

EDUCATIONAL ADMIN&SUPERVISION (EDAD)

EDAD 512 INTRO TO SCH LDRSHP THEO & PRA (3 Hours)

This is an introductory course in educational leadership. It is designed to introduce candidates to theories, concepts, and effective leadership practices in educational organizations. Candidates will examine various leadership styles and strategies, ethical and moral behaviors, the roles and responsibilities of effective school leaders, and the social, political, economic, and legal contexts impacting schools. Additionally, this course will analyze the history, philosophy, and social aspects of school leadership. The accountability of school leaders in educational settings, historical aspects of educational leadership, and effective research-based practices that impact student achievement, teacher effectiveness and school improvement will also be addressed. Candidates in this course will engage in 15 hours of field-based activities.

EDAD 513 SCHOOL-BASED PRGM EVAL & IMPRO (3 Hours)

This course is designed to provide candidates with a thorough knowledge of the theoretical underpinnings of different approaches to school-based program evaluation. This course will afford candidates the opportunity to evaluate school-based programs at diverse partner schools. In addition, the use of evaluation data for program improvement will be explored. This course requires 20 hours of clinical experience in diverse settings and the integration of technology.

EDAD 514 LEADING CHNGE TO SUP SCH IMPRO (3 Hours)

This course will build on the organizational theory and practices that require educational leaders to implement and manage change in the school environment. Students will examine change models to increase organizational effectiveness and create a vision for leading change, setting an innovative climate for learning, and negotiating situations involving conflict. Students will examine research on effective negotiation skills; demonstrate an understanding of the Interstate School Leaders Licensure Consortium Standards for School Leaders related to school culture, and diagnose problem areas created by the effects of a changing environment. The fundamental goal is for students to develop a clear and compelling vision for positive change that is standards based, data-driven, and focused on a consistent conflict-free environment that will contribute positively to student achievement. Specifically, students will be expected to develop an organizational diagnostic and a strategic plan for renewal and change in a k-12 setting. There is a 20 hour field component in this course.

EDAD 515 LEGAL ISSUES FOR SCHOOL LEADRS (3 Hours)

This is an introductory course that is designed for those educators and laypersons interested in legal issues affecting k-12 education that have little or no knowledge of or background in school law. This course will address selected school law issues with an emphasis on those having a direct impact at the school building level. Commonly disputed concerns receiving special emphasis include: equal access to education; violence, safety, and discipline; faculty hiring, promotion and tenure; discrimination and sexual harassment; individual educational plans for special needs students; local school governance; curricular issues such as intelligent design vs. evolution; and public support of extracurricular activities. When appropriate, a historical perspective is provided in addition to case and statutory law. External influences on educational policies and operations will be investigated in the context of ethical considerations. There is a 30 hour field component in this course.

EDAD 516 LEADING & MANAGING HUMAN RESOU (3 Hours)

This course provides the foundation for school leaders to lead and manage human resources within educational organizations. Candidates will examine strategies that attract, motivate, and retain human resources within educational organizations. Candidates will examine strategies that attract, motivate, and retain human resources in educational settings to support student achievement. Emphasis is placed on the role of the school leader in developing and maintaining an effective and conducive teaching and learning environment necessary for student achievement and the professional growth of the staff. Other foci are adult learning theories, organizational climate and culture, effective oral and written communication (both within and external to the organization), recruitment, selection, orientation and induction practices, group facilitation skills, and team building. The candidates will examine various leadership styles that support healthy schools, and develop dispositions which demonstrate an understanding of how their attitudes and behaviors impact the educational setting. In addition, the course examines the school leader's ethical and moral behaviors as critical factors in which stakeholders in organizations. Candidates will exit this course with an understanding of effective building skills, group dynamics, successful management practices, time management strategies, techniques for conducting productive meetings, effective communication skills, guidelines in recruiting, hiring, supervising, evaluating and planning for the professional growth of the staff, conflict resolution, employment law and managing change as necessary skills for leading and managing human resources educational organizations. Candidates will engage in 15 hours of field-based experiences.

EDAD 517 RES & ACCT FOR SCHOOL FINANCE (3 Hours)

This course is designed to analyze the responsibilities of school leaders in the area of school finance. Candidates in this course will engage in all aspects of school finance, through action research, field-based experiences, and lectures from guest practitioners. This course will also require research into state and local finance laws, current legislation, state and local taxation, bonds, and the entire budgeting process. There is a 20 hour field component in this course.

EDAD 518 INTERSHIP I (3 Hours)

This course provides candidates with opportunity to engage in field-based learning activities related to school leadership at the building level. This is a "hands-on" course that provides the opportunity for the candidate to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the on-going field-based tasks by allowing candidates to reflect on their field experiences. This course will provide opportunities to examine their own administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and finally, to analyze how different administrative actions affect various aspects of the educational environment. Candidates are placed in an elementary, middle or high school for the entire semester. This course is supervised by the site supervisor and university supervisor. The intern is required to conduct 9-12 hours per week of sustained activities. Documentation must be compiled in a portfolio.

EDAD 519 Instructional Leadership and Professional Development (3 Hours)

This course provides candidates with opportunities to critically analyze and apply various theories in instructional leadership. Candidates will research-based practices that support teaching and learning at the building level. Candidates will examine the role of the school leader in responding to the curriculum, instruction and assessment. This course is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards, Educational Leadership Constitutive Council (ELCC) standards and the Mississippi Standards for School Leaders. The course focuses on the performance aspects of effective leadership including empowering others, building collaborative organizational cultures, making informed decisions and communicating effectively. The course provides a foundation for creating professional learning communities, applying research-based professional development, targeting best practices as a process to enhance classroom practice, improve student learning and overall school success. Candidates will engage in 15 hours of field-based experiences.

EDAD 520 PROF DEV TO PROMOTE STUD ACHIE (3 Hours)

This course is concerned primarily with the view of dominating ideas and institutions that have affected the course of educational development in the Western Urban World setting. Special emphasis is placed on the views of leading philosophies of education and the implications of these philosophies for modern educational practices. The students will gain an understanding of relationships between major historical, political, sociological, and philosophical shifts and the way, we “do” schooling and education. The students will compare and contrast teaching practices that are influenced and be able to analyze, discuss, and evaluate the implications of a personal set of philosophical beliefs about teaching and learning as well as administration.

EDAD 521 INTERNSHIP II (3 Hours)

This course provides students with the opportunity to engage in field-based experiential learning activities related to school administration. This is a “hands-on” course that gives the opportunity for students to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the ongoing field-based experiences, to document administrative and leadership activities, and to assess the usefulness of the internship experiences on their personal educational development as leaders. Students will gain support, guidance, and wisdom from the cohort administrative interns. This course will provide opportunities to examine their own administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and finally, are able to discuss how different administrative actions affect various aspects of the educational environment. A total of 9 semester hours is required.

EDAD 522 Equity and Culturally Responsive Leadership (3 Hours)

This course is designed to introduce the candidates to the study of diversity, multicultural, social justice, and their link to school leadership, cultural understanding concepts, explore social justice for educational leadership, theoretical and practical and critical issues and problems that are related to the organization.. Additionally, this course will focus on the preparation of school leaders who can transform schools by understanding the theoretical, sociological, political and historical elements that are related to ethnicity, race, socio-economic status, gender, exceptionally, language, religion and sexual orientation. Candidates will engage in 15 hours of clinical experience.

EDAD 523 Building Community Partnerships (3 Hours)

The focus of this course is an investigation and study of the principles, skills, tasks, practices and communication ability of the school administrator to help maintain open communication between the school and the community. This course is designed to help administrators manage information about their schools and to receive or disseminate it properly. Also, to work collaboratively with all stakeholders effectively create a positive learning environment. The study of various media and constituents, as well as a variety of experiences relating to the public relations function of the school and district, is treated as a function of collaborative leadership. Participants will explore the practical advice on communicating with students, staff, and community stakeholders and identify the components of creating and implementing a step-by-step school-community relations program. This course will incorporate the requirements for working with diverse audiences and the role and power of new technology in school community relations.

EDAD 524 INTERNSHIP (3 Hours)**EDAD 586 STRENGTHENING LIT FOR ED LEADE (3 Hours)****EDAD 602 COMPARATIVE EDUCATION (3 Hours)****EDAD 603 Leadership in Organizational Change and Human Resources (3 Hours)**

The course examines the organizational change process and how it entails human resources in educational organizations. Specific attention is given to organization change, process for implementation, personnel supervision and administrative responsibilities, including human resource planning, recruitment and selection, implementation and evaluation of impact of change.

EDAD 604 Organization of Effective Professional Development (3 Hours)

This course examines effective steps in designing professional development for all stakeholders in educational organizations. Candidates will examine research based practices proven successful in planning, implementing and evaluating professional development for educators.

EDAD 609 ADMN OF SCH FINANCE (3 Hours)

Prerequisite: EDAD 560.

An examination of school finance theory and its application in P-16 schools.

EDAD 611 THEORIES OF ADMINISTRATN (3 Hours)

Topics include: Nature of theory, theory building, and current theories of administration.

EDAD 615 LEGAL ISSUES IN EDUCATIONAL AD (3 Hours)

This course focuses on legal issues in education and of the statutory, regulatory and case law as related to the provision of educational programs. It entails research/lectures on issues that impact learning in k-12 schools; advocacy for urban education; specific past legal cases that can be referenced for present legal issues; and successful approaches to implement change based on new legislation than are mandated.

EDAD 625 ORGAN. ADMIN. OF HIGH EDUCATIO (3 Hours)

The purpose of this course is to study the problems in the organization and administration of institutions of higher learning. The focus will include administrative functions of planning, organizing, staffing, budgeting, evaluation, school accountability, accounting and auditing procedures, maintenance and operation of plant, and auxiliary services.

EDAD 626 SCHOOL SUPERINTENDENCY (3 Hours)

This course provides candidates with knowledge of the duties and responsibilities of district leaders for day-to-day operations, as well as complex situations that learners encounter; and encompasses activities that allow candidates to engage in research and interpret data from districts' academic performance levels that impact leaders' decision-making that impacts k-12 district wide operations.

EDAD 630 COLLEGE TEACHING (3 Hours)

This course is designed to provide students with an overview of the various instructional strategies that are utilized by teachers on the college level.

EDAD 634 COMPUTERS IN EDUCATION (3 Hours)

This course is designed to cover theory, techniques, and practices of using computers and computer-assisted instruction (CAI) in education. No previous background in computers and programming is assumed.

EDAD 638 THE COMMUNITY COLLEGE (3 Hours)

This course is designed to provide the graduate student with a comprehensive overview of the community/junior college. Emphasis will be placed on the development, function, curriculum, and issues, regarding the community/junior college.

EDAD 686 SPEC TPCS IN EDUC ADMIN (3 Hours)

The study of current educational issues in terms of curricula, personnel, finance, facilities, services, operation, transportation, management and law. Content will be developed around assessed needs, interests, goals or objectives of the group(s) involved.

EDAD 687 RESEARCH & IND STU IN ED ADMIN (1-3 Hours)

Opportunity for students to undertake independent study and research under the direction of a faculty member. At the close of the period of study, the student will submit a written report.

EDAD 688 CURRENT ISSUES/N HIGHER EDUCATION (3 Hours)

This is a three-hour graduate course designed to provide mid-level professionals working in postsecondary educational institutions with an understanding of current issues in higher education. This course will introduce students to historical, contemporary, and current issues impacting higher education and best practices and solutions for solving issues.

EDAD 689 Strengthening Literacy for School and District Leaders (3 Hours)**EDAD 690 ADVANCED THESIS WRITING (1 Hour)**

A candidate for the Specialist in Education degree may choose to present a Thesis embodying the results of the individual's research. The candidate chooses his problem but approval by his adviser and committee is required.

EDAD 697 INTERNSHIP IN EDUCATIONAL ADMINISTRATION (3 Hours)

This course provides students with the opportunity to engage in field-based experiential learning activities related to school and district administration. This is a "hands-on" course that gives the opportunity for students to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the ongoing field-based experiences, to document administrative and leadership activities, and to assess the usefulness of the internship experiences on their personal development as educational leaders. Students will gain support, guidance, and wisdom from the cohort administrative interns. This course will provide opportunities to examine their own administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and finally, are able to discuss how different administrative actions affect various aspects of the educational environment. This course has a program assessment of performance in the field; an assessment of the MS Code of Ethics; and an assessment of NELP and PSEL Standards. The course is designed to help prospective and practicing administrators develop effective decision-making skills through hands-on experiences and/or the use of open-ended case studies. As interns, students will be provided opportunities to engage in field-based learning activities related to the duties of educational leadership. The site-supervisor or district supervisor (mentor) provides guidance and support for the interns in the school (building) or district office setting. Interns will be required to assume, to the extent possible, real leadership roles. In addition to enhancing the student's preparation for educational leadership, the internship is one of the requirements that a candidate must complete as a program requirement. The NELP standards also require candidates participate in sustained field experiences at the building level or district level under the mentorship of a qualified school or district leader. The sites can include an elementary school, a middle school, senior high school, and/or school district office. The course objectives are reflective of the college's outcomes and are designed around the National Educational Leadership Preparation (NELP) building-level standards and the Professional Standards for Educational Leaders (PSEL). Both NELP and PSEL were designed for institutions undergoing Council for the Accreditation of Educator Preparation (CAEP) accreditation and NELP program review. These standards building-level standards are appropriate for advanced programs at the master, specialist, or doctoral level that prepare assistant principals, principals, curriculum directors, supervisors, and other educational leaders in a school environment.

EDAD 698 LAW AND HIGHER EDUCATION (3 Hours)

Will deal with the constitution and the case law that has developed in applying the constitution to the public policy issues involved in the Higher Education institutions.

EDAD 699 RESEARCH IN INSTRUCTIONAL LEADERSHIP AND CURRICULUM (3 Hours)**EDAD 700 Research Writing for Educational Leaders (3 Hours)**

Prerequisite: Official admission to the Ph.

D. program in Educational Administration. An advanced course in writing which examines the written communication skills required of educational leaders. Extensive exercises in writing clearly and persuasively in technical and specialized forms to include abstracts, formal reports, memoranda, performance evaluations.

EDAD 701 Implementation of Organizational Change (3 Hours)

Prerequisite: Official admission to the Ph.

D. program in Educational Administration. Comparative studies of traditional and nontraditional educational programs and services Field based observations in traditional and nontraditional agencies and institutions with emphasis on organizational structure, operations, clientele, and resources required.

EDAD 702 Equity and Culturally Responsive Leadership (3 Hours)

Prerequisite: Official admission to the Ph.

D. program in Educational Administration. Designed to provide educational leaders insights and background into the lifestyles, values, and aspirations of culturally different Americans as related to the administration process. Emphasis upon the culturally different in urban environments and their educational and human resource needs as well as responsive program models.

EDAD 703 EDU POL ANAL&RES URBAN EDUCATI (3 Hours)

Prerequisite: Official admission to the Ph.

D. program in Educational Administration. Analysis of readings and research on problems related to urban education, learners, environments, institutions educational leadership.

EDAD 704 EDU FUTURES PLAN & DEVELOPMENT (3 Hours)

Prerequisite: Official admission to the Ph.

D. program in Educational Administration. Concepts and skills to prepare educational leaders to anticipate and manage the future. Includes systems theory. futures methodology, planning models, scenario writing and designing educational programs and services for the 21st century.

EDAD 705 Educational Government & Corporate Partnerships (3 Hours)

Prerequisite: Official admission to the Ph.

D. program in Educational Administration. Analyzes urban institutions as policy systems and the educational role of leaders. Discusses relationship of the institutions to state policy processes, the constraints imposed by Federal law and court decisions. Evaluates the implications of federal and state systems for local control program coordination and resource allocation. Examines the effects of community expectations and participation on policy-making in urban institutions.

EDAD 710 ADV STAT CONCPNT& COMP AN (3 Hours)

Prerequisite: EDAD 534 or EDAD 634 and EDFL 515 and EDFL 514 or their equivalent.

Official admission to a doctoral level program. A study of advanced statistical procedures: analysis of variance; randomized block, factorial, and repeated measurement designs; analysis of co-variance; non-parametric tests: simple, multiple, and curvilinear regression; introduction to path analysis canonical correlation, discriminate, and factor analyses; emphasis on educational research problems.

EDAD 711 STU&PRACT IN ED ASS&EVAL (3 Hours)

Prerequisite: Official admission to a doctoral level program.

Current models and issues in educational assessment and evaluation as a professional practice are explored. Students must design, develop, and implement comprehensive needs assessment and evaluation plans which include specification of a theoretical framework, problem identification, data collection/analysis procedures, report writing format, and dissemination plans. Students are assigned to institutions, offices or agencies engaged in educational research.

EDAD 712 QUAL RES DESGN&METH-EDUC (3 Hours)

Prerequisite: EDAD 534 or EDAD 634 and EDFL 515 and EDFL 514 and EDAD 710 or their equivalent.

Official admission to the doctoral level program. Exploration of qualitative research designs and methods, the analysis of qualitative data and the uses of qualitative research in education. Field research techniques will be reviewed and utilized in projects by students.

EDAD 713 INFO MNGT SYS/EDUC LDRS (3 Hours)

Prerequisite: EDAD 534 or EDAD 634 or equivalent demonstration of computer competency or one computer course.

Official admission to a doctoral level program. Theory, design, and analysis of computer systems for the management of educational information systems. Survey of information requirements, construction and evaluation of systems, and operation of statistical packages necessary for developing educational management information systems.

EDAD 714 EXPERIMENTAL DESIGNS EDU (3 Hours)

Prerequisite: EDAD 534 or EDAD 634 and EDFL 515 and EDFL 514 and EDAD 710 or their equivalent.

Official admission to a doctoral level program In-depth, advanced study of statistical techniques and experimental designs most appropriate for solving specific problems in the work place; emphasis on applied multivariate analysis, multiple regressions and factor analysis.

EDAD 715 LEGAL ISSUES IN EDUCATIONAL ADMINISTRATION (3 Hours)**EDAD 720 Leadership and Professional Development (3 Hours)**

Prerequisite: Official admission to a doctoral program.

Explores the processes, structures and procedures which facilitate inservice performance improvement. Examines the utilization of needs assessment data, the design of experiences, the selection of consultants, scheduling and other related issues for consideration by administrators.

EDAD 721 MNGT OF ORG CHNG&HUM REL (3 Hours)

Prerequisite: Official admission to a doctoral level program.

Emphasizes relationships among individual and group behaviors; role of administrators; on-site analysis or organizations and change principles; enhances understanding of organizational theory and the appropriate techniques in decision making, communication and human relations required by the educational leader.

EDAD 723 ACCOUNTABILITY FOR SCHOOL & DISTRICT FINANCE (3 Hours)**EDAD 726 DISTRICT SUPERINTENDENCY (3 Hours)****EDAD 786 STRENGTHENING LITERACY FOR SCHOOL AND DISTRICT LEADERS (3 Hours)****EDAD 787 RESRCH&INDEPENDENT STUDY (1-6 Hours)**

The purpose of this course is to provide the opportunity for students to undertake independent study research under the direction of a faculty member and focused toward the student's goal.

EDAD 798 INTERNSHP/MENTORSHIP EXPERIENCE (3 Hours)

Prerequisite: Consent of Program Coordinator.

A well planned exercise of at least a 360 clock hour, semester long, supervised, administrative internship of uninterrupted and concentrated work in the area of specialization. Students who lack significant administrative experience prior to entering may be required to spend up to one full year on internship at the discretion of the doctoral committee. Locations for internships may include elementary, middle or secondary school settings, central offices or other educational settings. A written report and an evaluation of the internship are required at the end of the field experience.

EDAD 799 DISSERTATION (1-15 Hours)

Prerequisite: Consent of Major Professor.

A dissertation showing power of independent research and skill in organization and presentation must be prepared on some topic in the major field. It must comprise a definite contribution to knowledge.

Satisfactory completion of the dissertation requirement includes the passing of an oral examination on the dissertation.