

EDUCATIONAL LEADERSHIP (EDL)

600. Research Methods for Administrators. Credit 2 hours. A course designed for school administrators to provide an introduction to concepts and issues in research methodology. The primary focus of this course will be the acquisition and understanding of basic research terminology and techniques.

610. Research Methods for Educational Leaders. Credit 3 hours. Prerequisite: Concurrent enrollment in EDL 612. A course designed for educational leaders to provide an introduction to concepts and issues in research methods and data analysis. Candidates will be required to collect, analyze, and present educational data.

612. Seminar I: Fostering Vision and Leadership in Educational Environments. Credits 3 hours. Prerequisite: Concurrent enrollment in EDL 610. the course will cover organization theory. Principles of organizational development will be explored and special attention will be given to the development of shared visions and goals, and the strategic planning required to achieve them.

626. Public School Administration. Credit 3 hours. The fundamental facts and procedures of school administration are emphasized. Theory and practice are fused in teaching the duties and responsibilities of administrative officials in the organization, administration, and supervision of a modern school system. Twenty hours of practicum experiences in the appropriate setting are required.

627. Elementary School Principalship. Credit 3 hours. A study emphasizing the administrative roles and responsibilities of the elementary school principal. Emphasis is placed upon fusing theory and practice in elementary school administration.

628. Secondary School Principalship. Credit 3 hours. Emphasis is placed upon the theory and practice of the roles and responsibilities of the modern secondary school principal. Special attention is given to administrative roles in staff relations, curriculum, instruction, discipline, community involvement, and fiscal management.

635. Supervision of Instruction in the Elementary and Secondary School. Credit 3 hours. A study of the purposes, organization, and development of supervisory programs. Theory and practice of the principles, techniques, and procedures in the improvement of instruction at both the elementary and secondary school levels..

641. School Facilities Planning and Utilization. Credit 3 hours. A study of the duties and responsibilities of educational and non-educational personnel in the planning, construction and utilization of the school plant.

642. School Personnel Administration. Credit 3 hours. Organization for personnel services; development of policy to govern selection, orientation, placement, remuneration, transfers, separation, and the development of morale among instructional and non-instructional personnel.

660. Seminar I: Facilitating a High Quality Learning Community. Credit 2 hours. Prerequisites: Admission to Program and concurrent enrollment in EDL 600 and ETEC 616. The course will cover organizational theory. Principles of organizational development will be explored and special attention will be given to the development of shared visions and goals, and the strategic planning required to achieve them.

661. Seminar II: Organizational Management and Legal Issues. Credit 6 hours. Prerequisites: EDL 600, EDL 660, and ETEC 616. This course will cover the relationship among scheduling, resource allocation, shared decision-making and technology to facilitate building management for effective school leadership. Legal issues related to school management will also be explored.

662. Seminar III: Human Resources and School-Community Relations. Credit 6 hours. Prerequisite: EDL 661. The importance of developing effective interpersonal relationships with faculty, staff and community is the focus of the course, along with human resource management, including recruitment, selection, induction, and professional development. Effective communication with internal and external publics, as well as with the media, will be explored.

663. Seminar IV: School Leader as Instructional Facilitator. Credit 6 hours. Prerequisites: Seminars I, II, and III. The instructional program will be explored through an analysis and evaluation of curriculum, student assessment, and instruction. Emphasis will be placed upon the supervision of the teaching and learning process as it relates to continuous school improvement.

664. Seminar V: School Leader as Change Agent. Credit 6 hours. Prerequisites: Seminars I, II, III, and IV. School improvement will be explored with particular emphasis placed on the importance of change, action research, data analysis, and risk-taking.

665. Seminar VI: The Internship. Credit 5 hours. Prerequisites: Seminars I, II, III, IV, and V. The internship includes a variety of planned experiences in a diverse work environment and multiple settings that involve direct interaction and involvement with candidates, staff, parents, and community leaders over an extended period of time.

702. School-Community Relations. Credit 3 hours. Study of the public relations problems including reporting to parents and acquainting the community with the purposes, methods, accomplishments, and needs of the school. School-community activities that are initiated from within the school, those that are initiated from without the school, and those activities that are initiated jointly by the school and the community to improve relations are reviewed, analyzed and evaluated. Special emphasis is given to the importance of the role of the educational leader in school-community relations.

704. Supervision of Child Welfare and Attendance. Credit 3 hours. An outline of the responsibilities of the visiting teacher to include home and school visitation programs, an analysis of attendance and related problems, the promotion of home-school relationships, and maintenance of all necessary records.

709. Practicum in Supervision. Credit 3 hours. Prerequisites: EDL 626 and 635; admittance to the program except for those already holding a master's degree and seeking add-on certification.. A course designed to provide supervised practical experiences in supervision. Students observe and participate in direction, guiding, and evaluating the teaching-learning process and other aspects of supervisory activities. Attention is given to exploration and experimentation of different approaches to supervision.

710. Public School Finance. Credit 3 hours. Study of the principles of taxation, local, state, and federal financing of public education and equalization of educational opportunity. Special emphasis given to the complete budget making process at the district level and a detailed study of school business management at the local school level. Sound accounting procedures reviewed and the student given experience in actual budget making and in setting up a sound business management program for a local school.

711. Advanced School Administration. Credit 3 hours. Prerequisites: Educational Leadership 626 and 635. Theory and concepts underlying present-day school administration and supervision. Careful study given to the objectives and activities of the NCEPA and the CPEA in developing educational administration theory. Case studies reviewed from the standpoint of humanitarian, prudential and tempo principles and theories in educational administration.

721. School Law. Credit 3 hours. The course shall encompass an examination of the constitutional and legal bases of public education in the United States and Louisiana.

722. Curriculum Improvement. Credit 3 hours. Prerequisite: Advanced standing in the graduate program. A study of problems, trends and procedures in curriculum improvement and development. Special emphasis is given to administrator's roles, responsibilities, and innovations in curriculum improvement.

725. Internship in Educational Leadership. Credit 3 hours. Prerequisites: EDL 663. The application of leadership skills, techniques, and understanding of the administrative process. Particular attention will be given to the experiential background of each student as opportunities are developed at the needed practicum level. Theoretical bases as well as practical application during the administrative process will be reviewed during special arranged seminars. This course is offered on a Pass/Fail basis only.

730. Current Issues in Educational Leadership. Credit 3 hours. Prerequisite: Department Head Approval. An examination of recent and anticipated issues in education that affect school leadership and strategies for dealing with them.

733. Advanced School Law. Credit 3 hours. Prerequisite: EDL 721 or the equivalent. An examination of recent court decisions and federal and state legislation affecting the educational leadership role in schools.

810. Leadership Theory and Practice. Credit 3 hours. This course is designed to examine leadership as a primary force which provides purpose and direction and shapes the quality and character of institutions. It presents a comprehensive examination of current research relating to effective educational leadership. Knowledge of past models of leadership is linked with an analysis of contemporary schools and with the skills required to assume the role and responsibilities of the administrator in restructured school environments. Coursework is designed to serve as a basis for professional reflection toward the formulation of a personal theory of educational leadership.

811. Management of Educational Organizations. Credit 3 hours. Prerequisite: EDL 810. This course is designed to examine the role of superintendents and central office directors in emerging social, economic, and political contexts that are changing the nature of schooling, altering how schools are viewed, and are transforming how they lead. A broad range of issues that are critical to the success of new superintendents and issues that can affect relationships and impact districts will be explored. Particular attention will be paid to issues of leadership in diverse organizations.

812. Supervision in Educational Settings. Credit 3 hours. Prerequisite: EDL 810. This course will include advanced definitions and determinations of staffing needs, supervision, and management and coordination problems. Also to be addressed are policies for recruitment, selection, assignment, salary planning, scheduling, promotion, separation, grievances, reassignment, records, development programs, in-service training, evaluation, benefits and services.

820. Legal Issues and Ethics in Educational Organizations. Credit 3 hours. Prerequisite: EDL 810. A study of federal and state constitutions, legislations, regulatory guidelines and court decisions related to the operation of educational organizations. Development of awareness and knowledge of legal parameters related to education. Students will be required to conduct legal research and apply and synthesize knowledge of case law and state and federal mandates in areas such as contractual requirements, church-state relationships, education of special needs students, students and parental rights, and tort liability. Ethics and morality in decision-making will also be examined.

821. Politics and Community Relations. Credit 3 hours. Prerequisite: EDL 810. This course will explore administrative factors of primary importance in developing community involvement in public schools and will emphasize theory and skill of school system and individual communication. Uses social science theory and research to consider the political context of educational policy making.

822. Policy Development and Analysis. Credit 3 hours. Prerequisite: EDL 810. course is designed for those who seek to increase their leadership potential through becoming familiar with important aspects of educational policy making, as it is used to accommodate the major social, economic, political, and behavioral aspects of an educational setting. The purpose of this course is to develop an understanding of the process by which decisions are made, and policy is formulated, analyzed, implemented, and evaluated.

823. Fiduciary Management of Educational Organizations. Credit 3 hours. Prerequisite: EDL 810. study of the principles of taxation, local, state and federal financing of education and equalization of educational opportunity. Special emphasis given to the complete budget making process at the district level and detailed study of school business management at the local school level. Sound accounting procedures will be reviewed and additional topics will include introduction to purchasing, transportation, food service operations and other business-related tasks and functions.

830. Foundations of Curriculum Theory and Design. Credit 3 hours. An investigation of curriculum theory with emphasis on the various approaches to curriculum design and development and other factors that impact curriculum.

831. Critical Analysis of Current Research on Effective Educational Practice. Credit 3 hours. This course will focus on recent research on best practices of leadership for empowering teachers, creating communities of continuous learning, and increasing student achievement. The students will hone their critical thinking skills through analysis, synthesis and evaluation of research reporting.

832. Educational Evaluation. Credit 3 hours. This course is designed to provide students with the research and evaluation skills required to implement various program evaluation models. It is also intended to provide the skills necessary for effectively using the standards of the National Joint Committee on Standards for Program Evaluation, as required by State certification guidelines.

840. Change Theory. Credit 3 hours. Prerequisite: EDL 810. Emphasizing the application of organizational development practices related to educational setting, this course is designed to focus on change theory and its implementation in schools. The course is expected to assist in the understanding of change by utilizing some of the concepts of Kurt Lewin including field theory and action research. Course topics and instruction offer an examination of the fundamental concepts of change and behavioral analysis.

841. Organizational Development for Learning Communities. Credit 3 hours. Prerequisite: EDL 810. This course will focus on schools as learning communities, theories of leadership and organizational development, and strategies for creating communities of continuous learning. The course will cover current research on professional learning communities, collective responsibility, and teacher collaboration.

842. Culture, Climate and Change Leadership. Credit 3 hours. Prerequisite: EDL 810. This course is designed to explore the concepts of continuously developing new knowledge about what is needed to initiate and sustain deep systemic changes in K-12 public education for improved learning for all students; sponsoring programs that strengthen the capacities of educational and change leaders to implement systemic change; and, disseminating key concepts and ideas to diverse learning communities.

871. Special Topics in Instructional Leadership. Credit 3 hours. This course provides an opportunity for in-depth examination of selected topics in instructional leadership. Content may vary from semester to semester in an attempt to include topics of current interest and importance. May not be repeated for credit.

875. Special Topics in Educational Leadership and Management. Credit 3 hours. Prerequisite: EDL 810. This course is an in-depth examination of selected topics in the leadership of educational organizations. Content may vary from semester to semester in an attempt to include topics of current interest and importance. May not be repeated for credit.

880. Research Practicum. Credit 3 hours. Prerequisites: EDF 800 & EDL 810. Practicum in data collection techniques and procedures as well as data analysis and interpretation. Specific content will be determined by the instructor in consultation with the students in order to meet specific needs.

897. Internship. Credit 3 hours. Prerequisite: EDL 810. The internship allows students to demonstrate their competence in an administrative position and to be involved actively in practice and administration. The course is designed to link in-class experiences with the world of professional work. Students, in collaboration with educational officials, will also select/identify a school improvement activity as part of the internship experience. Students are expected to complete a minimum of 150 clock hours of field experience, 50 of which are devoted to a school improvement project.

899. Qualifying Paper. Credit 1 hour. Prerequisite: EDF 800 and 801. The student must enroll in this course each term until the successful defense of the Qualifying Paper by the student. The course is graded IP (In Progress) each term until the Qualifying Paper is completed at which time the course will be graded Pass/Fail. The course does not count as part of the 60 semester hour minimum program requirement.