

# Educational Leadership (EDLE)

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Educational Leadership Website (<https://edle.uark.edu/>)

## 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):

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):

EDLE 50103	School Organization and Administration	3
EDLE 50203	The School Principalship	3
EDLE 50403	Leadership Ethics	3
EDLE 50503	School Law	3
EDLE 50603	Instructional Leadership, Planning, and Supervision	3
EDLE 50803	Analytical Decision-Making	3
EDLE 50903	Effective Leadership for School Improvement	3
EDLE 5740V	Internship	3

### Completion of six credit hours from foundations courses, including:

EDLE 50303	Psychology of Learning	
EDLE 51003	School Building-Level Finance	
	or EDLE 50C Schools and Society	

**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/graduatecatalog/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:

EDLE 60203	School Facilities Planning and Management	3
EDLE 60503	School-Community Relations	3
EDLE 60903	School District Governance: The Superintendency	3
EDLE 61003	School Finance	3
EDLE 61703	School Business Management	3
EDLE 6740V	Internship	3

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

EDLE 63303	Advanced Legal Issues in Education	3
EDLE 64303	Legal Aspects of Special Education	3
EDLE 61203	Advanced Fiscal Issues	3
EDLE 6990V	Advanced Seminar	3

**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/degree/requirements/#specialistdegreestext>).

## 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:

EDLE 60103	Problems of Practice for Educational Leaders	3
EDLE 65303	Educational Policy	3
EDLE 65403	Introduction to Qualitative Research	3
EDLE 6990V	Advanced Seminar <sup>1</sup>	3
EDLE 65503	Advanced Qualitative Methods in Educational Research	3
EDLE 65803	Statistical Literacy for Educational Leaders	3
EDLE 65103	Program Evaluation in Education	3
EDLE 65003	Topics in Educational Research for School Administration	3
EDLE 74103	Problem of Practice Dissertation Methods and Implementation <sup>2</sup>	18
or EDLE 7000V Doctoral Dissertation		

**Total Hours** **42**

<sup>1</sup> 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.

<sup>2</sup> Substituting EDLE 7000V for EDLE 74103 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/degree/requirements/#phdandedddgreestext>).

## Courses

### EDLE 50003. 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 50103. 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 50203. 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 50303. 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 50403. 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 50503. 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. (Typically offered: Fall; Summer Odd Years)

**EDLE 50603. 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 50703. 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 50803. 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 Even years; Summer)

**EDLE 50903. 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 51003. 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 5740V. 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 5990V. 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 6000V. Master's Thesis. 1-6 Hour.**

Master's Thesis. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

**EDLE 60103. 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 60203. 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 60503. 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 6050V. Independent Study. 1-6 Hour.**

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

**EDLE 60903. 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 61003. School Finance. 3 Hours.**

Principles, issues and problems of school funding formulae and fiscal allocations to school districts. (Typically offered: Spring Odd Years)

**EDLE 61203. 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 61703. School Business Management. 3 Hours.**

Fiscal and resource management in public schools: budgeting, insurance, purchasing, and accounting. (Typically offered: Summer Odd Years)

**EDLE 63303. 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 64303. 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 64303.

**EDLE 65003. 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 65103. 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 65303. 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 65403. 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 65503. 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 65803. 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 6740V. Internship. 1-6 Hour.**

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

**EDLE 6800V. 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. (Typically offered: Fall, Spring and Summer)

**EDLE 6990V. 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 7000V. Doctoral Dissertation. 1-18 Hour.**

Doctoral Dissertation. Prerequisite: Candidacy. (Typically offered: Fall, Spring and Summer) May be repeated for degree credit.

**EDLE 74103. 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.