



**Professional Education Program Proposal
COVER SHEET**

Institution: University of Arkansas, Fayetteville Date Submitted: 2/26/21

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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.): Ed.S. & graduate non-degree

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

Title: Administrator - Superintendent Grade Range: P-12

Proposal is for:

- New First-Time Licensure Program (Complete Section A)
- New Educator Licensure Endorsement Program (Complete Section B)
- 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 %

Proposed program starting date: August, 2021

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.

**University of Arkansas, Fayetteville
District Level Administrator Licensure**

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3. Needs Summary

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

The purpose of the University of Arkansas' district level leadership program is to create 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. The district-level licensure program provides professional preparation for graduate students seeking district-level responsibility.

With the exception of the internship, 100% of the program is offered virtually. Because the University is the State's only R1 institution, offering coursework through a synchronous, online format gives aspiring district-level leaders across the state access to a program that meets the Carnegie Classification of "very high research activity".

b. Supporting data:

According to data provided by the Arkansas Association of Educational Administrators, 168 Arkansas public school districts have hired new superintendents since August, 2018. Out of the 168 district-level leaders who left their district's top position, 42% retired or moved out of Arkansas. Twenty six percent of the new superintendents hired for the 168 vacancies held positions as principal or assistant principal prior to ascending to the superintendency. Even more telling, 49% of the 168 new superintendents hired from 2018-2020 held either a deputy, associate, or assistant superintendent position prior to their transition to the district's top spot. For each deputy, associate, or assistant superintendent who was promoted, a vacancy was created which requires a district-level license. If the trend continues and an average of 56 vacancies which require a district-level license occur each year, it is reasonable to anticipate that, if evenly distributed across the nine EPPs in Arkansas, each program could accommodate more than five new graduate students.

In an EDLE program meeting held on 2/18/21, which was attended by all four full time EDLE faculty members (Brady, Lasater, Pijanowski, & Smith) and two partners (Dr. Marcia Smith, Springdale Schools and Dr. Benny Gooden, former superintendent of the Fort Smith, AR school district), partners shared anecdotal information from their colleagues which indicated that there is a need for superintendents across the state. This supports the data provided by AAEA that Arkansas may have reached the point where the capacity to fill vacancies exceeds the availability of credentialed and experienced district-level leaders to step into those positions.

c. Five year estimates:

The enrollment and completion projections were obtained by conducting a review of the progress of students who enrolled in the EDLE Ed.S. program for the 2018-19, 2019-20, and 2020-2021 academic years. With 12, six, and eight students enrolling in those years, a conservative average of eight enrollees each year was projected. Then, with the expectation that students enroll in two three-hour courses each semester and one during the summer, it is projected that they will complete the 30-hour program in an average of two academic years. It was anticipated that at least one student would choose not to take a summer course, which is why the completion rate is staggered. The projections reflected in the table below assumed students would enroll as degree-seeking students. Students who enroll in pursuit of district-level licensure only and enroll in the same number of courses (two each semester and one in the summer) would complete the program in five semesters.

	2019	2020	2021	2022	2023	2024	2025	2026
Enter	12	6	8	8	8	8	8	8
Complete	9	10	11	6	7	9	6	7

d. Listing other AR institutions offering a similar program.

Arkansas State University
Arkansas Tech University
Harding University
Henderson State University
Southern Arkansas University
University of Arkansas Little Rock
University of Arkansas Monticello
University of Central Arkansas

Other R-1 Institutions that offer online EDLE programs include the University of Kansas (Lawrence) and the University of Missouri (Columbia).

4. Institutional Approval

The Committee on Courses and Programs reviews and makes recommendations to the Graduate Council and Faculty Senate for actions on proposals approved by a college or school for the following:

- 1) new courses;
- 2) changes in title, description, number, prerequisites, etc. of courses;
- 3) new undergraduate and graduate degree programs; and
- 4) modifications to degree programs.

The committee is responsible for resolving questions concerning course numbering, course or program duplication, completeness of course or program revision forms, and other questions pertaining to course and program changes, including compliance with administrative guidelines implementing Board Policy.

Proposals made to the Committee will be collected by the Graduate School and distributed to the members prior to each meeting. A summary sheet listing all recommendations from the committee is distributed with the agenda to the Graduate Council and the Faculty Senate prior to the meetings at which they are reported. Proposals which affect graduate courses or programs will be approved by the Graduate Council prior to their recommendation to the Faculty Senate.

Voting committee membership consists of a representative with graduate faculty rank to be appointed by the dean of each undergraduate college or school, a representative with graduate faculty rank from each undergraduate college and school to be chosen from two unranked nominees elected by

their respective faculty and appointed by the Chair of the Campus Faculty, a representative of the Graduate Council, a representative of the university libraries appointed by the Dean of Libraries, a representative of the School of Law chosen by the Dean of Law, a student member selected by the ASG procedures, a student member selected by the Graduate Professional Student Congress, one undergraduate student selected by the Office for Diversity, Equity and Inclusion, one graduate student member selected by the Black Graduate Student Association, the chair of the Campus Faculty, the Vice Chair of the Faculty Senate, and the chair of the Graduate Council. In addition, one non-voting representative appointed by the Vice Provost for Distance Education will serve on the committee, and a representative from the Registrar's Office will meet with the committee to provide technical support. The committee elects its own chair.

A proposal to change the curriculum by adding, changing, or eliminating a course must be made by means of the electronic form on the Registrar's website. Instructions for completing the form can also be found at that website. The change takes effect when approved by the Faculty Senate and the provost on behalf of the Chancellor, recorded in the Course Inventory File maintained by the Registrar's Office, and, normally, inserted into catalog copy.

If new courses are required to support a new degree program that is being proposed through the program change process, proposals for course and program change must be sent forward concurrently.

Course Change Approval and Implementation Process

Course changes are initiated in academic departments and, following department review and approval, must be sent to the office of the college dean for college or school review and approval. Following school or college review, all major course change forms are sent to the Director of Curriculum Review and Program Assessment to begin the campus review process by the required groups. (Note: Minor course change forms follow an abbreviated approval process, and proceed directly to the provost after completing college or school review, unless the change requested involves a core course.)

All course actions are reviewed by the University Course and Programs Committee prior to action by the Graduate Council (if graduate or dual credit) and/or the Faculty Senate. Copies of proposals involving core courses are also reviewed by the University General Education Core Curriculum Committee, and courses proposed for online or off-campus delivery are reviewed by Global Campus. Such reviews are intended to prevent duplication of course offerings and to assess resource implications, if any, and to provide notification to other colleges of changes in course offerings that may affect their students or programs. Review committees also monitor net changes in majors and fields of study for compliance with the University of Arkansas and State of Arkansas policy regarding significant changes in programs in any year. Proposals proceed electronically from Committee or Council via the Faculty Senate to the provost for final approval on behalf of the chancellor and submission to Boards as appropriate. To appear in the next year's catalog, all undergraduate course proposals must be reviewed and approved by the Faculty Senate at or before the March meeting. All graduate course proposals must be reviewed and approved by the Faculty Senate at or before the April meeting.

Each approved course change is sent by the provost to the Office of the Registrar for review of alpha and course prefix code and for the action to be recorded and entered in the Course Inventory File. It is only after these actions that the change is official and reflected in the course inventory file, catalog, and other official records.

Review is mandated each year for courses that have not been taught for four years. Such courses must be deleted or made inactive (removed from the catalog) unless a justification to retain the course is approved through the course change approval process. See Academic Policy 1622.11 or details.

The updating of syllabi to align content with NELP Standards, Arkansas Competencies, LEADS 2.0 and the ISTE Standards did not require action at the University level. The current institutional approval document is attached as **Appendix A**.

5. Program Description

a. General description

The University’s EDLE program offers two routes to district-level licensure. Students may apply for and enroll in the Educational Specialist degree program, which includes the necessary coursework and internship required for a superintendent’s license. Students who have a Master’s degree, a valid teaching license and a valid building-level administration license may enroll as non-degree-seeking students and complete a program of study which includes core courses and an internship. Upon completion of either the Ed.S. or program of studies, students may take the SSA licensure assessment and apply for the district-level administrator license.

Educational leaders enrolled in the University’s district licensure preparation program, whether the Ed.S. degree track or program of study, complete courses that are research based and aligned with the NELP standards/competencies, Arkansas competencies for P-12 Administrators - Superintendent, LEADS 2.0, the International Society of Technology in Education Standards for Leaders, and the Arkansas Science of Reading competencies. The Scholar-Practitioner framework is embedded in the program to develop leaders’ knowledge, skills, and dispositions to implement best practices in their work in school districts both within and beyond the borders of Arkansas.

U.S. News and World Report’s 2021 report ranked the University of Arkansas’ online graduate degree programs in Educational Leadership No. 27 in the nation, within “specialties” category “Educational Administration and Supervision”

<https://news.uark.edu/articles/55743/u-of-a-climbs-in-u-s-news-rankings-in-two-categories-of-online-programs>

b. Plan of study for Ed.S. in Educational Leadership

Course number	Course Name	Hours
EDLE 6023	School Facilities Planning & Management	3
EDLE 6053	School-Community Relations	3
EDLE 6093	School District Governance: The Superintendency	3

EDLE 6103	School Finance	3
EDLE 6173	School Business Management	3
EDLE 6333	Advanced Legal Issues in Education	3
EDLE 680V	The Ed.S. Project	3
EDLE 674V	Internship	3-6
The following courses are to be taken in sequence		
ESRM 6403	Educational Statistics & Data Processing	3
EDLE 6513	Program Evaluation in Education	3
	Total hours for Ed.S.	30

Program of Study for non-degree seeking students who pursue district level licensure

Course number	Course Name	Hours
EDLE 6023	School Facilities Planning & Management	3
EDLE 6053	School-Community Relations	3
EDLE 6093	School District Governance: The Superintendency	3
EDLE 6103	School Finance	3
EDLE 6173	School Business Management	3
EDLE 674V	Internship	3
	Total hours	18

c. Total or partial distance learning

With the exception of EDLE 674V, Internship, the program is provided predominantly through synchronous online delivery of instruction using the Blackboard platform. Most instructors use a combination of presentation formats, including weekly synchronous sessions provided through Blackboard Collaborate, Zoom, or Teams with additional activities such as VoiceThread and Discussion Board.

d. Curriculum matrix -

See Appendix B

Science of Reading awareness is included in the EDLE 6333 Advanced Legal Issues in Education course.

e. Description of how the LEADS framework is used within the program of study.

The LEADS 2.0 domains are embedded in the curriculum of the course. Professors use a crosswalk created by EDLE faculty which aligns NELP components and Arkansas Competencies for District Level Administrators with the LEADS 2.0 domains. The specific LEADS domains that are addressed in each course are included on each syllabi. The crosswalk and a LEADS matrix are included at the beginning of **Appendix C**.

f. n/a

g. Syllabi with course descriptions

- (a) Syllabi with LEADS framework/educator competencies.
- (b) Syllabi include appropriate assessments aligned to objectives

See Appendix C

h. Common Assessments

- (a) Samples of the assessments and scoring rubrics

See Appendix D

- (b) Indicate the relative places within the program where the assessments occur

- (1) SSA 6991 Praxis licensure exam completed at end of program of study and prior to application for Arkansas licensure.
- (2) Digital portfolio completed during internship which documents program completer's mastery of the 22 NELP components.
- (3) EDLE 6053 School Community Relations Assignment 4: Community Needs Assessment.
- (4) EDLE 6093 School District Governance Significant Activity #3
- (5) EDLE 6103 District School Finance Assignment 1: Develop District Budget that Supports Instructional Program
- (6) EDLE 6173 School Business Management Assignment: Building a Budget for Success: A District Leader's First Priority
- (7) EDLE 6093 School District Governance Significant Activity #8
- (8) EDLE 6023 Facilities - Significant Activity #1

(c) Explain how data from assessments will be collected and used for program improvement.

EDLE faculty use rubrics with the categories "approaching mastery", "mastered", and "exceeding mastery" in the evaluation of all student activities. Assessment results are captured in Blackboard for analysis by instructors at the end of each semester. At the end of the academic year, a program report is created for review by the EDLE team and department head. The table below provides a sample of data collected during the Fall, 2020 semester.

When students earn a rating of "Approaching Standard" on any significant activity in coursework, they are encouraged to revise the assignment to bring it to "Meets Standard" so it will be an acceptable artifact to pull forward during the internship.

Significant Activity #1: Analysis of District Level Policies/Guidelines EDLE 6333: Advanced Legal Issues in Education Fall, 2020 n=9			
NELP Standard	Approaching Standard	Meets Standard	Exceeds Standard
NELP 2.1	1	1	7
NELP 2.2	0	0	9
NELP 2.3	1	0	8
NELP Standard 2	2 (7%)	1 (4%)	24 (89%)

i. Substantial Quality participation in field experiences

a. Qualifications for clinical educators

A requirement of the internship is that administrators who serve as mentors for EDLE interns must be currently licensed in the state where the internship is being conducted and be employed as a district-level administrator. Interns are encouraged to select mentors who have multiple years of district-level experience to assure the internship experience is as authentic as possible. Mentors to interns in Arkansas must be trained in LEADS 2.0. This information is gathered on the Google documents interns complete at the beginning of the internship semester.

The field experience of interns who are completing the Ed.S. or program of study for district level licensure are supervised by Christy Smith, who is a full time, doctoral level EDLE faculty member. Dr. Smith has a lifetime Arkansas license as a building-, district-, and curriculum-program administrator and 17 years as an Arkansas administrator. She is credentialed in both TESS and LEADS 2.0 and as a K-12 administrator conducted evaluations using both protocols. It is the University's procedure to assure that the faculty member who supervises interns is LEADS-trained.

b. Methods for ensuring clinical educators are LEADS trained

Prior to the beginning of the semester, interns are notified that if their internship is to be conducted in an Arkansas school their mentors must be trained in LEADS 2.0. Interns must verify LEADS training and report it on Google forms completed during the first week of class. During the first meeting between the University supervisor, the intern, and mentor, the mentor is asked to confirm LEADS training.

c. **Description of site-based and in-person interaction among school supervisors, program faculty, and candidates.**

Candidates in the district-level licensure program are required to complete a semester-long internship, during which they are engaged in authentic activities in the school district where the internship is being completed. Each candidate works under the direct supervision of an administrator who is required to have a district-level license in the state where the internship is being done and be employed as a district administrator. This is documented in the Memorandum of Understanding between the University and the district. The agreement addresses actions that will be taken by the University and the district to support the mentor, including observations/activities in which the 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. The agreement is sent to a district-level administrator empowered to enter into agreements for signature, then it is returned to the University supervisor.

At the beginning of the semester (during the first week of class) all interns participate in an orientation meeting via Blackboard Collaborate, during which information is provided and expectations established. Interns complete Google forms to provide information about the district, including student enrollment, number of individual schools, demographic breakdowns (ethnicity, F/R lunch status, ELL, special education, 504, etc). Mentor information is collected, including name, contact information, years of experience as an administrator and in the district, status of LEADS certification. A schedule for the submission of artifacts and evidence is provided at the orientation meeting. See EDLE 674V syllabus in **Appendix C**.

During the first week of the internship semester, candidates complete a self-assessment of their current mastery of the NELP components and analyze the significant activities they completed in their program of study to determine artifacts they wish to pull forward to document their mastery of standards. During the second week of the internship semester, individual meetings are held between Dr. Smith and each intern, during which each standard is discussed and how the intern proposes showing mastery. A plan is developed then presented to the mentor, via conference call or Zoom (due to the current pandemic). During the meeting, input is sought from the mentor to identify district-level activities the intern will participate in during the internship that will address areas of standards that need greater focus.

Since significant activities are embedded in the Program of Study, which is usually six semesters, interns are allowed to submit some artifacts and hours they completed during that time to satisfy the 216 hour requirement. It is not an expectation that all 216 hours be completed during the internship semester.

Dr. Smith is in contact with interns at least weekly via email and schedules Zoom or phone conferences as needed. Interns have her personal cell number so she can be reached for guidance and support. To assure interns address each element of the 22 NELP components, interns are provided sample templates to document their mastery and be reflective of their learning. A sample template is provided in **Appendix E**. At the end of the semester, interns and their mentor meet with Dr. Smith to discuss activities and review artifacts that have been collected. Interns provide a time log which documents the 216 required hours and which is signed by the mentor. Mentors complete a feedback survey which enables them to rate the intern as "approaching mastery", "mastered", or "exceeds mastery" in the NELP component areas.

See Appendix E

6. Program Partnerships Formal (Primary) and Informal (Secondary)
 - a. Length of partnership, formation, structure, and the 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.

The EDLE program partners with the Bentonville, Fayetteville, Rogers and Springdale school districts as primary placement sites for interns. Since 2019, more than 50% of the district level administrative interns have been educators or administrators in those four school districts. Administrators from Bentonville, Fayetteville, and Springdale serve as representatives on the University Teacher Education Board (UTEB) and participate in meetings to provide input and insight concerning how the decisions under consideration will impact K-12 public schools. **Their role on this committee is to represent practitioners in public schools to assure that the needs and perspectives of those our preparation program serves are considered.** Those representatives are Paula Weber from Bentonville; Lisa Davis from Fayetteville; and, Dr. Marcia Smith from Springdale. Mrs. Reba Holmes, a recent graduate of the UA EDLE program and Superintendent at Prairie Grove School District, joined UTEB in August, 2020 to represent rural school districts. **The responsibility of UTEB members from partner schools is to meaningfully participate in decision-making and provide University members with a “boots on the ground” perspective that would be missing without their input.** Administrators from partner school districts serve as guest lecturers in EDLE courses and have served as adjunct instructors in building and district-level courses. EDLE faculty invite administrators from partner districts to participate in the review of applicants to the EDLE program and their input is used to determine who will be accepted for admission.

The partnership between the University EDLE program and school districts where interns are placed is formalized through the Memorandum of Understanding entered into between the University and the school district where internships are completed. Typically, the MOU is signed by an assistant superintendent and the EDLE program coordinator. In the initial meeting between mentor, intern, and supervisor, the expectations of all parties are established and a consensus reached concerning the activities the mentor will participate in during the internship semester to demonstrate mastery of the 22 NELP Components.

Informal Partnerships:

Dr. Cheryl Murphy, former head of the CIED department and Dr. Ed Bengtson, current CIED department head, participated in a listening tour of Arkansas cooperatives during the 2018-2019 academic year to gather input concerning the service the UA's EDLE program can provide to the different geographic regions of the state. Since then, efforts have been made to create stronger relationships with all areas of Arkansas. Prior to the onset of the pandemic in March, 2020, Dr. Christy Smith established partnerships with educational cooperatives outside the

Northwest Arkansas area, including Wilbur Mills (Bebee), Dawson (Arkadelphia), and Ozarks Unlimited Resources (Harrison). Since joining the EDLE team in August, 2019, Dr. Smith has represented EDLE at the board meetings 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 district in the cooperative's service area, including Lincoln, Gravette, Pea Ridge, Gentry, Farmington, Elkins, Fayetteville, Prairie Grove, Decatur, Bentonville, Huntsville, Rogers, Siloam Springs, Springdale, and West Fork. Almost half of the superintendents are graduates of one or more of the University of Arkansas' administrator licensure programs. When social distancing protocols are lifted, EDLE faculty will resume attending these meetings.

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

See Appendix F:

**Documentation of NWAESC partnership
MOU with Henderson State University & Pittsburg State University**

- c. **Evidence that the program is preparing educators to meet the needs of Arkansas schools.**

In addition to the data in the Inspire Graduate Survey in Appendix G, the following testimonials were obtained from Ed.S. graduates who currently serve as superintendents in public schools.

“...the U of A's Ed Leadership program provided me with a solid degree program of study that prepared me to tackle the [work] necessary for my job, as well as pass the Praxis. Not only was I able to learn from textbooks the theories associated with school leadership, but I was able to hear from those with experience of their tried and true practices. I also believe the activities were relevant, gave us a glimpse of what was to come, and put into practice examples of the standards. One other important part of the program was having a network of others working towards the same goal. This brought about discussions from different perspectives, pushing us to look outside the box.” **Reba Holmes, Superintendent, Prairie Grove, AR School District.**

“I had been in a building leadership position for 15 years before beginning the district leader preparation program at the University of Arkansas as a practicing Assistant Superintendent. I thought I had a good eye for seeing the bigger picture. What I discovered through my coursework was there were parts of the picture of which I had been unaware. School Facilities Planning and Management and School Finance were true growth areas that contributed to my knowledge in ways that cement the learning for use in practice. As I finished the program courses, I began to realize how truly integrated the focus and content of each class was to help a student such as me build a schema for what district leadership involved. Through the reflective activities of my Internship opportunity, I was able to pull the threads of each of these courses together and apply them in practical ways that helped me grow personally and professionally. Not only did I benefit from the knowledge of my instructors and the content of the courses, but so did my district. The guidance and new learning I received in my program of study

positively impacted my district decision making skills and grew me as a district leader.” **Sharla Osbourn, Assistant Superintendent for General Administration, Rogers, AR School District.**

“I benefited from the Ed.S. program at the University of Arkansas in many ways. Several of my professors had real-world experience as principals and district level employees. This gave me practical skills and practical solutions along with experiences that I will more than likely face. Coursework was not simply checklists or busy work; it was work that had true, beneficial value to my growth as an educational leader. Each of my professors were incredibly supportive when I had questions or concerns. I was able to email professors and contact them on their cell phones any time I had a question or issue. They helped me to tackle difficult subjects as well such as the racial gap in schools and the socio-economic issues in schools. This has grown me as an educator and made me a better leader and communicator. I was pushed out of my comfort zone and had to learn to have dialogue about a variety of issues within the school building and district.” **Neely Claassen, Assistant Principal, Mayflower Elementary School, Mayflower, AR**

“The University of Arkansas’s Education Specialist (EdS) in Educational Leadership prepared me to lead and promote high-quality student achievement at a district level. The program was perfect for me as a professional educator with a master’s degree in education who was seeking further professional preparation for the specific objectives and issues surrounding district-level leadership. Through the UofA’s Educational Specialist program and its internship process, I was prepared with the pertinent skills and real-world experience necessary to meet the needs of diverse learning communities as a PK-12 leader. It allowed me to further understand curriculum design and analysis, human relations, instructional excellence, motivation and support of classroom professionals, and the broader community. This program helped to strengthen my ability as a school and district leader to promote excellence, equity, and efficiency in education.” **Meleah Hoskins, Principal, Pershing Elementary School, Muskogee, OK**

“The University’s district-level licensure program greatly prepared me for the challenges I face in district level leadership. I believe that the University prepared me by designing the program in a way that focuses on problems of practice, while at the same time being rooted in methodology and research. It was very helpful to have professors who were former educators and former district level leaders. It was incredibly beneficial to process through problems of practice in each course with other educators from around the state and nation who were seeking the same district-level licensure. Studying research and methodology is incredibly important; however, having the opportunity to process that learning in a way that is centered on relevant problems of practice is invaluable. I not only have felt prepared to lead as an assistant superintendent in the largest district in Arkansas, but I also have a network of former classmates, now colleagues, that I still have the opportunity to communicate and process with today.” **Shannon Tisher, Assistant Superintendent for Curriculum, Instruction, & Innovation, 8-12, Springdale, AR School District**

See Appendix G:

Inspire Graduate Survey

Analysis of SSA taken by UA graduates, 2016-2020

Academic Year	Assessment - SSA	N=	UA program completer mean score	AR Cut Score	AR % passing	State mean	Difference between UA Mean & State Mean
2016-17	6021	2	172.5	160	93.51	168.90	+3.6
2017-18	6021	4	169.60	160	89.47	168.20	+1.4
2018-19	6021	4	170	160	89.19	166.16	+3.84
2019-20	6021	3	169	160	89.83	169.64	-.64

- d. 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 F

7. Admission Requirements

a. General admission requirements

An earned **master's degree and building-level certification** are required. Two separate applications are required:

- (1) Graduate School Application includes
 - (a) Complete online application
 - (b) Submit official transcripts to Graduate School
 - (c) Submit GRE or SLLA scores to Graduate School

- (2) Educational Leadership Program Application includes
 - (a) Complete online application
 - (b) Submit three letters of recommendation to Educational Leadership Program Coordinator
 - (c) Submit copy of valid teaching/administrative license to Educational Leadership Program Coordinator
 - (d) Submit autobiographical sketch to Educational Leadership Program Coordinator
 - (e) Submit academic writing sample to Educational Leadership Program Coordinator

In addition to meeting University requirements for admission to the Graduate School, all candidates seeking admission to any educational leadership program must complete the program application procedure which is outlined above in (2). Candidates must have a Master's degree in educational leadership and submit either a GRE score (GRE has been temporarily waived due to the pandemic) or a School Leadership Licensure Assessment (SLLA) score for admission. Admission to the Ed.S. program is rolling, therefore prospective students can apply at any time of the year. Application for admission must be completed before the required deadlines for each semester as set by the Graduate School.

Non-degree seeking applicants to the District level licensure program must meet University requirements for admission to the Graduate School and must have a Master's degree, a valid teaching license and a valid building-level administration license.

b. Interview

Applicants complete a dispositions survey and an autobiographical sketch, which provides information for the pre-admission interview. Upon completion of the application process, phone interviews are conducted by the EDLE Program Coordinator, who uses the dispositions survey and autobiographical sketch to guide the interview. Information gathered from the interview is used in conjunction with the totality of the application documents to determine acceptance.

i. Evidence of teacher effectiveness prior to admission

Letters of recommendation from applicants' principal and/or superintendent are required for admission to the program, which is used to document teacher effectiveness.

ii. Evidence of leadership abilities prior to admission

As part of the application process, candidates are required to provide the name and email address of an administrator in their current district. An electronic recommendation form, which includes an assessment of leadership abilities, is sent to that administrator. In addition to input from the administrator, leadership ability is addressed in the dispositions survey and autobiographical sketch. The totality of information gathered from these sources, combined with the Program Coordinator's interview, provides the basis for acceptance decision-making.

See Appendix H

8. Retention procedures - intervention strategies such as advising, mentoring, tutoring for students who struggle to succeed in the program.

One of the strengths of the EDLE program at the University of Arkansas is the student-centered approach to instruction and the regular communication between faculty and students. Each faculty member is cognizant of the reality that graduate students seeking a district-level administrator license are already working as either a building administrator or teacher. Faculty members are sensitive to the demands their "day jobs" place on EDLE students and are diligent in maintaining ongoing communication with students via email, telephone, and one-on-one meetings (virtual due to the pandemic). Students are provided a forum for expressing questions and

concerns before and after synchronous class sessions and are encouraged to contact faculty whenever issues arise that impede their progress. Participation in synchronous sessions is expected for all students and monitored by faculty. Faculty members follow up with students who are absent, who do not actively participate in synchronous sessions, or who do not submit assignments in a timely manner.

Per University procedures, students who are not performing at acceptable levels receive formal notification before the middle of a semester. The EDLE Program Coordinator completes an Annual Graduate Student Academic Review that is submitted on or before June 30 of each year by the department. The Academic Review documents whether the student is making satisfactory progress toward the degree or program of study and identifies the method by which the lack of satisfactory progress is communicated to the student (face-to-face or virtual). The dates of notification are documented and the review form is signed by the Program Coordinator and Department Head, then is forwarded to the Dean of the Graduate School.

See Appendix I

9. Exit requirements

Define requirements for each of the following.

iii. 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 the Arkansas Department of Education Standard License Application for District Level Administrator.

- Completed requirements for the Educational Specialist degree or an appropriate program of study, as evidenced by an official transcript; and
- Successful completion of the district-level internship, which includes the successful presentation of the digital evidence of mastery of standards & competencies; time logs that document at least 216 hours; feedback form completed by mentor that reflects mastery or exceeds mastery in all standards; and
- Documentation of Arkansas standard teacher licensure with four years of teaching experience
- Documentation of a current building level or curriculum/program administrator license with at least one year of experience in either area
- Documentation of meeting or exceeding the minimum score on the School Superintendent Assessment (SSA).

The EDLE program chair and the University licensure officer will execute the application, thereby attesting to the completion of the requirements stated above. 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.

iv. When a candidate is considered a program completer.

Students are considered program completers when they are eligible for graduation with the Ed.S. or have completed coursework in the Program of Study.

v. When a candidate is eligible for graduation.

Students are eligible for graduation when all coursework, including the internship is completed and the candidate has maintained a 3.0 GPA.

10. Candidate follow-up procedures

A database is maintained which includes demographic information for each student seeking an Ed.S. or district level licensure through a program of study. **See Appendix J** The database includes admission date, contact information, internship semester and 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 the database with the Arkansas Association of Educational Administrators (AAEA) directory to provide updates. Social media searches are conducted to identify program completers who may have left the state. A full time position has recently been posted to add a faculty member who will be responsible for following up with graduates.

See Appendix J

Database of Current & Former District Level Students

11. Faculty

- a. Roster of program faculty - see table below
- b. Distance learning faculty experience - see table below

Faculty Member	Degree	Course(s) Taught	Professional Experience/yrs	Distance Learning Faculty Experience	TESS/ LEADS Trained
Bengtson	Ph.D.	EDLE 6513	K-12 22 Higher Ed 11	11	LEADS
Cao	Ph.D	ESRM 6403	Higher Ed 3	3	
Gooden (Adjunct)	Ed.D	EDLE 6093 EDLE 6103	K-12 50 Higher Ed 20	11	LEADS
Holt (Adjunct)	Ed.D	EDLE 6023	K-12 26 Higher Ed 22	11	
Jones, C (Adjunct)	Ed.D	EDLE 6173	K-12 21 Higher Ed 4	4	TESS LEADS
Lasater	Ed.D	EDLE 6053 EDLE 680V	K-12 2 Higher Ed 8	8	
Smith, C.	Ed.D	EDLE 6333	K-12 28 Higher Ed 7	7	TESS LEADS LEADS 2.0

- c. Site based, in-person interaction with faculty will be achieved to an adequate extent.

Prior to the pandemic, the EDLE faculty member who supervises the internship of district-level candidates (Christy Smith) conducted at least one face-to-face meeting in districts that are within one day’s drive from the University campus to meet with interns and their mentors. Students completing internships in school districts that are located more than one day’s drive from the University collaborate with Dr. Smith at least weekly via email and have a minimum of three Zoom or Collaborate meetings. Every attempt is made to include mentors in at least two virtual meetings.

Site based visits made prior to March, 2020 included Ava, MO; Rogers, AR; Prairie Grove, AR; Fayetteville, AR; Harmony Grove, AR; Mayflower, AR; Center Ridge, AR. In-person interaction with interns from Fort Smith, AR were arranged when interns were in Northwest AR for professional development sessions. A visit with an intern in Lafayette, LA had been arranged for March, 2020 when Dr. Smith was scheduled to attend the national CAEP conference in New Orleans, but had to be cancelled due to travel restrictions implemented by the University at the onset of the pandemic. Currently all in-person interaction is done virtually, primarily using Zoom. When travel restrictions are lifted, site based visits will resume.

d. Number of candidates assigned to a clinical educator during internship

Academic Year	Number of Interns per semester Fall/Spring	Number of Clinical Educators
2018-2019	4/5	1
2019-2020	3/7	1
2020-2021	4/2	1

e. Evidence that candidates have the opportunity to interact with program faculty during coursework and on a consistent basis.

- (1) Coursework is conducted synchronously via Blackboard Collaborate, Zoom, or other online portal. Typically, classes meet weekly for three hours. Some faculty utilize other means of interaction including VoiceThread, Discussion Board, and group chats in addition to in-class time.
- (2) Faculty members hold office hours, which have transitioned to an all-virtual format due to the pandemic. Syllabi include office hours and contact information for each faculty member. Students contact faculty members via email, to which faculty members will always respond within a few hours Monday through Friday. Emails sent by students during the weekend may require a longer response time.
- (3) The University faculty member who supervises interns (Dr. Christy Smith) meets with interns as a group at the beginning of the semester via Blackboard Collaborate Ultra to provide an orientation to the Internship. Within the first two weeks of class, individual meetings are scheduled with interns to discuss the artifacts they will submit to document

their mastery of each of the 22 NELP components. Thereafter, group meetings are scheduled with interns and their mentors. Dr. Smith shares her personal cell number with students during the internship to facilitate communication. Since interns are working administrators who devote their weekends to creating evidence and artifacts to document their mastery of NELP components, they are encouraged to text Dr. Smith to arrange emails or phone calls for clarification and/or guidance.

- (4) An analysis of communication between EDLE faculty and students between January and September, 2020 revealed that, on the average, each full time EDLE faculty member had in excess of 700 “sent” emails to students. Faculty frequently send emails to the student’s personal or work email address, in addition to their uark account, to assure communication reaches them in as timely a fashion as possible.

12. Institutional Resources

- a. Human, fiscal, or physical resources
- vi. **Human resources** - The Educational Leadership program is supported by three full time administrative assistants who serve the following functions:
1. **Bernadette**- Point of contact for EDLE. She collects program applications and accompanying materials, processes student paperwork, maintains an electronic database of prospective, current, and graduated students. Collaborates with the Program Coordinator.
 2. **Haley**- Office manager, supervises office staff and hourly student workers. She manages travel and purchasing for the program, including grants and potential faculty hires. As the Assistant to the Department Head, she is the contact person for EDLE’s direct supervisor. She assists with budget maintenance. Manages annual and special projects as needed.
 3. **Laurie**- Manager of CIED budgets, both state and grant accounts. Manages class scheduling for programs. Facilitates faculty job postings and human resources for faculty in the department.
 4. The University and College provide four full time faculty members in the EDLE program and guest lecturers, as needed. A fifth full time position has been posted and it is anticipated the vacancy will be filled prior to the end of the Spring, 2021 semester.
- vii. **Fiscal resources** - The program has access to approximately \$30,000 for travel, printing, supplies, and technology. Professional development and program support have been allocated a budget of \$60,000 for the 2020-2021 academic year. Public outreach and student programs have an allocation of \$24,048 and \$15,000, respectively. A combined amount in excess of \$500,000 has been budgeted for full time faculty and lecturers (adjunct) to teach the courses required in the program.
- viii. **Physical resources** - The EDLE program is located in Peabody Hall on the University’s Fayetteville campus. Each full time faculty member has a private office, which is equipped with a desktop computer with multiple screens, a desktop printer and access to a networked, high-capacity printer. 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 high quality technology for class sessions, even when they are not on campus, which has been critical during the pivot necessitated by the COVID-19 pandemic. Offices have a computer-aided phone system which is able to translate voice messages to print and send them to the faculty member's uark email.

b. Special needs essential to program

Instructional designers

IT Help Desk: 479-575- HELP (4357)

Help.uark.edu

Help Desk Hours

Monday through Thursday, 7:00 a.m. to midnight

Friday, 7:00 a.m. to 5:00 p.m.

Saturday, 11:00 a.m. to 4:00 p.m.

Sunday, 3:00 p.m. to midnight

Student In Person Support

Available at the Help Desk in the Union

Monday through Friday, 7:00 a.m. to 5:00 p.m.

Saturday, 11:00 a.m. to 4:00 p.m.

Faculty In Person Support

Available at TIPS Center in Mullins Library Room 289

Monday through Friday, 9:00 a.m. to 3:00 p.m.

After Hours Support is available at 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, and add features to their courses to increase student engagement and interactivity.

Blackboard enhancements send professors email notification when students submit assignments using the Blackboard platform, which enables faculty to provide timely feedback to students.

Quality Matters™ (QM) is a faculty-centered, peer-review process designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its scalable, peer-based approach and continuous improvement in online education and student learning. The QM review team is composed of three faculty/instructors assigned by QM and a course representative who is typically the instructor, or lead instructor, that participates in the course review process and has working knowledge of the course. The Course Representative will be responsible for facilitating changes to the course as well as answering questions related to the course.

After the review is completed and recommended adjustments are made, the course is listed on the QM website as a Quality Matters certified course.