
COURSE DESCRIPTIONS

EDUCATIONAL LEADERSHIP

EDLD 6002: Administrative Law

This course is an introduction to the legal environment of schools. It focuses on the legal concepts, regulations, and codes that principals must know in order to carry out proper school operations. Special emphasis is given to the implementation of policies, regulations, rules, and procedures in the public schools.

EDLD 6013: School Organization and Leadership

This course is a study of the organization and structure of public schools and the principal's role in connecting people, purpose, and practice. For the final project, students will evaluate an existing school schedule and propose a new master schedule that addresses two areas of concern.

EDLD 6023: Organizational Change

This course is a study of the principles of organizational change and how they relate to educational institutions. For the final project, students will evaluate an existing school program and write a detailed proposal to develop and implement a focused improvement plan that leads to an effective school change.

EDLD 6102: School Finance

This course is an introduction to school finance including funding formulas, accounting techniques, and budgeting. It focuses on the financial concepts that principals must know in order to carry out proper school operations. Special emphasis is given to the implementation of financial policies in public schools.

EDLD 6113: Action Research and Data Analysis

This course will address the theories and practice of research with an emphasis on action research for school improvement. For the final project, the student will gather data from one's school and create a formal action research proposal.

EDLD 6153: Communication with School and Community

This course focuses on developing the knowledge, understanding, and skills necessary to establish strong systems of communication and effective relationships with diverse constituents. For the final project, students will develop a comprehensive school communication plan that addresses the needs of all shareholders.

EDLD 6203: Education and Society: Continuities and Discontinuities

This course will review the history of U.S. education with a focus on the relationship between society and educational systems and their stability. For the final project, students will evaluate an existing school culture, then create a specific improvement plan that is supportive, equitable, culturally responsive, and inclusive of all shareholders.

EDLD 6253: Instructional Leadership

This course focuses on the principal's role as an instructional leader. For the final project, the student will use school data to identify a specific content-area that needs attention, then write a detailed plan for improvement.

EDLD 6303: Technology as an Administrative Tool

The role of technology in improving the education system is the focus of this course. The use of technology by the administrator to improve the quality of education managerially and instructionally is the emphasis of the course.

EDLD 6313: Principles of Curriculum for School Leadership

This course examines the development, implementation, and evaluation of curriculum as it relates to school leaders with a focus on the principal's role in facilitating effective change. For the final project, students will create a master plan for dealing with current or emerging curriculum, instruction, or assessment trends in Arkansas.

EDLD 6352: Physical Environment of Schools

This course focuses on the effects that a school's physical environment has on instructional processes and student learning. It also explores the components of physical plants that are conducive to and effective for improving instruction and learning.

EDLD 6402: Working with the Marginal Performer

This course focuses on identifying and addressing the characteristics of marginal performance in teachers. It includes an in-depth study of the Arkansas teacher evaluation system (TESS). For the final project, students will apply this system to recommend contract renewal or dismissal for one of two fictional teachers described throughout the course.

EDLD 6551: Administrative Internship

This one-credit hour field experience allows students to apply the theoretical and research-based content of EDLD courses to the practical day-to-day operation of a typical public school. Students will implement the various subsystems of education under the direct mentorship of experienced educational administrators.

There is a \$50 internship fee for this course. It may be repeated for a maximum of four (4) credit hours.

EDLD 6552: Administrative Internship

This two-credit hour field experience allows students to apply the theoretical and research-based content of EDLD courses to the practical day-to-day operation of a typical public school. Students will implement the various subsystems of education under the direct mentorship of experienced educational administrators.

There is a \$100 internship fee for this course. It may be repeated for a maximum of four (4) credit hours.

EDLD 6554: Administrative Internship

This four-credit hour field experience allows students to apply the theoretical and research-based content of EDLD courses to the practical day-to-day operation of a typical public school. Students will implement the various subsystems of education under the direct mentorship of experienced educational administrators.

There is a \$200 internship fee for the course.

EDLD 6891: Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Note: May be repeated for credit.

EDLD 6892: Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Note: May be repeated for credit.

EDLD 6893: Independent Study

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Note: May be repeated for credit.

EDLD 6991: Professional Portfolio

Arkansas licensure requirements for "Building Level Administrator" require the creation of a professional portfolio that demonstrates proficiency in all required standards. This course is designed to help students understand the process of creating this comprehensive collection of artifacts. Portfolios must be presented to and approved by a faculty portfolio review committee (usually during the final semester).

Note: Students whose presentations are not successful during the scheduled semester must re-enroll for an additional semester in order to complete this requirement.

EDLD 7003: Seminar in Systems Issues

This course focuses on system issues and the resulting development of coherent educational policy for public elementary and secondary schools that unifies purpose. This focus is primarily at the state level, where formal responsibility lies, but it concerns federal and district policy as well as school practice.

EDLD 7013: The Superintendency and Central Office

The scope and function of the central office will be the focus of this course. Theory and practice from the central office/ superintendent's perspective of such areas as superintendent-board relations, public relations, strategic planning, professional negotiation, special programs administration, leadership style, and school climate.

EDLD 7023: School Board Relations

The study of school board-administrator relationships and procedures with emphases on community relations, the politics of education and functioning cohesively as an educational, policy-making group.

EDLD 7033: School Personnel and Business Management

Principles, processes and procedures of school personnel management and business management are probed. Issues and topics investigated include supervision, evaluation, recruitment, staff development, salary and contractual obligations, attendance accounting, APSCN procedures, financial accounting, and property accounting.

EDLD 7113: Seminar in Current Issues

The course will investigate contemporary issues and trends related to educational leadership and examine problems and solutions that are of current concern for school organizations. These issues include school finance alternatives, serving a diverse constituency, meeting individual and group needs, accountability issues, instructional issues including the integration of technology, evaluation of instructional issues, evaluation of programs and personnel, and changing policies at the state and national level.

EDLD 7123: Educational Facilities

This is a study of school facilities and transportation planning and concepts, management and practices. Topics include how to use and maintain present school plants, keeping the board and community informed as to building needs, selecting architects, financing construction, safety and security issues, and developing educational specifications.

EDLD 7133: School Finance for District Level Administration

Economics and school finance: Basic concepts include local, state and federal support of education, the Arkansas State Financial System (APSCN), budgeting and projecting, financing capital items, centralization vs. site-based concepts, fiscal management, auditing, and communicating finance to the board and community.

EDLD 7143: School Accountability Systems

This course probes the essential elements of a monitoring system designed to help schools and districts acquire the information they need to better realize their intentions for improvement, accountability, and school restructuring.

EDLD 7153: District Internship

A field study experience providing the student with an opportunity to synthesize and apply knowledge, and develop and practice administrative skills as they relate to school accountability systems. It applies reflective practice under the direction of a practitioner mentor and a university advisor and focuses on a monitoring system model.

\$100 internship fee.

EDLD 7163: Statistical Methods for District Leaders

An introductory study of inferential statistics utilizing parametric and nonparametric procedures to analyze school data.

EDLD 7173: Advanced Legal Issues

This course focuses on the United States Constitution and its effects on due process requirements for public schools. Issues include the relationship of constitutional, statutory and case law to public school districts particularly in these areas of current concern - students' rights and responsibilities, teachers' rights and responsibilities, procedural and substantive due process, and liability.

EDLD 7201: Administrative Internship in District Level Finance

A field study experience providing the student with an opportunity to synthesize and apply knowledge, and to develop and practice administrative skills as they relate to the principles of district level school finance. It applies reflective practice under the direction of a practitioner mentor and a university advisor and focuses on existing state and district level financial practices, resources, and responsibilities.

\$50 internship fee.

EDLD 7891: Independent Study

Prerequisite: Ed.S. Program Director Approval.

This Independent Study is open to students pursuing the Ed.S. degree who wish to pursue individual study, investigation or project based research of some facet of knowledge which complements the Ed.S. program of study. Students will be required to plan their program submitting a formal program of study request, prepare written reports throughout the study and present their findings in a formal paper.

Note: A student may take no more than six (6) hours of Independent Study work.

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EDLD 8003: Applied Research

Prerequisites: Admission to Ed.D. program

This course of study facilitates excellence in teaching by exploring contemporary paradigms of educational research with an emphasis on informing thinking and decision-making to address problems in schooling. Skills to be emphasized include conceptualizing real-world problems in an inquiry manner so that information derived from the research literature can be applied to the problem, synthesizing the line of investigation. Seeing the historical perspective of the research and critically judging the worth or quality of the study (internal validity, sampling adequacy). Students will review the literature, develop an inquiry problem, gather and analyze data, and make recommendations to solve the problem.

EDLD 8013: Scholarly Writing

Prerequisites: Admission to Ed.D. program

This course is designed to provide an overview of the literature review as it pertains to the research process and assist students in beginning to create a knowledge base about scholarly writing. Peer and instructor support systems are used in this course to enable student groups to complete a 22-page literature review in preparation for future course requirements. Special attention will be focused about the American Psychological Association (APA) Publication Manual (6th Ed).

EDLD 8023: Quantitative Research

Prerequisites: Admission to Ed.D. program

The focus of this course is the application of quantitative research methodology in the study of educational practice. Emphasis will be placed on study design, data collection, and data analysis using quantitative research methods. The fundamentals of quantitative research will be emphasized. Statistical analyses will be conducted using the SPSS software.

EDLD 8033: Qualitative Research

Prerequisites: Admission to Ed.D. program

This course is intended to build in students' understandings of qualitative research, its theory and methods. As a doctoral-level research course, the material covered will be intended to prepare the student for successful competing of a qualitative doctoral dissertation.

EDLD 8043: Cultural Influences

Prerequisites: Admission to Ed.D. program

This course facilitates excellence in leadership by exploring current knowledge and research related to communication that builds positive relationships and community in a global society. Issues discussed include, but are not limited to, socioeconomic, ethnicity, gender, age, and other issues that require courageous communication. An emphasis on the educational leader as will guide the examination of socio-cultural and diversity issues pervasive in communicating and building relationships in a global society. These issues will be examined through an exploration of philosophy, leadership, multicultural, and critical pedagogy. Existing, as well as emergent cultural and societal patterns will be contextualized in terms of leadership in Arkansas, the US, and globally.

EDLD 8053: Ethics and Values

Prerequisites: Admission to Ed.D. program

This course focuses on the ethical administrator, the ethical practice of educational leadership and the ethics of equity and social justice. Specific philosophical approaches and ethical theories will be discussed. Particular attention will focus on ethical leadership practices within a learning community and include field-based exploration.

EDLD 8063: Dissertation I-Proposal Writing

Prerequisites: Admission to the Ed.D. program. Completion of all core doctoral classes.

Students will prepare Chapter 1 - 3 for a dissertation proposal to be presented to the doctoral chair and committee members.

EDLD 8073: Synthesis Seminar

Prerequisites: Admission to Ed.D. program

Integrating, synthesizing, and evaluating major concepts encountered in previous doctoral coursework. This course involves the completion of a student proficiency assessment comprised of a portfolio, synthesis paper and oral presentation. Successful completion is required to apply for candidacy.

EDLD 8083: Dissertation II

Prerequisites: Synthesis presentation and portfolio, and admission to candidacy.

Students will prepare Chapter 1-3 for a dissertation proposal. The proposal will be defended with the doctoral committee. Successful completion is required for advancement to candidacy.

EDLD 8093: Dissertation III

Prerequisites: Synthesis presentation and portfolio, and admission to candidacy. Successful defense of dissertation proposal.

Students will prepare Chapter 1-5 for a dissertation proposal. The candidate will conduct research and complete the dissertation and refine chapters 1-3.

EDLD 8101: Dissertation IV

Prerequisites: Synthesis presentation and portfolio, and admission to candidacy. Successful defense of dissertation proposal.

Dissertation will be completed and defended. Students must maintain continuous enrollment from the time of advancement to candidacy and register for at least three credit hours each semester until successful dissertation defense, not to exceed three years of advancement to candidacy. Minimum number of dissertation credit hours is twelve.

Note: May be repeated for credit.

EDLD 8102: Dissertation IV

Prerequisites: Synthesis presentation and portfolio, and admission to candidacy. Successful defense of dissertation proposal.

Dissertation will be completed and defended. Students must maintain continuous enrollment from the time of advancement to candidacy and register for at least three credit hours each semester until successful dissertation defense, not to exceed three years of advancement to candidacy. Minimum number of dissertation credit hours is twelve.

Note: May be repeated for credit.

EDLD 8103: Dissertation IV

Prerequisites: Synthesis presentation and portfolio, and admission to candidacy. Successful defense of dissertation proposal.

Dissertation will be completed and defended. Students must maintain continuous enrollment from the time of advancement to candidacy and register for at least three credit hours each semester until successful dissertation defense, not to exceed three years of advancement to candidacy. Minimum number of dissertation credit hours is twelve.

Note: May be repeated for credit.