



Professional Education Program Proposal
Building Level Administrator

February, 2020



ARKANSAS
DEPARTMENT
OF EDUCATION

Professional Education Program Proposal
COVER SHEET

Institution: University of Arkansas, Fayetteville Date Submitted: 2/28/20

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Name of program: Educational Leadership CIP Code: 13.0401

Degree or award level (B.S., M.A.T., graduate non-degree, etc.): Masters

Indicate the title and grade range of the license for which candidates will be prepared:

Title: Building Level Principal Grade Range: K-12

Proposal is for:

- New First-Time Licensure Program (Complete Section A)
- New Educator Licensure Endorsement Program (Complete Section B)
- Major Revision(s) to Approved Licensure Program (Complete Section C)
- Minor Revision(s) to Approved Licensure Program (Complete Section C)
- Deletion of Approved Licensure Program (Complete Section D)

Indicate the portion of the proposed program to be delivered via Distance Learning Technology (online): 100 (not internship) %

Proposed program starting date: August, 2020

Will this program be offered at more than one site? Yes No

If yes, list the sites where the program will be offered:

Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.

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3. Needs Summary

a. Provide a brief statement of the program's purpose.

The mission of the University of Arkansas' building level leadership program is to create educational leaders who have the skills and dispositions to transform schools into organizations where students and adults are successful in a dynamic, technological, global society. This master's degree program provides professional preparation for educators seeking administrative positions in elementary and secondary schools. The online format gives aspiring principals in Arkansas and across the nation access to rigorous, relevant courses to prepare them for building-level leadership. The internship, which is not online, pairs aspiring administrators with licensed, experienced, practicing principals, who serve as mentors. The greater accessibility of the online format addresses the research that indicates current and prospective shortages of qualified principals and assistant principals.

b. Explain the need for the program and provide supporting data, such as data from supply and demand studies, institutional surveys, or requests from individuals.

Research conducted by Hewitt, Pijanowski, and Denny (2008) at the University of Arkansas revealed that teacher-leaders in the state were hesitant to pursue principal positions due to managerial stressors such as testing and accountability, the time required, societal problems, and difficulty satisfying the demands of parents and the community. In the study, 197 superintendents reported that the number of qualified applicants for principal openings had declined from 15 in the early 1990s to 8.7 in 2008. This perceptual data mirrored actual statewide numbers of 10.3 applicants per vacancy. Superintendents indicated that only 4.9 of the applicants who applied were qualified enough to interview.

The Institute for Education Statistics (IES) reported that one in five principals who worked in a school in the 2011-2012 school year, left the position by 2012-2013. This data is supported by a seven-year study by the RAND Corporation, which echoed the 20% attrition rate, and highlighted the greater likelihood that principals will leave schools that fail to meet annual progress targets. Similarly, a study released in 2017 by the National Conference of State Legislatures revealed that half of the principals in rural schools leave by the end of their third year. The IES study found that when school leaders leave, through retirement or other opportunities, they are not replaced by qualified candidates. It is projected that due to population increases, the demand for principals will grow by 6% by 2022.

The IMPACT Arkansas Fellowship, which is a partnership between the University of Arkansas, the Walton Family Foundation, and the Arkansas Leadership Academy, was designed to benefit low income schools throughout Arkansas by preparing future administrators. Fellows must have at least three years teaching experience and work for a school in which at least 70% of students qualify for free or reduced price lunch. Currently Fellows serve in the following Arkansas school districts, where they have committed to remain for three years after they complete the program: Camden, Cleveland County, Danville, Dermott, Dumas, Fairview,

Fort Smith, Gosnell, Hope, Horatio, Little Rock, McGehee, Mountain View, Springdale, Stuttgart, Van Buren, Watson Chapel, and White County.

4. Institutional Approval -

See Appendix A

5. Program Description

a. General description of program

Mission Statement: To graduate educational leaders with the knowledge, skills, ethics, and motivation to transform educational organizations; to facilitate student success; and to respond affirmatively to the increasing expectations of customers in a technological society and a global environment.

Core Beliefs:

- Outstanding leaders who have strong academic backgrounds and who possess a wide range of administrative skills are essential to the improvement of educational systems;
- Educational leaders have the influence, obligation and responsibility to make a positive difference in society and to apply creative thought to both old and new challenges;
- Effective educational leadership is a collaborative process that depends on establishing constructive relationships with a broad segment of society;
- Highly qualified educators who are potential leaders will be identified and recruited for admission into the EDLE program;
- The EDLE faculty at the U of A is committed to developing an outstanding EDLE program that is recognized throughout the state, region and nation;
- EDLE faculty will be continual, lifelong learners and will possess effective communication skills and good technological skills; and
- EDLE faculty members will work closely as a high-performing team, holding students to high and rigorous standards in a fair and compassionate manner and be held accountable for student outcomes.

The Master's degree in Educational Leadership and graduate certification program for building level administrator are designed to prepare qualified persons for elementary and secondary principalships and other school-site administrative and supervisory positions. Masters level courses are offered online during the summer, fall and spring. Admission is rolling throughout the year.

The EDLE program faculty includes four tenure track faculty and one assistant professor of practice. In addition, five visiting lecturers who are strong practitioners also teach in the program. The majority of coursework is taught by full-time faculty. The Principal Fellows Program is a new innovative strategy created by the University of Arkansas to provide a robust pipeline of highly skilled principals and assistant principals who have been specifically trained in how to build high-performing schools in high needs areas. The Fellows

each take part in a rich and diverse embedded internship with master principals and trained mentors to give them real-life understanding of the challenges faced by administrators, teachers, students, and their parents. The Fellows Program is externally funded by a \$2 million dollar gift from the Walton Family Foundation and provides considerable outreach to the poverty-stricken Delta areas of the state.

b. Copy of the plan of study for the program, including the number of hours required.

The University of Arkansas' EDLE program offers a 33-credit hour Master's degree in Educational Leadership, as well as a track for individuals who already have an advanced degree to obtain building-level licensure.

Individuals who wish to obtain licensure only are required to complete the following core courses, which include twenty four credit hours.

Course Number	Course Title	Credit Hours
EDLE 5013	School Organization & Administration	3
EDLE 5023	The School Principalship	3
EDLE 5043	Leadership Ethics	3
EDLE 5053	School Law	3
EDLE 5063	Instructional Leadership, Planning & Supervision	3
EDLE 5083	Analytical Decision Making	3
EDLE 5093	Effective Leadership for School Improvement	3
EDLE 574V	Internship	1-6

To earn a Master's degree, students must take the following courses in addition to the core listed in the table above.

Course Number	Course Title	Credit Hours
EDLE 5033 or EDLE 5373	Psychology of Learning or Psychological Foundations of Teaching & Learning	3
EDLE 5073	Research for Learners	3

EDLE 5033	Schools & Society or	3
EDLE 599V	Building Level Finance	3

c. Courses in the program that will be delivered totally or partially via distance learning technology, if applicable.

All EDLE courses are delivered through distance learning and meet synchronously. During the internship, EDLE faculty meets with interns via Blackboard Collaborate at the beginning of the semester. Thereafter, group sessions for interns are scheduled as needed. The University supervisor meets regularly with each intern either face-to-face or virtually, depending on the intern’s location. The supervisor and interns communicate at least weekly, often daily, via email and/or phone.

c.i. Describe the method(s) for instructor-to-student and student-to-student interaction in the distance learning course/modules, including synchronous and asynchronous methods.

Instructor-to-student:

- Instructors meet weekly with all students in the course during the regularly-scheduled synchronous Collaborate session.
- Both students and faculty use the chat function in Collaborate.
- Students and instructors use uark email as their primary means of communicating outside of synchronous sessions, but instructors generally obtain a second student email address to facilitate communication.
- Discussion Boards are used regularly in most courses.

Student-to-student:

- Students interact during regularly scheduled synchronous Collaborate sessions.
- Students respond to each other’s posts on Discussion Board and other online programs.
- Frequently, instructors place students into small groups for discussion and projects. Pairs or small groups of students can be placed by instructors into separate “classrooms” in Collaborate.
- Students can email each other through Blackboard.

c.ii. Describe the assessment process used in the courses to determine students’ achievement of intended outcomes.

- All coursework is aligned with NELP Standards and Arkansas competencies.
- Assignments, projects, and Significant Activities are designed for the purpose of creating opportunities for students to apply the content of the course and NELP Standards to authentic leadership situations.
- Instructors provide NELP-aligned rubrics for each internship-based activity.

- Standard & competency based rubrics are used to determine a student’s level of achievement related to the standards using the following criteria: approaching standard, meets standard, exceeds standard.

d. Provide a curriculum matrix that shows course alignment with the current corresponding Arkansas Educator Competencies for the content area or category of licensure.

See Appendix B

e. An educational leadership program that leads to an administrator’s license should provide documentation outlining how the LEADS Framework is used in the program of study.

EDLE faculty created a crosswalk which matches each NELP Standard & Component with LEADS 2.0 domains and subdomains. As syllabi are updated, faculty build LEADS requirements into their courses using the crosswalk.

See Appendix C

f. n/a

g. Provide syllabi, which include course descriptions, for all professional education courses prescribed in the program and for content courses listed on the submitted curriculum matrix.

See Appendix D

g.i. Syllabi should include objectives that align to the appropriate TESS/LEADS framework and Educator Competencies.

Syllabi are augmented with a crosswalk created and used by EDLE faculty, which aligns NELP Standards and Components with LEADS 2.0 domains and the Arkansas Competencies for building level administrators. Critical knowledge required for the SLLA is included in a crosswalk document used internally.

g.ii. Syllabi should include a description of methods/assessments used to determine if a candidate has successfully met the learning objectives.

Significant activities and assignments embedded in each course are designed to meet the NELP Standards and the embedded LEADS 2.0 domains, and Arkansas Competencies. Activities and assignments are linked to standards/domains/competencies. Precise guidance for completing activities is provided, along with rubrics.

h. Describe the common assessments required in the program.

h.i. Indicate the relative places within the program where the assessments occur, including state licensure assessments.

- NELP 1: Instructional Leadership, Planning, & Supervision
- NELP 2: Ethical Leadership
School Law
- NELP 3: Effective Leadership
Internship
- NELP 4: Instructional Leadership, Planning, & Supervision;
Internship
- NELP 5: The School Principalship
- NELP 6: The School Principalship
Internship
- NELP 7: Instructional Leadership, Planning, & Supervision
Ethical Leadership
School Law
Internship
- NELP 8: Internship

Candidates take the SLLA at the end of the internship semester. The University of Arkansas' program has a 100% pass rate on the SLLA.

Academic Year	Assessment	N=	UA EDLE Mean Score	AR Cut Score	AR % passing	State Mean	Difference between UA Mean & State Mean
2016-2017	SLLA 6011	7	178	163	91.67	174.20	+ 3.8
2017-2018	SLLA 6011	12	181	163	89.51	173.80	+7.2
2018-2019	SLLA 6011	28	177.36	163	89.38	173.5	+3.86

h.ii. Provide samples of the assessments and their scoring rubrics, if applicable.

See Appendix E

NELP ASSESSMENT 1:	SLLA
NELP ASSESSMENT 2:	SLLA
NELP ASSESSMENT 3:	See Appendix E1
NELP ASSESSMENT 4:	See Appendix E2
NELP ASSESSMENT 5:	See Appendix E3
NELP ASSESSMENT 6:	See Appendix E4

h.iii. Provide a description of how LEADS is used during the program. If these systems are not used, provide detailed information on the system of support, development, and appraisal of educator performance and verification used.

LEADS 2.0 Domains are embedded into the content of the EDLE program of study. Connections are made between the LEADS competencies and NELP Standards/Components. Internship activities are reviewed with LEADS domains in mind.

i. Provide a description of how the program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and, if the competencies required, supervised clinical practice (such as student teaching & internship), in the applicable licensure level and content area.

Each core course in the EDLE licensure program includes significant activities designed to engage students in the field during their program of study. Activities require students to collaborate with building and district level leaders, staff and stakeholders to gather and analyze data, pose questions, and develop solutions to real-world challenges. Students are expected to complete activities as if they were the building principal.

The EDLE faculty member who serves as the University supervisor of internships is a retired Arkansas administrator, who holds lifetime licensure as principal, superintendent, and special education administrator. She has eight years' experience as a building principal and nine years as a district-level administrator.

During the first week of the building-level internship semester, the University supervisor meets with interns via Blackboard Collaborate to review the NELP Standards & Components, the syllabus and course expectations. Students complete a self-assessment related to their mastery of NELP standards and components (with Arkansas competencies embedded) and identify Significant Activities from their Program of Study which

align with standards, components, and competencies. Interns provide contact information for themselves and their mentors, as well as demographics of their internship sites.

The University supervisor meets individually with interns and mentors within the first two weeks of class. Personal site visits are made to locations within two hour's driving distance of the Fayetteville campus. Virtual meetings are held with interns who live further distances from campus. Collaboratively, the intern and University supervisor discuss activities from the program of study the intern will use as internship artifacts and the new activities that will be completed during the internship to address each standard, component, and competency. The mentor collaborates with the intern and University supervisor and approves the activities.

Thereafter, the University supervisor meets with interns regularly. At least one face-to-face site visit is made to locations within one days' drive of Fayetteville. Interns in sites in the Northwest Arkansas region receive multiple face-to-face visits (an average of three in-person visits per semester). Interns and the University collaborate multiple times weekly via email. The University supervisor shares her personal cell phone with interns so they will always have access to guidance, support, and answers to questions or concerns.

i.i. Include a description of the qualifications for clinical educators responsible for supervising candidates.

During the internship, a full time doctoral-level EDLE faculty member (Christy L. Smith, Ed.D.) with lifetime Arkansas licensure as a building-, district-, and curriculum-program administrator credentials supervises candidates who are completing M.Ed. in Educational Leadership as well as those who are working toward licensure only. Dr. Smith is credentialed in both TESS and LEADS and, as a K-12 administrator, conducted evaluations using both TESS and LEADS.

i.a. An educational leadership preparation program that leads to an administrator's license should include methods for ensuring that clinical educators are LEADS trained.

Drs. Ed Bengtson & Christy Smith received LEADS 2.0 training at the University of AR during the Summer of 2019. Dr. Smith was also TESS and LEADS trained when she worked as a district administrator in Arkansas (2007-2016).

i.ii. An educational leadership preparation program that leads to an administrator's license should require internship experiences that include site-based and in-person interaction among school supervisors, program faculty, and candidates.

Candidates in the building-level licensure program are required to complete a semester-long, 216 hour internship, which includes activities at an elementary and a secondary site, working under the mentorship of an administrator who works at the site and has the appropriate licensure. The University supervisor communicates via email at the beginning of the internship semester to provide information to the intern and the mentor. A

Blackboard Collaborate session is scheduled during the first week of the semester to orient interns to the expectations.

Interns complete a NELP Standards self-assessment to identify their areas of strength and need in relation to the Standards. Upon completion of the self-assessment, Dr. Smith meets individually, onsite with interns who live near the UA, Fayetteville campus. Interns who live outside the NW AR area meet via Zoom or telephone. Dr. Smith makes at least one on-site visit with Interns who live within one day's drive of NW AR. During the initial meeting with each intern, the University supervisor reviews with the intern Significant Activities that were completed during the Program of Study which will be included as artifacts to document work aligned to NELP Standards & Components. Thereafter, the intern, mentor, and University supervisor agree upon activities that will be completed during the semester to address all NELP Standards & Components. Activities are individualized to meet the intern's needs and assure that authentic experiences are provided that will lead to skills and knowledge that will prepare the intern for a building leadership position at the completion of the program.

During onsite and/or virtual meetings, intern, mentor, and University supervisor discuss the intern's progress toward completion of activities and make adjustments as needed. At the end of the internship, each mentor completes a Feedback Survey which assesses the intern's mastery of NELP Standards and Components. Mentors are also asked to provide input concerning the intern's readiness for an administrative position, as well as suggestions regarding how the internship experience can be improved.

Upon completion of the internship, the University supervisor meets either in person or virtually with interns to review and discuss artifacts that will be submitted to document mastery of standards. Once submitted, the University supervisor assesses each artifact and assigns a grade based on rubrics. The internship is deemed successfully completed when the intern has (1) submitted all artifacts and earned a passing score; (2) provided a time log documenting at least 216 hours, which is signed by the intern and each mentor; and (3) the completed Mentor Feedback forms are received by the University supervisor.

6. Program Partnerships

Describe formal and informal partnerships with entities external to the EPP (Educator Preparation Program) where candidates fulfill field experiences/supervised practice requirements.

a. Include the length of the relationship, how it formed, how it is structured, and roles and responsibilities of the EPP and each partner.

Formal partnerships

The EDLE program has two current MOUs with Pittsburg State University and Henderson State University, which have been in place since 2012 and 2013, respectively, that have created a more seamless transition for students from their graduate programs to the University of Arkansas' doctoral program.

See Appendix F

Each school district that participates in the Principal Fellows Program has a partnership that supports candidate selection, mentor development, internship residency experiences, and data collection. Each school district that participates in our Principal Fellows Program has or will agree to a partnership that supports candidate selection, mentor development, internship residency experiences, and data collection. Principal Fellows school districts partner with the University in the following ways:

1. Identify persistently low achieving, high-need schools as partners
2. Collaborate with the Office for Education Policy to develop and conduct an annual program review.
3. Recruit a cohort of 20 students each year to earn a state license in educational leadership through a hybrid-online delivery format offered by faculty at the University of Arkansas.
4. Recruit and train mentor principals for internships.
5. Provide funding to support richer and more diverse internship experiences by: providing resources to release internship students from their current school so they may spend full days working on their internship in another school.
6. Support graduates through ongoing mentoring in collaboration with the Arkansas Leadership Academy. Dr. Clint Jones, Executive Director of the Arkansas Leadership Academy is an adjunct faculty member in the EDLE program.

Dr. Ed Bengtson, Dr. Kevin Brady, and Dr. Christy Smith regularly attend the board meeting of the Northwest Arkansas Educational Services Cooperative (NWAESC) at Farmington on the first Thursday of each month. The board is composed of superintendents from each school in the cooperative area, including Lincoln, Gravette, Pea Ridge, Gravette, Farmington, Elkins, Fayetteville, Prairie Grove, Dectur, Bentonville, Huntsville, Gentry, Rogers, Springdale, Siloam Springs and West Fork. This relationship has been in effect as long as the current EDLE faculty have been in place.

EDLE faculty attend and participate in the board meetings as guests. The agenda items discussed by the board provides EDLE faculty with understandings related to how state and national statutory and regulatory initiatives impact leadership challenges in school districts. This, in turn, enables EDLE faculty to provide current information to students in the program, which informs the implementation of the Scholar Practitioner model, which is the foundation of the University's EDLE program.

Dr. Ed Bengtson meets regularly with the current NWAESC director, Dr. Charles Cudney, to discuss matters of mutual interest. Dr. Cudney participated in the interview process when a new EDLE faculty member

was hired in January, 2019. Many EDLE students complete their internships in Northwest Arkansas schools, which provides additional opportunities for EDLE faculty to interface with partners. Most recently, interns have been placed in Fayetteville, Prairie Grove, Bentonville, Rogers, and Springdale, which has allowed for even closer partnerships. Interns in the Harmony Grove, Cave City, Nemo Vista, Fort Smith, and Mayflower school districts have extended the reach of the University's EDLE program and expanded the development of partnerships.

During the 2017-2018 academic year, Dr. Cheryl Murphy, former CIED Department Chair and current Vice-Provost for Digital Learning, participated in a "listening tour" across Arkansas. Dr. Murphy met with the directors and boards of cooperatives across Arkansas to gather information concerning ways the University could improve the EDLE program to better meet the needs of the State's public schools and, specifically, how to assure graduates are better prepared to meet the challenges of building- and district-level leadership positions. The information gathered during the listening tour led to the addition of an Assistant Professor of Practice, whose background in building and district-level leadership, provides a practitioner's perspective to the EDLE faculty. The newly-hired Assistant Professor of Practice is responsible for the supervision of interns in the building- and district-level programs.

Informal partnerships:

When the EDLE faculty member supervises interns in areas of Arkansas near other educational cooperatives, she attempts to make connections with staff to extend relationships. To date, informal relationships have been established at the Wilbur Mills, Dawson, and Ozarks Unlimited Resource cooperatives.

b. Include documentation that these partnerships are operational and on how they operate, including evidence of mutually agreed upon expectations for candidate entry, activities, and exit.

An agreement was developed between the University and school districts where building- and district-level internships are served. The agreement addresses actions that will be taken by the University and the school and district to support the mentor, including observations/activities in which the school/district will allow the intern to participate and the University's requirement that all interns possess a valid teaching license prior to beginning the internship. Once interns have identified the elementary and secondary school sites where the internship will be completed, the University supervisor obtains contact information for the individual authorized by the district to enter into the agreement with the University. The agreement is either hand-delivered to the individual or sent via email, with a request that it be reviewed, signed, and returned to the University supervisor.

See Appendix G

c. Include evidence that the program is preparing educators to meet the needs of Arkansas schools.

On January 14, 2020, the online Masters program in Educational Leadership at the University of Arkansas was recognized by *U.S. News and World Report* as number 42 out of the top 50 programs in the United States. Rankings were based on student engagement, student services and technology, faculty credentials and training and peer reputation.

Academic Year	Assessment	N=	UA EDLE Mean Score	AR Cut Score	AR % passing	State Mean	Difference between UA Mean & State Mean
2016-2017	SLLA 6011	7	178	163	91.67	174.20	+ 3.8
2017-2018	SLLA 6011	12	181	163	89.51	173.80	+7.2
2018-2019	SLLA 6011	28	177.36	163	89.38	173.5	+3.86

d. Include documentation that partners collaborate to select, prepare, evaluate, support, and retain clinical educators who can serve as models of effective practice and have the skills to supervise candidates.

See Appendix G

7. Admission Requirements

a. Indicate requirements for admission into the program, such as admissions assessments, GPA, disposition assessments, letters of recommendation, demonstration of English proficiency, prerequisite coursework, and any other program requirements.

- Earned bachelor’s degree & a valid teaching license;
- Separate applications to the Graduate School and the Educational Leadership (EDLE) program
 - Official transcript
 - GRE or MAT scores if undergraduate GPA is less than 3.0
 - Leadership Disposition Survey (also used to evaluate applicant’s English proficiency.) (Appendix H)
 - Autobiographical Sketch (Appendix I). (used to evaluate applicant’s English proficiency).

- Three letters of recommendation, one of which must be from a principal or assistant principal in the school where the applicant is currently teaching, and which indicates the applicant is an effective teacher. (Appendix J)
- Copy of valid teaching license
- Verification of employment on letterhead from district when applicant is employed as a teacher.
- Interview with EDLE faculty

b. Provide a summary of the admission procedures, such as application submission, curriculum plan submission, or teacher education committee interview.

Students admitted to the EDLE M.Ed. program may begin coursework in any of the 5-week summer mini-semesters, the fall semester, or the spring semester.

A course sequence is attached as Appendix K, which reflects the recommended rotation of courses.

Students are required to complete the Program of Study form (Appendix L), which documents their plans for course completion.

c. An educational leadership program that leads to an administrator’s license should provide the following:

i. A description of the method for conducting an interview as an admission requirement.

Applicants complete a dispositions survey and an autobiographical sketch, which provides information for the pre-admission interview. Upon completion of the application process, applicants are interviewed by phone by one or more members of the EDLE faculty. Information provided in the dispositions survey and autobiographical sketch is used to guide the interview. Applicants to the Principal Fellows Program provide a five to eight minute video of a sample lesson, which is scored using the TESS Domain 3 rubric. The initial interview includes a debrief of the video submitted, as well as questions developed from the dispositions survey and autobiographical sketch. Site visits are made, which include interviews with applicants’ administrators, during which the applicant’s status as an effective teacher is documented. In person interviews follow, which include scenarios to which the applicants must respond.

ii. A description of how candidates will show evidence of teacher effectiveness prior to admission.

Letters of recommendation from applicants’ principals are required for admission to the program, which is used to document teacher effectiveness.

iii. A description of how candidates will show evidence of leadership abilities prior to admission.

Leadership ability is addressed in the disposition survey and the autobiographical sketch. The required recommendation form addresses applicants' aptitude for leadership, as well as whether or not it has been demonstrated. Principal Fellow applicants respond to leadership scenarios developed by the Arkansas Leadership Academy to document leadership aptitude.

8. Retention Procedures

a. Describe any intervention strategies, such as advising, mentoring, or tutoring, used to assist candidates who struggle to succeed in the program.

One of the strengths of the EDLE program at the University of Arkansas, Fayetteville is the student-centered approach to instruction and ongoing communication between faculty and students. As has been mentioned previously in the Proposal, faculty members are diligent in their communication with students via email, telephone, and one-on-one meetings (virtual and in person). Students are provided a forum for expressing questions and concerns before and after synchronous class sessions and are encouraged to contact faculty with their concerns. When a student misses class or does not participate adequately, the faculty member follows up with the student to offer support and guidance.

See Appendix M

9. Exit Requirements

a. Define requirements for each of the following:

i. When a licensure officer will recommend a candidate for Arkansas licensure.

When students have completed the following requirements and provided documentation thereto, they may complete an Arkansas Department of Education Standard License Application for Building Level Administrator:

- Completed requirements for the Masters degree or an appropriate program of study, as evidenced by an official transcript; and
- Successfully completed an internship; and
- Provided the superintendent's documentation of having completed a minimum of three years as a classroom teacher, counselor, or library media specialist, and
- Successfully passed the School Leaders Licensure assessment
- Documentation of a current Arkansas Standard teaching license.

The EDLE program chair and University licensure officer will execute the application, thereby attesting to the completion of the above-stated requirements. The student will sign and date the application. The University seal is affixed, and all documents are submitted to the Office of Educator Licensure at DESE.

See Appendix N

ii. When a candidate is considered a program completer.

Students are considered program completers when they are eligible for graduation.

iii. When a candidate is eligible for graduation.

Students are eligible for graduation when all course work and the internship have been successfully completed, and the candidate has maintained a 3.0 GPA.

10. Candidate Follow Up Procedures

Describe the program's plan for obtaining and reporting data from program graduates.

A database is maintained which includes demographic information for each student in the Masters program, including admission date, contact information, internship semester, completion semester. Upon completion of the program, faculty members remain in contact with students via email and social media. Periodically, a faculty member cross references program completer with the Arkansas Association of Educational Administrators Directory to update the database. Similarly, social media searches are conducted to double check program completers' employment status.

11. Faculty

a. Provide a roster of program faculty that includes their highest degrees, course assignments in the proposed program, professional experience. For clinical educators, provide verification training in the appropriate system of support, development and appraisal of educational performance (e.g. TESS; LEADS). List all professional education faculty, including adjunct faculty, who teach or supervise candidates in the program.

b. Provide a listing of faculty who will be teaching courses via distance learning technology and indicate the courses and online teaching experience for each instructor.

Faculty Member	Highest Degree	Course Assignments	Professional Experience/ yrs	TESS / LEADS Trained
Bengtson, E.G.	Ph.D	EDLE 5023 School Principalship EDLE 5063 Instructional Leadership Planning, & Supervision EDLE 5093 Effective Leadership EDLE 574V Building Internship	K-12 22 Higher Ed 10 Online 10	LEADS 2.0
Brady, K.P.	Ph.D.	EDLE 5053 School Law EDLE 599V Seminar (Bldg Level Finance)	SEA 3 Higher Ed 20 Online 13	
Lasater, K.	Ed.D.	EDLE 5073 Research for School Leaders EDLE 5093 Effective Leadership	K-12 2 Higher Ed 7 Online 7	
Pijanowski, J.	Ph.D.	EDLE 5013 School Organization & Administration EDLE 5033 Psychology of Learning EDLE 5043 Leadership Ethics EDLE 5083 Analytical Decision Making EDLE 5093 Effective Leadership	K-12 4 Higher Ed 21 Online 11	
Smith, C.L.	Ed.D.	EDLE 5053 School Law EDLE 5023 School Principalship EDLE 5093 Effective Leadership EDLE 574V Building Internship	K-12 28 Higher Ed 6 Online 6	TESS LEADS LEADS 2.0

Adjunct Faculty	Highest Degree	Course Assignments	Professional Experience/ yrs		TESS / LEADS Trained
Dougan, K.	Ph.D.	EDLE 5043 Leadership Ethics EDLE 5073 Research for School Leaders	K-12 Online	22 5	TESS LEADS
Jones, C.	Ed.D.	EDLE 599V Developing Leadership Capacity	K-12 Online	21 3	
Jones, M.	Ed.D.	EDLE 5013 School Organization & Administration EDLE 5063 Instructional Leadership, Planning, & Supervision	K-12 Online	43 4	TESS LEADS
Slocum, M.	Ed.D.	EDLE 5023 School Principalship EDLE 5083 Analytical Decision Making	K-12 Online	19 10	TESS LEADS
Smith, M.	Ph.D.	EDLE 5003 Schools & Society	K-12 Online	30 5	TESS LEADS

c. An educational leadership program that leads to an administrator’s license should provide evidence of how site-based, in person interaction with faculty will be achieved to an adequate extent.

i. Include the number of candidates assigned to a clinical educator during internship.

2019-2020 31 (two clinical educators)

2018-2019 28 (two clinical educators)

2017-2018 13 (one clinical educator)

ii. Include evidence that students can interact with program faculty during coursework on a consistent basis.

Except for the Internship, each course meets synchronously on a weekly basis, so each student interacts in a virtual, face-to-face setting at least weekly with faculty. Each full time faculty member maintains regular office hours on campus and is available to meet with students virtually or in person at mutually agreed upon times. Faculty members provide students with their uark email and communicate regularly through that forum. New information, updates, and reminders are provided via Announcements posted on Blackboard and via Blackboard's email function, Quickly.

During the internship, the University supervisor meets with interns as a group at the beginning of the semester, then schedules additional sessions periodically thereafter. Interns are provided with the supervisor's personal cell phone number so they can contact her after hours and on weekends as needed via phone call or text message. The University supervisor obtains interns' work emails and communications are typically sent to both the uark and work email addresses. This provides quicker access to information for interns who may not log onto their uark account daily.

At the beginning of each semester, the supervisor makes site visits to each intern in the Northwest AR region to meet with them and their mentors. Multiple on-site meetings are held throughout the semester for interns near NW AR. (Ex: Prairie Grove, Fayetteville, Springdale, Rogers, Bentonville, Fort Smith, AR). For interns who live within one day's drive, at least one personal site visit is made each semester. (Ex: Cave City, Center Ridge, Camden AR; Tupelo & Clinton, MS; Muskogee, OK). Virtual meetings are held with interns and mentors outside the one-day-drive radius. (Ex: South Carolina, New York). The University provides travel reimbursement to the internship supervisor for site visits.

12. Institutional Resources Dedicated to Program Support

a. Describe the human, fiscal, or physical resources available to support the program.

Human: The EDLE program receives support from four full time administrative assistants in the Curriculum & Instruction Department--(Hayley, Melissa, Laurie, & Bernadette). Hayley is responsible for coordinating travel and any fiscal matters. Laurie coordinates with the Registrar's office regarding course offerings. Bernadette maintains records related to students enrolled in the EDLE program.

Fiscal: The University and College have allocated the following resources to support the EDLE program:

Salaries for full time faculty	\$453,655
Salaries for adjunct/lecturers	63,750

Additionally, the EDLE program has access to approximately \$56,700 for travel, supplies, technology, professional, outreach, and student programs.

The Principal Fellows Program is funded by a \$1.6 million grant from the Walton Family Foundation.

Physical: The Educational Leadership program is located in Peabody Hall on the University's Fayetteville campus. Each full time faculty member has a private office in the same hallway on the first floor, which provides opportunities for collaboration and communication about student progress. Each full time faculty member is provided with a desktop computer with two monitors and a private printer. In addition to the color printer in each office, a semester allotment is provided to allow printing to a networked printer in the Office of Teacher Education. Each office has a computer-aided phone system which is able to translate voice messages to print and send them to the faculty member's uark email. Laptops with high-resolution cameras and enhanced microphones are provided for use during synchronous Collaborate sessions. The laptops enable faculty members to have access to quality technology for class sessions, even when they are not on campus.

b. Identify the availability of any specific or special needs that are essential to the program, such as science laboratories, special equipment, or specific technology.

Instructional designers

Support staff for Impact program.

As mentioned above, each faculty member is provided the hardware necessary for synchronous delivery of coursework. Staff at Information Technology and Global Campus are available to provide technical support to students and faculty. Listed below are some of the services and supports provided by Global Campus:

IT Help Desk:

479-575-HELP (4357)

Help.uark.edu

Help Desk Hours

Monday through Thursday, 7 a.m. to midnight

Friday, 7 a.m. to 5 p.m.

Saturday, 11 a.m. to 4 p.m.

Sunday, 3 p.m. to midnight

Student In Person Support

Visit us at the Help Desk in the Union

Monday through Friday, 7 a.m. to 5 p.m.

Saturday, 11 a.m. to 4 p.m.

Faculty In Person Support

Visit us at the TIPS Center in Mullins Library Room 289

Monday through Friday, 9 a.m. to 3 p.m.

After Hours Support - Call 479-575-2904 to alert technical staff if Blackboard Learn is not responding. Limited technical support and troubleshooting are also available after hours.

Faculty TIPS (Teaching Innovation & Pedagogical Support) is an online portal which provides faculty with step by step guidance to enhance students' online experience and maximize teacher effectiveness, which includes an electronic assistant function (Gradescope), which increases instructor efficiency. Lecture Capture enables professors to record classes, gather analytics, add features to their courses to increase student engagement and interactivity.