

# EACS-EDUCATIONAL ADMINISTRATION CURRICULUM & SUPERVISION

## **EACS 2960 Individual Study 1-4 Credit Hours**

1 to 4 hours. Prerequisite: good standing in University; fewer than 62 total hours; approval of instructor and dean. May be repeated; maximum credit four hours. Designed to provide an introduction to the study of education through a rigorous program of readings under the direction of a member of the faculty. (Irreg.)

## **EACS 3440 Mentored Research Experience 3 Credit Hours**

0 to 3 hours. Prerequisites: ENGL 1113 or equivalent, and permission of instructor. May be repeated; maximum credit 12 hours. For the inquisitive student to apply the scholarly processes of the discipline to a research or creative project under the mentorship of a faculty member. Student and instructor should complete an Undergraduate Research & Creative Projects (URCP) Mentoring Agreement and file it with the URCP office. Not for honors credit. (F, Sp, Su)

## **EACS 3960 Honors Reading 1-3 Credit Hours**

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides students with the opportunity to develop an appropriate body of reading materials on topics not covered in detail in routine coursework. Students will be obliged to assume the primary initiative in selecting the topic, compiling the bibliography and completing the reading, and will report their progress in weekly sessions to their instructor. Credit will be given only after an intensive oral examination. (Irreg.)

## **EACS 3970 Honors Seminar 1-3 Credit Hours**

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Covers variable subjects in education with in-depth studies of issues not covered in the standard course offerings. (Irreg.)

## **EACS 3980 Honors Research 1-3 Credit Hours**

Prerequisite: admission to Honors Program. May be repeated; maximum credit six hours. Provides an opportunity for honors students to work on a special project under the guidance of a professor in the student's major area of study. (Irreg.)

## **EACS 3990 Independent Study 1-3 Credit Hours**

1 to 3 hours. Prerequisite: one course in general area to be studied; permission of instructor and department. May be repeated; maximum credit six hours. Contracted independent study for topic not currently offered in regularly scheduled courses. (F, Sp)

## **EACS 4960 Directed Readings In Education 1-4 Credit Hours**

1 to 4 hours. Prerequisite: good standing in University; permission of instructor and dean. May be repeated; maximum credit four hours. Designed for upper-division students preparing to teach who need opportunity to study a specific problem in greater depth than formal course content permits. (Irreg.)

## **EACS 4970 Special Topics/Seminar 1-3 Credit Hours**

1 to 3 hours. Prerequisite: senior standing or permission of instructor. May be repeated with change of content; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)

## **EACS 4980 Practicum in Education 1-3 Credit Hours**

1 to 3 hours. Prerequisite: nine hours of education courses. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. (Irreg.)

## **EACS 4990 Special Problems in Education 1-4 Credit Hours**

1 to 4 hours. Prerequisite: permission of instructor. May be repeated with change of title and subject. Variable as to subject and credit for areas of specialty and/or interest not otherwise provided in the standard offering of courses. (Irreg.)

## **EACS 5023 Research Literacy 3 Credit Hours**

Prerequisite: Graduate standing. Rigorous social science research can inform the development of policy and practice in schools. Yet, the methodological quality of research in the social sciences varies considerably. It is thus important for educational leaders to be discerning consumers of social science research. In this course, you will develop skills for locating, appraising, and synthesizing social science research. (F, Sp, Su)

## **EACS 5233 The Organization of Education 3 Credit Hours**

Prerequisite: graduate standing. The organization of American schools. The history, relationships, functions, present status and trends in local, state and national education agencies. The places which professional educational associations, citizen's committees and other influential groups have in relation to schools. The administrative hierarchy in schools and the special functions of each level. The multicultural aspects of schooling in America. (F, Sp, Su)

## **EACS 5263 Education and the Law 3 Credit Hours**

Prerequisite: graduate standing. Legal framework of education in the United States; consideration of federal and state constitutional provisions, federal and state statutes, federal and state judicial decisions and rules and regulations of the various federal and state agencies which affect education. (F, Sp, Su)

## **EACS 5333 Politics in Educational Administration 3 Credit Hours**

Prerequisite: graduate standing. An overview of political activities at the local, state, and federal levels that will enhance the professional development of school administrators. Issues addressed include micro-politics at the school site and district offices; superintendent and school board relations; lobbying legislators and dealing with interest groups; the state political process, federal aid; and analysis of current political controversies. (F, Sp)

## **EACS 5343 Financial Leadership in the Schools 3 Credit Hours**

Prerequisite: graduate standing. Primarily for prospective building level educational leaders, and includes a comprehensive overview of the effective management of fiscal resources in public schools. (Su)

## **EACS 5353 Teacher Compensation, Recruitment and Retention 3 Credit Hours**

Prerequisite: Graduate standing is required; EACS 5343 Financial Leadership in Schools or equivalent is recommended. The purpose of the seminar is to provide a forum for understanding research that informs teacher compensation, recruitment and retention practices, nationally and in Oklahoma, and to apply the research to education leadership settings. (F, Sp)

- EACS 5403 Inquiry for Performance Improvement 3 Credit Hours**  
Prerequisite: graduate standing. School administrators need to draw on knowledge and competencies related to the inquiry process, measurement and assessment, and data collection, analysis, and interpretation to lead continuous improvement. Inquiry for performance improvement is designed to develop the capacity of school leaders to manage effective performance by applying competencies of organizational research and development to the design and implementation of a balanced approach to performance management. (F, Sp)
- EACS 5543 School Level Instructional Leadership 3 Credit Hours**  
Prerequisite: graduate standing. Focuses on school-level leadership in the areas of instructional and curriculum leadership. In the areas of instruction, the role of the principal is to develop the instructional capacity of teachers by developing human capital, enhancing the quality of teaching resources, developing instructional cultures/climate to improve teaching and learning. (F, Sp)
- EACS 5573 Supervision of Instruction 3 Credit Hours**  
Prerequisite: graduate standing. Focuses upon the clinical supervision of the classroom environment, instructional procedures and the evaluation of teaching through the processes of observation and consultation. Participants develop control of the instrumentation and procedures which enable them to gather, display and interpret data relevant to the evaluation of classroom environments. (F, Sp)
- EACS 5593 Principal Leadership 3 Credit Hours**  
Prerequisite: graduate standing. School leadership; effective schools; elementary and secondary administration; administration characteristics and responsibilities including personnel, fiscal, facility organization governance, and evaluation. (F)
- EACS 5623 School and Staff Development Management 3 Credit Hours**  
Prerequisite: graduate standing. Provides preparation in the development of technical and conceptual skills applicable to principals in their establishment of professional cultures in school environment(s). Topics will include: staff development; school climate variables; school imaging problems, strategies, and improvement models; student special interest programs and recognition procedures; and involving external groups in school improvement. (F, Sp)
- EACS 5693 Technology in Educational Administration 3 Credit Hours**  
Prerequisite: graduate standing. Provides the administrator the training in theory and application of computer concepts and the utilization of specific software programs and applications to enhance administrative decision making. (F)
- EACS 5793 Technology Staff Development in Education 3 Credit Hours**  
Prerequisite: 5693 or equivalent. Technology in the form of computers and multimedia devices is becoming increasingly prevalent in classrooms. As school districts are expending more funds to purchase equipment and provide networking, it is important that educators have the training and development necessary to effectively utilize technology to improve the instruction of students. The course is designed to familiarize students with research and best practices in the area of technology staff development. (Sp)
- EACS 5823 The Charter School Phenomenon 3 Credit Hours**  
Prerequisite: Graduate standing. The course provides a forum to explore the historical, foundational (including educational choice), economic, social, political, financial, and performance elements of charter schools in the United States. (F, Sp, Su)
- EACS 5913 Practicum in Education--Master's 3 Credit Hours**  
Prerequisite: Graduate standing; May be repeated; maximum credit six hours. Provides field-type experience under faculty supervision and is designed to introduce the student to the practical application of theory within an environment in which professional practice takes place. Seminar experience is to be included. (Irreg.)
- EACS 5920 Internship in Education--Master's 1-6 Credit Hours**  
1 to 6 hours. Prerequisite: 5910, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. Available to master's degree programs specifically requiring an internship in addition to thirty-two hours of other coursework as part of the degree. Introduces the student to the profession under the supervision of a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)
- EACS 5923 Principal Internship 3 Credit Hours**  
Prerequisite: Graduate standing; Majors only. The internship provides field experiences and clinical practice for candidates within the school building environment to synthesize and apply the content knowledge and develop professional skills learned. Candidates are provided opportunities to gain experiences in two or more types of school settings to practice a wide range of relevant school-based knowledge and leadership skills, as well as supervision of instruction (F, Sp, Su)
- EACS 5940 Field Studies in Education 1-4 Credit Hours**  
1 to 4 hours. Prerequisite: 12 hours of education. May be repeated with change of subject matter; maximum credit eight hours. Practical problems in education as defined by members of the classes. Typical topics: defining educational objectives, relating school programs to established objectives, developing teaching-learning aids, organization for participation in developing and evaluating instructional programs, using community resources for learning, improving evaluation procedure. (Irreg.)
- EACS 5960 Directed Readings 1-4 Credit Hours**  
1 to 4 hours. Prerequisite: 12 hours of education, approval of instructor, adviser and dean. May be repeated; maximum undergraduate credit eight hours; maximum graduate credit four hours. (Irreg.)
- EACS 5970 Special Topics/Seminar 1-3 Credit Hours**  
1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit nine hours. Special topics or seminar course for content not currently offered in regularly scheduled courses. May include library and/or laboratory research and field projects. (Irreg.)
- EACS 5980 Research For Master'S Thesis 2-9 Credit Hours**  
Variable enrollment, two to nine hours; maximum credit applicable toward degree, four hours. (F, Sp, Su)
- EACS 5990 Independent Study 1-4 Credit Hours**  
1 to 4 hours. Prerequisite: graduate standing or permission by instructor. May be repeated with change of subject matter; maximum credit six hours. Contracted independent study for a topic not currently offered in regularly scheduled courses. Independent study may include library and/or laboratory research and field projects. (Irreg.)
- EACS 6023 Applied Quantitative Research Methods in Educational Administration 3 Credit Hours**  
Prerequisite: graduate standing. Designed to provide advanced graduate students with research skills required of effective executive educational leaders. This course will provide students with the analytical tools necessary to become effective, critical consumers of educational research, and to enable potential educational leaders to oversee and supervise staff in the preparation, development, and dissemination of evaluative research. (F)

**EACS 6103 Visionary Leadership in Education 3 Credit Hours**

Prerequisite: graduate standing. The course is intended to prepare educational leaders who value and are committed to educating all students to become successful adults. Included is a detailed analysis of the role of vision and visionary leadership in educational organizations. Both scholarly literature and best practices concerning visionary leadership in education underlay course activities and discussions. (F)

**EACS 6123 Administrative and Organizational Theory 3 Credit Hours**

Prerequisite: graduate standing. An introduction to the important theoretical bases underlying the administration of organizations, particularly educational organizations; topics include bureaucracy, social systems, leadership, decision-making, properties of systems, communication and situational analysis. (F, Sp)

**EACS 6133 Qualitative Inquiry for Practitioners 3 Credit Hours**

Prerequisite: graduate standing. Introduces graduate students to concepts, methods, and issues in qualitative research as it is used in educational settings. Draws attention to epistemological and ethical concerns in social science and to strategic and logistical issues in the conduct of field research. Both positivist and interpretive approaches to the use of qualitative methods will be explored. Concept and theory building, strategies and techniques, and discussions of different issues of reliability and validity in the use of qualitative data will be emphasized. (F)

**EACS 6203 Instructional Leadership in Educational Administration 3 Credit Hours**

Prerequisite: graduate standing. Focuses on instructional leadership and its emphasis on competencies necessary for leadership and management of school districts. The class draws from research, public policy and educational practices related to curriculum, instruction, assessment, strategic planning, and professional growth plans. Will enable school district administrators to plan for the integration of technology in curriculum implementation, instructional strategies, and evaluation/assessment. (Sp)

**EACS 6213 Program Evaluation 3 Credit Hours**

Prerequisite: Graduate standing or permission of instructor. This course builds knowledge and competencies on theory-based evaluation science through a review of evaluation approaches and theoretical paradigms, evaluation components, terms, and methods; and endemic issues and challenges in conducting evaluation in the social sciences. (Sp)

**EACS 6223 Policy Planning and Development in Education 3 Credit Hours**

Prerequisite: graduate standing or permission of instructor. An introduction to analytical techniques applicable to the development of education policy. Includes consideration of decision theory and its application to policy making. Social, political, economic and multicultural factors in the organization and its environment will be explored as contexts within which educational policy is established. (F)

**EACS 6253 Financing Education 3 Credit Hours**

Prerequisite: graduate standing, 5213, 5223, or equivalent or permission of instructor. A consideration of the roles of federal, state and local governments in the financing of education. Attention is given to the important contemporary issues related to educational financing at all three governmental levels. Also includes an introduction to the economics of education. (Sp)

**EACS 6263 Educational and Community Relations 3 Credit Hours**

Prerequisite: graduate standing or permission of instructor. Examines the field of intra/interpersonal relationships in the context of educational organizations and their constituent communities; topics include authenticity, organizational communication, leader behavior, group dynamics, and conflict management. (F)

**EACS 6303 Strategic and Financial Planning in Education 3 Credit Hours**

Prerequisite: graduate standing. Strategic planning enables a district or school to shape and guide its overall educational objectives. Through effective strategic planning an educational organization creates a framework for developing, adapting and aligning organizational vision, mission and goals to achieve and sustain its desired educational outcomes. A critical element of the planning process is financial planning, in which the organization's goals are aligned with organizational resources. Course focuses on the leadership competencies necessary to formulate, execute and monitor the strategic planning for an educational organization based on research-based analytical techniques and models. Includes an examination for school district risk management. (Sp)

**EACS 6503 Ethics in Educational Administration 3 Credit Hours**

Prerequisite: graduate standing. Intends to familiarize upper-level graduate students with ethical theories that can be utilized in the policy development and administration of school districts and related decision making. Prepares students to enter school district management with the skills necessary to assume a successful leadership role. Firm grounding in the current problems of today's schools will be used as an opportunity to explore decision making capacity as a district level administrator. Students will learn the foundations of ethics which will promote decision making. Challenges students to understand and apply ethical considerations with regard to 1) the rights of others with regard to confidentiality, dignity and honesty; 2) sensitivity to student diversity; and 3) impartiality in their interactions with others. Students will explain decisions based on ethical and legal principles. (Sp)

**EACS 6553 Profiles in Leadership 3 Credit Hours**

Prerequisite: Graduate standing. The purpose of this course is to further students' understanding and knowledge of the nature and responsibilities of a school leader. To this end, the course consists of the basic principles of effective leadership. First, we will take a deep dive into Profiles in Effective Leadership. Second, we will apply leadership behaviors to the school setting. (Sp)

**EACS 6663 Special Education Law 3 Credit Hours**

Prerequisite: graduate standing. Enables students to understand the legal complexities involved in identifying and providing educational services to students with special needs. (F)

**EACS 6673 Advanced Inquiry 3 Credit Hours**

Prerequisites: graduate standing and EACS 6023, 6713, and 6970. The course is intended to help provide advanced graduate students with necessary analytical skills to become effective consumers of research, and to produce an effective doctoral dissertation. The course focuses on skills related to formulation of research problems, developing research proposals, collection, analysis and interpretation of data. (Fa, Su)

**EACS 6693 Educational Technology Leadership 3 Credit Hours**

Prerequisite: graduate standing, 5693. Designed to help enhance the competencies of school district administrators in the area of educational technology leadership. Focuses on technology leadership (at the central office level), rather than technology user skills. Intended for district level leaders (such as superintendents) who are not technology specialists (e.g., the course is not intended for district level technology directors or coordinators). (F)

**EACS 6713 Pro Seminar 3 Credit Hours**

Prerequisite: graduate standing. The purpose of this course is to introduce beginning doctoral students to the concept and process of research. Included are issues related to the role of philosophical frameworks, theory, research conceptualization, scholarly writing, and rudimentary research methods. (F, Sp, Su)

**EACS 6813 Prospectus Development 3 Credit Hours**

Prerequisite: Graduate standing; majors only. This seminar is designed for advanced PhD students/candidates and is a formal venue for developing a sample dissertation prospectus as a starting point to work from and further develop with the student's dissertation chair and committee. (F)

**EACS 6910 Practicum in Education--Doctoral 1-6 Credit Hours**

1 to 6 hours. Prerequisite: admission to doctoral program, permission of instructor. May be repeated; maximum credit six hours. Variable as to title and subject profession. An advanced practicum for post-master's level students only. The object is to provide professional experience under faculty supervision in fields requiring a high degree of professional skill. Seminar experience is to be included. (Irreg.)

**EACS 6920 Internship in Education--Doctoral 2-6 Credit Hours**

1 to 6 hours. Prerequisite: written permission of the instructor. May be repeated; maximum credit 12 hours. Variable as to title and subject profession. An advanced internship for post-master's level students only. The object of the internship is to cultivate within the student a high degree of proficiency and professional independence. Field supervision is by a practitioner whose credentials are equal to those of the graduate faculty. (Irreg.)

**EACS 6930 Intensive Studies in Education 1-6 Credit Hours**

1 to 6 hours. Prerequisite: 12 hours of education and permission of instructor. Repeatable with change of title and subject. Opportunity offered for professional educators and others interested in education, cooperatively, to seek solutions to educational problems. Organized groups work in curriculum, guidance, instruction, administration and supervision. Competent leadership and expert consultant service provided. (Irreg.)

**EACS 6960 Directed Readings 1-3 Credit Hours**

1 to 3 hours. Prerequisite: graduate standing or permission of instructor. May be repeated; maximum credit six hours. Directed readings and/or literature review under the direction of a faculty member. (Irreg.)

**EACS 6970 Post-Master's Seminar 2-4 Credit Hours**

2 to 4 hours. Prerequisite: master's degree, 24 hours of education, permission of instructor. May be repeated with change of subject matter; maximum credit twelve hours. Enrollment limited to students who hold the master's degree. (F, Sp, Su)

**EACS 6980 Research for Doctoral Dissertation 2-16 Credit Hours**

2 to 16 hours. Prerequisite: Graduate standing and permission of instructor; may be repeated. Directed research culminating in the completion of the doctoral dissertation. (F, Sp, Su)

**EACS 6990 Individual Study in Education 1-4 Credit Hours**

1 to 4 hours. Prerequisite: 12 hours of education, graduate standing and permission of the instructor. May be repeated with change of subject matter; maximum credit eight hours. For advanced graduate students who need to study some problem or area not adequately covered in the organized courses, under the direction of a staff member in whose area of specialization the problem lies. (Irreg.)