EDLE 6123. Advanced Fiscal Issues. 3 Hours.
This course is an advanced course at the graduate level in the Graduate Educational Leadership Program. The Scholar Practitioner model at this level will pursue an in-depth study of knowledge, skills, and dispositions needed for the successful undertaking of analyzing budgeting and finance issues arising at the school and district-level. Prerequisite: Graduate standing and acceptance into EDLEES program. (Typically offered: Irregular)
EDLE 6173. School Business Management. 3 Hours.
Fiscal and resource management in public schools: budgeting, insurance, purchasing, and accounting. (Typically offered: Summer Odd Years)

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. (Typically offered: Fall Even Years)

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. (Typically offered: Irregular)
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. (Typically offered: Fall Odd Years)

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. (Typically offered: Summer)

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. (Typically offered: Spring Odd Years)

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. Prerequisite: Admission into EDD in Educational Leadership program or instructor consent. (Typically offered: Fall)

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: Admission into EDD in Educational Leadership program or instructor consent. (Typically offered: Spring)

EDLE 6583. Statistical Literacy for Educational Leaders. 3 Hours.
Statistical Literacy for Leaders is designed to extend and refine students' thinking, experiences, and knowledge about planning and executing research in an educational setting. Students will develop a greater understanding of how statistics are used to drive decision-making in educational settings and become more critical consumers of educational research. Prerequisite: Admission into the Ed.D. in Educational Leadership. (Typically offered: Spring)

EDLE 674V. Internship. 1-6 Hour.
Internship. (Typically offered: Fall, Spring and Summer) May be repeated for up to 6 hours of degree credit.

EDLE 699V. Advanced Seminar. 1-6 Hour.
Seminar. Prerequisite: Advanced graduate standing. (Typically offered: Fall, Spring and Summer) May be repeated for up to 6 hours of degree credit.

EDLE 700V. Doctoral Dissertation. 1-18 Hour.
Doctoral Dissertation. Prerequisite: Candidacy. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

EDLE 7413. Problem of Practice Dissertation Methods and Implementation. 3 Hours.
This course guides students through all phases of the capstone experience in educational leadership from program design to completion and dissemination of the final product to scholarly and practitioner audiences. Prerequisite: Admission to the EDLE Ed.D. program. (Typically offered: Irregular) May be repeated for up to 18 hours of degree credit.