

Appendix A
Institutional Approval

EDLEES: EDUCATIONAL LEADERSHIP, EDUCATIONAL SPECIALIST

Print Proposal Print to PDF

History

1. Apr 24, 2017 by Ed Bengtson (egbengts)

Viewing: EDLEES : Educational Leadership, Educational Specialist

Last approved: Mon, 24 Apr 2017 20:41:55 GMT

Last edit: Mon, 24 Apr 2017 20:41:44 GMT

Submitter:

User ID:

egbengts

Phone:

575-5092

Program Status

Active

Academic Level

Graduate

Type of proposal

Major/Field of Study

Select a reason for this new program

Select a reason for this modification

Making Minor Changes to an Existing Degree (e.g. changing 15 or fewer hours, changing admission/graduation requirements, adding/changing Focused Study or Track)

Are you adding a concentration?

No

Concentration(s):

Are you adding or modifying a track?

No

Track(s)

Are you adding or modifying a focused study?

No

Focused Stud(y/ies)

Effective Catalog Year

Fall 2017

College/School Code

College of Education and Health Professions (EDUC)

Department Code

Department of Curriculum and Instruction (CIED)

Program Code

EDLEES

Degree

Educational Specialist

Program Requirements and Description

Requirements

Admission Requirements: Candidates must have a master's degree in educational leadership plus submit either a GRE score or a School Leadership Licensure Assessment (SLLA) score for admission. All other requirements of admission to the graduate school and Educational Leadership program must also be met.

Requirements for the Educational Specialist Degree (30 hours post Masters): The specialist degree program in Educational Leadership is designed primarily to provide professional preparation for students involved in school-site administration and those individuals who have districtwide administrative responsibilities.

EDLE 6023	School Facilities Planning and 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
EDLE 6333	Advanced Legal Issues in Education	1-6
The following three research courses are to be taken in sequence:		
EDLE 6503	Topics in Educational Research for School Administration	3
or ESRM 6403	Educational Statistics and Data Processing	3
EDLE 6513	Program Evaluation in Education	3

Note: Prior to District-Level Licensure application, all students must present a culminating project to a committee of faculty with practitioner representation for the district-level license.

Students should also be aware of Graduate School requirements with regard to specialist degrees (<http://catalog.uark.edu/graduatecatalog/degree/requirements/#specialistdegree/text>).

8-Semester Plan

Program Costs

Library Resources

Instructional Facilities

Faculty Resources

List Existing Certificate or Degree Programs that Support the Proposed Program

Are Similar Programs available in the area?

Yes

List institutions in Arkansas offering similar programs

Arkansas State University Arkansas Tech Harding University

List institutions in the surrounding region offering similar programs

List institutions in the nation offering similar programs

Why is the Program needed if offered at other institutions?

This is an existing program. The change requested relates to admission requirements.

Estimated Student Demand for Program

15

Scheduled Program Review Date

2019

Program Goals and Objectives

Program Goals and Objectives

This is an existing program. The change requested relates to admission requirements.

CIP Code

13.0401 - Educational Leadership and Administration, General.

Program Title

Educational Leadership, Educational Specialist

Program Delivery Method

Online/Web-based

Is this program interdisciplinary?

No

College(s)/School(s)

Does this proposal impact any courses from another College/School?

College(s)/School(s)

What are the total hours needed to complete the program?

Off Campus Information

Off Campus Location(s)

Reason for Offering Program Off Campus

Fifty percent of the credits required will be offered

Will Students complete all Program Requirements at this Location?

Where will the Program be completed?

Upload Memorandum of Understanding Forms (if required)

On-line/Web-based Information

Reason for offering Web-based Program

This degree program is currently approved as an online program. This is a request for a change in admission requirements.

Maximum Class Size for Web-based Courses

20

Course delivery mode

Describe Blended Delivery Methods

Class interaction mode

Specify Other Interaction Methods

Collaborate - live web cam class sessions

Percent Online

100%

Provide a List of Services Supplied by Consortia Partners or Outsourced Organization

none

Estimate Costs of the Program over the First 3 Years

0

List Courses Taught by Adjunct Faculty

EDLE 6103 - School Finance

Upload Memorandum of Understanding Forms (if required)

Learning Outcomes

Learning Outcomes

This is an existing program. The change requested relates to admission requirements.

Description and Justification for this request

Description of request

Justification for request

We are proposing an alternative assessment to the GRE for admission to the EDLE Ed.S. degree program. This requirement would exempt the program from the GRE requirement at the level of the Graduate School admissions office and would impose either the GRE or SLLA as a program requirement for admission consideration. The School Leadership Licensure Assessment (SLLA) is superior to the GRE in relation to the measurement of program degree applicants' potential for success in the EDLE Education Specialist degree. The SLLA is a national standardized test that is recognized as the equivalent to a Praxis exam for educational leadership.

Description and justification of the request

Description of specific change

Justification for this change

We are proposing an alternative assessment to the GRE for admission to the EDLE Ed.S. degree program. This requirement would exempt the program from the GRE requirement at the level of the Graduate School admissions office and would impose either the GRE or SLLA as a program requirement for admission consideration. The School Leadership Licensure Assessment (SLLA) is superior to the GRE in relation to the measurement of program degree applicants' potential for success in the EDLE Education Specialist degree. The SLLA is a national standardized test that is recognized as the equivalent to a Praxis exam for educational leadership.

Upload attachments

Reviewer Comments

Pat Koski (pkoski) (Mon, 21 Nov 2016 19:23:16 GMT): I have added a statement about what is being proposed. Previously there was only a justification but no statement of the change being proposed.

Pat Koski (pkoski) (Thu, 19 Jan 2017 23:29:13 GMT): The Graduate Council requested some edits in the description of the request.

Charlie Alison (calison) (Mon, 24 Apr 2017 20:41:10 GMT): Minor style and wording changes.

Charlie Alison (calison) (Mon, 24 Apr 2017 20:41:44 GMT): Deleted extra space mark.

Key: 224

Appendix B

Curriculum Matrix

Appendix C

Syllabi

LEADS Domain	EDLE 6023 School Facilities Planning & Management	EDLE 6063 School-Community Relations	EDLE 6093 School Governance: The Superintendent	EDLE 6103 School Finance	EDLE 6173 School Business Management	EDLE 6133 Advanced Legal Issues in Education	EDLE 680V Educational Specialist Project	EDLE 674V District Internship
1A			X					
1B	X	X	X	X	X			X
1C	X		X		X			X
1D	X				X		X	X
1E		X	X		X		X	X
2A	X		X	X	X			X
2B	X		X	X	X			X
2C	X	X	X	X	X			X
2D		X	X	X	X	X	X	X
2E		X	X	X	X		X	X
3A			X		X		X	X
3B				X	X		X	X
3C						X		X
3D						X		X
3E					X			X
4A			X		X			X
4B			X		X	X	X	X
4C			X		X	X		X
4D		X		X				X
4E					X		X	X

District NELLP Component	Competency for AR P-12 Admin Superintendent	AR LEADS 2.0	International Society for Technology in Education (ISTE) Standards for Leaders 2018	Foundations of Reading Competencies - Awareness Level
<p>1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.</p>	<p>Mastery Level 1.1 Understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.</p>	<p>Domain 1: Organization & Management (A) Organizational Focus: Unique to school's identity; promoted in school & community; supports monitoring for continuous improvement. Domain 2: Culture & Climate (B) Equitable & Culturally Responsive: welcoming; culturally competent; supporting programs or initiatives.</p>	<p>2. Visionary Planner: Leaders engage others in establishing a vision, strategic planning, and ongoing evaluation cycles for transforming learning with technology. 2c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning. 2d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes, and engage in a continuous improvement cycle.</p>	
<p>1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.</p>	<p>Mastery Level 1.2 Understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.</p>	<p>Domain 1: Organization & Management (B) School Plan: student focused; collaborative & strategic; progress monitoring & revisions.</p>	<p>others in establishing a vision, strategic planning, and ongoing evaluation cycles for transforming learning with technology. 2a. Education leaders engage education stakeholders in developing and adopting a shared vision for using technology to improve students success, informed by learning sciences. 2b. Build on a shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.</p>	<p>Leader builds teams and systems to implement, sustain, and continually improve the use of technology to support learning. Education leaders: 4a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.</p>
	<p>Awareness Level 1.3 Enact a shared mission, vision, and core values of high quality education and academic success and well-being of each student.</p>			
	<p>Awareness Level 1.4 Act as an agent of continuous improvement to promote each student's academic success and well being.</p>			

<p>2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.</p>	<p>Mastery Level 2.1 understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.</p>	<p>Domain 2: Culture & Climate (C). School discipline system: positive & unbiased; growth-path oriented; protected learning participation Domain 2: School Culture & Climate (E) Collaborative Teaming: systemic support; learning mindset; individual & team accountability</p>	<p>1. Equity & Citizenship Advocate Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders: 1a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.</p>	<p>5. Connected Leader Leaders model and promote continuous professional learning for themselves and others. Education leaders: 5a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.</p>	
<p>2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.</p>	<p>Mastery Level 2.2 Understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.</p>	<p>Domain 4: Human Capital Management (A). Personal Professional Practice: ethical behavior; organizational & interpersonal skills; research orientation</p>	<p>1. Equity & Citizenship Advocate Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders: 1.d Cultivate responsible online behavior, including the safe, ethical, and legal use of technology.</p>		
<p>2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p>	<p>Mastery Level 2.3 Understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p>	<p>Domain 4: Human Capital Management (A). Personal Professional Practice: ethical behavior; organizational & interpersonal skills; research orientation</p>	<p>1. Equity & Citizenship Advocate Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders: 1c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online, and using digital tools to contribute to positive social change.</p>		
	<p>Awareness Level 2.4 Act ethically and according to professional norms to promote each student's academic success and well-being</p>				

	<p>Awareness Level 2.5. Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</p>				
<p>3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.</p>	<p>Mastery Level 3.1 understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.</p>	<p>Domain 1: Organization & Management (B) School Plan: student focused; collaborative & strategic; progress monitoring & revisions.</p>			
<p>3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.</p>	<p>Mastery Level 3.2 Understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.</p>	<p>Domain 3: Teaching & Learning (A) Curriculum: provided & available; clear content & expectations; supported planning & implementation.</p>	<p>1. Equity & Citizenship Advocate Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders: 1b. Ensure all students have access to technology and connectivity necessary to participate in authentic and engaging learning opportunities.</p>	<p>3. Empowering Leader Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leader: 3c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.</p>	

<p>3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.</p>	<p>Mastery Level 3.3 understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.</p>	<p>Domain 2: Culture & Climate (C). School discipline system: positive & unbiased; growth-path oriented; protected learning participation Domain 2: Culture & Climate: (B) Equitable & culturally responsive; welcoming; culturally competent; supporting programs or initiatives.</p>			
	<p>Awareness Level 3.4 Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</p>				
	<p>Awareness Level 3.5 Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</p>				
<p>4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs</p>	<p>Mastery Level 4.1 Understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.</p>		<p>2. Visionary Planner: Leaders engage others in establishing a vision, strategic planning, and ongoing evaluation cycles for transforming learning with technology. 2c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.</p>		<p>1.1 Exhibit awareness of foundational reading skills including phonological and phonemic awareness; concepts of print and the alphabetic principle; the role of phonics in promoting reading development; word analysis skills and strategies. 1.2 Exhibit awareness of the development of reading comprehension including vocabulary development.</p>

<p>4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.</p>	<p>Mastery Level 4.2 Understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.</p>	<p>Domain 3: Teaching & Learning (A) Curriculum: provided & available; clear content & expectations; supported planning & implementation.</p>	<p>2. Share lessons learned, best practices, challenges, and the impact of learning with technology with other education leaders who want to learn from this work.</p>	<p>5. Connected Leader Leaders model and promote continuous professional learning for themselves and others. Education leaders: 5b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals. 5c. Use technology to regularly engage in reflective practices that support personal and professional growth. 5d. Develop skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.</p>	
<p>4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.</p>	<p>Mastery Level 4.3 Understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.</p>	<p>Domain 3: Teaching & Learning (D) Appropriate instructional support for all students: organized interventions for additional learning support; accelerated learning for gifted students; aligned curriculum & instructional practices w/ feeder/connecting schools. Domain 3: Teaching & Learning (E) Effective Instructional Change Leadership: communication: consistent & connected; support for planning & implementation; cultural incorporation.</p>	<p>1. Equity & Citizenship Advocate Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders: 1b. Ensure all students have access to technology and connectivity necessary to participate in authentic and engaging learning opportunities.</p>		

<p>4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.</p>	<p>Mastery Level 4.4 Understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.</p>	<p>Domain 3: Teaching & Learning (C) Observations & Ratings: strategic observations; actional feedback & coaching; needs-based professional learning.</p>	<p>Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders: 1a. Ensure all students have skilled teachers who actively use technology to meet student learning needs. 3. Empowering Leader Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich learning and learning. Education leaders 3e. Develop learning assessments that provide a personalized, actionable view of student</p>		
<p>5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school</p>	<p>Mastery Level 5.1 Understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.</p>	<p>Domain 2: (D) Family & Community Engagement: communication: meaningful family involvement; strategic community partnerships.</p>	<p>culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders 3d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and socio-emotional needs</p>		
<p>5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.</p>	<p>Mastery Level 5.2 Understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.</p>	<p>Domain 1: Organization & Management (E) Shared Leadership & Responsibility: principal efficacy; leadership development; shared responsibility. Domain 2: School Culture & Climate: (E) Collaborative Teaching: systemic support; teaming mindset; individual & team accountability.</p>			

<p>5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.</p>	<p>Mastery Level 5.3 Understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.</p>	<p>Domain 4: Human Capital Management (D) School Advocacy: educates self & others on issues; shares the story; leverages multiple media formats</p>	<p>4. Systems Designer Leaders build teams and systems to implement, sustain, and continually improve the use of technology to support learning. Education leaders: 4d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.</p>		
<p>6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.</p>	<p>Mastery Level 6.1 Understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.</p>	<p>Domain 1: Organization & Management (C) Time Management: strategies & tools; master schedule Domain 2: School Culture & Climate: (A) Safe & Orderly: facilities; student handbook; crisis mgmt. plan; perceptions</p>			
<p>6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.</p>	<p>Mastery Level 6.2 Understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.</p>	<p>Domain 1: Organization & Management (D) School Resource Mgmt.: efficient & effective use; equitable consideration & distribution</p>	<p>4. Systems Designer Leaders build teams and systems to implement, sustain, and continually improve the use of technology to support learning. Education leaders: 4b. Ensure that resources for supporting the effective use of technology and learning are sufficient and scalable to meet future demand.</p>		

<p>6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.</p>	<p>Mastery Level 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.</p>	<p>Domain 4: Human Capital Mgmt. (B) Personnel mgmt.: recruitment & hiring; induction & career pathway; conflict resolution Domain 4: Human Capital Mgmt. (C) Educ professional capital: instructional capital; social capital; decisional capital</p>	<p>3. Empowering Leader Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders: 3a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning. 3b. Build the confidence and competency of educators to put the IS TE Standards for Students and Educators into practice.</p>		
	<p>Awareness Level 6.4 Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</p>				
<p>7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision</p>	<p>Mastery Level 7.1 Understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district.</p>				

<p>7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.</p>	<p>Mastery Level 7.2 Understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.</p>				
<p>7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.</p>	<p>Mastery Level 7.3 Understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members</p>	<p>Domain 4: Human Capital Mgmt. (E) Contributions to the profession: professional association & resources; beginning educators</p>	<p>4. Systems Designer Leaders build teams and systems to implement, sustain, and continually improve the use of technology to support learning. Education leaders: 4c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.</p>		
<p>7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.</p>	<p>Mastery Level 7.4 Understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.</p>				

<p>8.1 Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1-7.</p>	<p>Mastery Level 8.1. Participate in a variety of coherent, authentic, field or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP District Level Program Standards 1, 7.</p>				
<p>8.2 Candidates are provided a minimum of six months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.</p>	<p>Mastery Level 8.2. Participate in a minimum of six-months of concentrated (10-15 hours per week) internship or clinical experience that include authentic leadership activities within a district setting.</p>				
<p>8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.</p>	<p>Mastery Level 8.3. Collaborate with a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the interns, a representative of the district, and program faculty; and is provided with training by the supervising institution.</p>				

University of Arkansas
College of Education and Health Professions
Department of Educational Leadership, Counseling & Foundations

I. Program Affiliation

EDLE 6023 School Facilities Planning & Management

Prerequisites: Graduate standing

II. Course Description

EDLE 6023 School Facilities Planning and Management is a performance-based course in school facilities planning, management, cost analysis, operations, and maintenance of the school plant with portfolio assessment using NELP Standards for educational leadership.

III. Instructor and Class Data

Instructor: Dr. Carleton R. Holt, Ed.D.
Office: Online Blackboard Collaborate
Phone: (479) 283-1060 cell
E-Mail: cholt@uark.edu

IV. Purpose/Rationale

No one familiar with problems in education would fail to include the state of America's educational infrastructure as a primary concern. Many school buildings are falling apart due to age or lack of maintenance. Many school buildings do not meet the needs of modern educational programs and curricula. Unfortunately, school administrators and boards of education have found it increasingly difficult to obtain the funding necessary to correct facility problems in their districts. It is a dilemma that the educational community needs to address as a major obstacle to providing the high-quality educational services that parents, students, and business people are demanding. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to discuss the scheduled topics in class using NELP Standards for educational leadership.

V. Philosophy/Beliefs

The higher education system must continue to provide present and future educational leaders with traditional course information outlining how to design school buildings, how to estimate school enrollments, and how to figure square footage requirements. In addition, top administrative officials must receive instruction concerning the "nuts and bolts" of securing the funding for facility construction. The Educational Leadership program area at the University of Arkansas is committed to fulfilling these standards in preparing qualified educational leaders using NELP Standards and Arkansas Competencies for educational leadership.

VI. NELP Standards, AR Competencies for District Leaders, LEADS 2.0, Course Goals, Objectives, Outcomes, and Topics

The goals of this course are designed to provide students with an appreciation and understanding of the educational decision-making and planning process of school facilities development and management; the role in associating the direct link between school facility planning and long- range planning; and the diversity in school facilities in the nation, state, region, and area. Students will be given the opportunity to engage in problem solving, decision-making and computer analysis relating to school facilities planning.

NELP Standards (The up-to-date handout on these standards is at <http://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>)

The table below aligns the NELP components that are the focus of this course with Arkansas Competencies for Grades P-12 Administrator-Superintendent, and LEADS 2.0. The Competencies and LEADS 2.0 domains can be found in their entirety at the links provided below:

AR Competencies for Grades P-12 Administrator-Superintendent:

https://dese.ade.arkansas.gov/Files/20201105160614_Superintendent-%20District%20Level%20Administrator%20Competencies%20122019.pdf

LEADS 2.0: <https://www.arkansased.gov/Offices/educator-effectiveness/educator-support--development/leader-excellence-and-development-system-leads>

NELP Components	AR Competencies for District Administrators	LEADS 2.0
1.2	1.2	1B
3.2	3.2	2B, 2C
6.1	6.1	1C, 2A
6.2	6.2, 6.5	1D
7.4	7.4	

Another goal is to help you develop an understanding and appreciation for the dynamic nature of school administration in the delivery of educational instruction and services. All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners*. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity

4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

Upon completion of this course, students will:

- Understand and demonstrate the components of a long-range school facilities marketing plan. (S-P 1, 2)
- Evaluate and identify school facility needs. (S-P 6, 7)
- Understand and demonstrate how to produce enrollment projections. (S-P 1, 5)
- Demonstrate an understanding of the funding mechanisms for school facilities. (S-P 1, 2)
- Display an understanding of the components of a capital improvement program. (S-P 1, 2)
- Review various codes of ethics and show an understanding of ethical and unethical conduct in the marketing, bidding, and construction/remodeling of school facilities. (S-P 3, 6)
- Demonstrate an understanding of Arkansas and national laws related to the marketing and construction of school facilities. (S-P 1)
- Display an understanding of the role of community relations, voters, and school facility planning. (S-P 4)
- Design and develop a media presentation for marketing a school facilities project. (S-P 5, 7)

VII. Multicultural Objectives

1. Recognize that one of the greatest strengths of our society is the diversity of the population and promote the idea that supervision in broad with contributions from all segments of the society. (S-P 3, 5)
2. Recognize and address the unique needs of individuals whose cultural background is different from the majority who are involved in the educational process. (S-P 3, 5)

VIII. Methods of Instruction

The basic format of the course will involve approximately:

1. Twenty percent of the time will be in either *large group instruction* or in a *seminar setting*.


Primarily members of the class, guest lecturers, and Dr. Holt will make the large group presentations. The presentations by members of the class will embody small independent or group reports and critiques of theories and topics. The seminar setting enables a group of advanced students studying under a professor to exchange opinions about school facilities, marketing theories and topics.
2. Seventy-five percent of the time will be in *small or solution groups*.

The small or solution groups (approximately 2-5 members) will meet to analyze and make decisions concerning school facilities, marketing, and leadership practices.

3. Five percent of the time will be in *independent study*.

Independent study time will be used according to individual student needs and interests.

IX. Course Schedule, Topics, and Reading Assignments

- Week 1 Introduction to the course, presentations, significant activities, and review of “Class Portfolio Reflection Paper”.
&
Organization and Policy Planning, 1-10.
Planning Considerations, 11-20.
&
Watch the Dakota Valley Video Presentation
[https://www.kaltura.com/index.php/extwidget/preview/partner_id/1315742/uiconf_id/32334692/entry_id/0_e23udzun/embed/iframe?&flashvars\[streamerType\]=auto](https://www.kaltura.com/index.php/extwidget/preview/partner_id/1315742/uiconf_id/32334692/entry_id/0_e23udzun/embed/iframe?&flashvars[streamerType]=auto)
&
Watch for the usage of this Marketing for School Mileage or Bond Success, Handouts.
&
Enrollment Projection Assignment Link (**Due 6/3/20**)
[Click here to download Projection Method Spreadsheet](#) 
[Click here to download Cohort Enrollment Projection Spreadsheet](#)
- Week 2 Planning in the Public Schools, 21-30.
Long-Range Planning: Educational Program Development, 31-42.
Guest 1 Presentation: Dr. Carleton Holt on School Bond Success, (Due 6/4/20)
&
Long-Range Planning: Student Enrollment Projections, 43-72.
&
Essay #1 (Due 6/5/20)
Site Visit 1: Video Link - (Due 6/8/20)
[https://www.kaltura.com/index.php/extwidget/preview/partner_id/1315742/uiconf_id/33232812/entry_id/0_v9obfadh/embed/iframe?&flashvars\[streamerType\]=auto](https://www.kaltura.com/index.php/extwidget/preview/partner_id/1315742/uiconf_id/33232812/entry_id/0_v9obfadh/embed/iframe?&flashvars[streamerType]=auto)
&
Long Range Planning: Evaluation of Existing Facilities, 73-78.
Long Range Planning: Financial Planning, 79-100.
&
Development of the Capital Improvement Program, 101-108.
Developing Educational Specifications, 109-118.
School Site Selection and Acquisition, 119-136.
Site Visit 2: Video Link - (Due 6/9/20)
[https://www.kaltura.com/index.php/extwidget/preview/partner_id/1315742/uiconf_id/33232812/entry_id/0_61915vk4/embed/iframe?&flashvars\[streamerType\]=auto](https://www.kaltura.com/index.php/extwidget/preview/partner_id/1315742/uiconf_id/33232812/entry_id/0_61915vk4/embed/iframe?&flashvars[streamerType]=auto)
- 6/10/20 Federal Regulations in Planning Educational Facilities, 137-154.
Employing the Architect, 155-174
&
Monitoring the Design Phase, 175-188
Bidding the Construction Project, 189-200.

Essay #2 (Due 6/11/20)

&

Alternative Contracting Plans and Commissioning of Schools, 201-212.
Managing the Construction Phase, 213-224.

Guest 2 Presentation: Jim Swearingen, AIA, Crafton, Tull and Associates from Rogers, Arkansas Video Link - (Due 6/15/20)

<http://www.kaltura.com/tiny/7kh2m>

Week 3 Orientation and Evaluation, 225-234.
 Planning for Technology, 235-246.
 &
 Critical Issues in School Facility Planning:
 A Look to the Future, 247-264.
 Green Schools, 265-274.
 Planning Schools for Safety, 275-286.
 Problem-Based Learning, 287-304.
 Appendix A–I, 305-328.

Week 4 **Significant Project Presentations**

#1 _____, #2 _____, #3 _____

Significant Project Presentations

#4 _____, #5 _____, #6 _____

Final Exam, & Class Reflection.

X. Course Activities

1. Readings

Outside readings on the course content areas are required, and students must submit not less than two (2) professional journal reports that demonstrate satisfaction of this requirement. The reading assignments ask students to synthesize the material read as completely and succinctly as possible. Synthesizing involves abstracting the essential points from the reading and relating them to each other around some central theme. Too, judgments on the relevancy of the points made by the authors should be addressed. Interviews must be conducted with practicing school leaders on the topic covered by your research. A reflective section must be included to express your plan for dealing with the topic and the appropriate NELP standards. Grading will be based principally upon how well the essential points have been located and how well they have been analyzed, integrated, and judged (three text pages minimum, double-spaced for each of the readings). Follow APA 7th Edition, Second Printing Guidelines for Student Papers at

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

A photocopy of the article reviewed must be scanned and attached to the report.

Guide to Understanding the Criteria for Grading Outside Readings

Sophistication of Analysis

In the best papers, the author does more than just explain or describe. He or she shows evidence that (s)he has thought about the subject in depth. The subject is analyzed from every angle and assessed critically.

Organizational and Logical Development

The best papers show evidence of prior planning as if they had been outlined in advance. The paper has a purpose or theme, which is introduced in the introduction, developed in the body of the paper, and returned to in the conclusion. Paragraphs are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinion, and details explain the main point and lend credibility to each point being developed.

Clarity of Expression

In the best papers, words are chosen carefully, and sentences are constructed purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

Grammar, Punctuation, and Spelling

The best papers are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with their subjects. There are no single-sentence paragraphs. The EDLE APA 6th Edition, Second Printing Guidelines are followed in all papers.

NELP Standards

In the best papers, writers carefully match significant points with connected NELP Standards identified with each essay assignment. This demonstrates a strong understanding of the responsibilities associated with educational leadership.

2. Written Summary of Site Visit or Guest Speaker

The written summary of a site visit or a guest speaker will be due the class period following the event. Length of summaries should be between two and three typed, double-spaced text pages. The summary should include the topic or place, important aspects that you observed or learned, and of what benefit the activity was to you. Other information may be included. If you should have to be absent for a school site visit, you are still held responsible for visiting the school or a similar school (by consent of the instructor) and handing in the written summary. If you miss a guest speaker, you will need to obtain information about the speaker's topic from a fellow student, obtain an educational journal article about the issue(s), and write a summary of both. Grading will be based principally upon how well the essential points have been located and how well they have been analyzed, integrated, and judged using the above *Guide to Understanding the Criteria for Grading Outside Readings*. Follow EDLE's APA 6th Edition, Second Printing Guidelines for Student Papers and make a connection to appropriate NELP standards.

Include the article with the summary.

3. Enrollment Projections

You will need the last six years of enrollment data from your school, and can run your enrollment projection assignment by going to this **Enrollment Projection Link from Dr. Holt**

You will input the enrollment data, run the program, and analyze the results. Have your school enrollment data ready by the second-class week. Additional information will be provided in class.

XI. Significant Activities

Significant activities are projects, essays, interviews, test questions or other types of instructor-created activities that reinforce the new standards that each candidate will be tested on when taking the national test. The assignments give the candidate a performance-based activity to learn and use each standard. The professor will use the appropriate rubric listed at the end of the syllabus to grade each activity. One rubric per assignment will be used. Rubrics are found on the assignment page.

Special Course Project

In an effort to learn by doing, students will identify a school facility need from within their district, develop a solution, develop a long-range school facilities plan, and identify a capital improvement program. In the area of school facility planning, it is impossible to plan, design, and construct a building in less than three to five years. Therefore, if the school system needs a new building at a certain place at a certain time, long-term planning must proceed and, to complete the long-term project, many short-term planning efforts must transpire first.

The student will demonstrate the ability to organize their district based on indicators of equity, effectiveness, and efficiency. The student will apply legal principles that promote educational equity and provide safe, effective, and efficient facilities. In the course of this assignment, the student will demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability. The student will use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.

These short-term planning efforts go together to form the long-term planning effort:

- a. List the elements or components of a long-range planning document for school facility planning.
- b. Using information from your school district, complete a brief, long-range planning document. This means that you are going to use actual information from your school to construct the planning document. You may not work as a team on this document.
- c. Summarize the information that you collected in the long-range planning document and select a school for improvement.

If an evaluation of all facilities has been conducted and complete data on facility needs obtained, the

necessary ingredients for a capital improvement program are available. From the data you collected in the long-term planning document, design a capital improvement program report.

The student is to select a school facility need in your school district; conduct research on the need; determine the cost and source of revenue; and determine where the solution would fit in the long-range plan.

The student will develop a plan to promote and support community collaboration among district personnel with regard to the decision made concerning which school will be the focus of the capital improvement plan.

The student will produce a presentation. This can in the form of a videotaped presentation or a power point presentation. The presentation will be for an audience that the student is trying to win over for the adoption of the capital improvement plan. The instructor will show examples of both types of presentation to give direction to the students.

The student should refer to the scoring rubric to determine the requirements of the project. The student will be graded on both the report and the media presentation supporting the report. The instructor will clarify the assignment and answer any questions in a class near the beginning of the semester.

XII. Course Reflection

Maintain a reflection paper which chronicles your knowledge and experience in school facilities planning and management. A summary statement of at least three pages in length should prepare each student for a culminating experience at the end of the course.

XIII. Evaluation, Grade Scale, Class Participation and Attendance

Grading will be based on the critical readings, site visits, speakers, a special project, enrollment project, the final examination, and the reflection paper using appropriate scoring rubrics, if needed, identified in section X of this syllabus.

Requirements		Points
1.	Readings (2 x 20 points)	= 040
2.	Site visit & speaker summaries (4 x 20 pts.)	= 080
3	Significant Activity Project	= 150
4.	Enrollment projection	= 030
5.	Course examination (nine questions)	= 100
6.	Completed Class Reflection	= <u>100</u>
	Total Points Possible	= 500

Final Course Grade

The final grade will be determined by the number of points accumulated during the semester and the completion of all course requirements. Final course grades will be assigned using the point distribution listed below.

For a grade of:

“A” At least 450 total points.

“B” An accumulated point total of between 400 and 449 total points.

“C” An accumulated point total of between 350 and 399 total points.

“D” An accumulated point total of between 300 and 349 total points.

“F” Anything below 300 total points.

Class Participation and Attendance

For this course to be successful, it is important that all class members participate in the exchange of ideas, opinions, questions, and information. We can all learn a great deal from each other and in the process, help make each class session more interesting. Consequently, students are expected to attend each class session and be prepared to actively participate in class discussions. Students should, prior to class, read the assigned portions of the text and review any other supplemental materials. Students should be prepared to talk about and answer questions posed concerning the assigned and supplemental readings. Occasionally, students will be asked to analyze scenarios and other “real-world” problems faced by educational administrators. In reading the assigned materials and preparing for each class session, be sure to draw upon professional and personal experiences as they relate to the various issues we examine during the semester. Class participation and regular attendance is expected of all class members.

If a class must be missed, please notify me in advance by phone, e-mail, or leaving a message with my secretary. Students are responsible for everything covered in class, any supplemental materials made available, and for completing any work assigned. It is the student’s responsibility to arrange for a classmate to get copies of handouts, notes, and assignments.

XIV. Deferred Grades and Late Work

Graduate school is an excellent opportunity to develop and practice self-discipline. For this reason, a deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the event that an “Incomplete” should be necessary, your request for a deferred grade must be submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, please list those course requirements not complete and the date when the remaining work will be completed. Late or incomplete work will receive an automatic 10% reduction in points possible for that course requirement.

Be aware that if a grade of “Incomplete” is received and a letter grade is not reported by the end of the 12th week of the next semester, the “I” will automatically be changed to an “F”. To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

XV. Academic Honesty

The University of Arkansas and the College of Education and Health Professions faculty are committed to maintaining the integrity of their academic programs and processes. Therefore, academic honesty

should be a concern of the entire university academic community, and a commitment to it must include students, faculty, and administrators.

The University of Arkansas Honesty Policy defines academic dishonesty as “Acts which may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another’s work or by interfering with the completion, submission, or evaluation of work.” If I suspect academic dishonesty has occurred, I will act in accordance with the guidelines contained in the Academic Honesty Policy as set in the *2020-2021 University of Arkansas Graduate School Catalog*.

Academic Integrity Policy

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

XVI. Emergency Preparedness

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu. Since this is an online course and students are not required to report to campus for instruction, emergency preparedness protocols are typically inapplicable.

Inclement Weather Policy : Online classes generally are not affected by the weather, but faculty may not be available when weather impedes internet connectivity. Weather related information is disseminated via uark email accounts, as well as voice mails from 479-587-8820. If you have questions, please contact your professor.

XVII. Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the professor.

XVIII. Textbooks and Selected Readings

Earthman, G. I. (2013). *Planning educational facilities: What educators need to know (4th ed.)*. Lanham,

MD: Roman and Littlefield Education

ISBN 978-1-4758-0188-0

XIX. Research Base

References

- Boschee, F., & Holt, C. R. (1999). *School bond success: A strategy for building America's schools*. Lancaster, PA: Technomic Publishing Company.
- Castoldi, B. (1994). *Educational facilities: Planning, modernization and management* (4th ed.). Boston, MA: Allyn and Bacon.
- Educational Leadership Constituent Council. (2002). *Standards for advanced programs in educational leadership: For principals, superintendents, curriculum directors, and supervisors*. Arlington, VA: National Policy Board for Educational Administrators.
- Holt, C. R. (2009). *School bond success: A strategy for building America's schools* (3rd ed.). Lanham, MD: Rowman and Littlefield Publishing Group.
- Holt, C. R. (2018). *School bond success: A strategy for building America's schools* (4th ed.). Lanham, MD: Scarecrow Press Inc.**
- Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*. Washington, DC: Council of Chief State School Officers.
- No Child Left Behind Act of 2001, Pub. L. No. 107-110 (2002).
- United States Department of Education, Office of Educational Research and Improvement. (1998). *Inequalities in public school district revenues, NCES 98-210*. Washington, DC: U.S. Department of Education.
- United States General Accounting Office, Health, Education, and Human Services Division. (1996). *School facilities: America's schools report differing conditions, report to Congressional Requesters, GAO/HEHS-96-103*. Washington, DC: U.S. General Accounting Office.
- United States General Accounting Office, Health, Education, and Human Services Division. (1996). *School facilities: Profiles of school condition by state, report to Congressional Requesters,*

Course Resources:

American Association of School Administrators

Journal of Education Finance

School Business Affairs

To contact the AAEA Web Site, and link to the Arkansas School Boards Association, the American Association of School Administrators, and the National School Boards Association:

<http://www.aaea.k12.ar.us/>

By linking to the national associations, students will be able to gain access to information at various state school board and administrator web sites.

XX. Accommodations

The Center for Educational Access, 209 Arkansas Union, is the central campus resource for students who require reasonable accommodations in order to access the programs, services and activities offered through the University of Arkansas. The center's staff work in partnership with the individual student to communicate and facilitate any accommodation needs to faculty and staff. Accommodation determination is based in part on medical or psychological documentation provided to the Center for Educational Access by the student. Students must meet with one of the center's staff for an access plan meeting to discuss their needs and provide such documentation before any accommodations can be granted.

To register for services or for more information, contact the Center for Educational Access, University of Arkansas, 209 ARKU, Fayetteville, AR 72701, phone 479-575-3104 ; e-mail: ada@uark.edu; Web: [Center for Educational Access](#) (online request for services available).

XXI. Tape-recording and/or any Other Form of Electronic Capturing

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. **You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.**

Persons authorized to take notes for the Center for Educational Access, **for the benefit of students registered with the Center**, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, **you are permitted** to reproduce notes for a **student in this class** who has missed class due to authorized travel, absence due to illness, etc. **However, to be clear, any class notes must not be sold or made available for any commercial use.**

XXII. Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. The Academic Appeals Committee of The Graduate School will hear grievances from students and appeals from departments/programs to waive a Graduate School rule. The Academic Appeals Committee is also the heading body for a student grievance. The membership of the committee will consist of the senior members of the Council from each college/interdisciplinary program plus the two members of the Graduate and Professional Student Congress who serve on the Council. The Associate Dean of the Graduate School will serve as the chair of the committee. The Academic Appeals Committee is also the heading body for a student grievance. Students who seek assistance with the Academic Appeals process can obtain information by emailing gradinfo@uark.edu or contacting the Graduate School at 479-575-4401

XXIII. Significant Activity Scoring Rubric

EDLE 6023 School Facilities Planning & Management – District Facilities Management Analysis *Scoring Rubric for Significant Activity # 1 Standard Element Evaluated: NELP 1.2, 3.2, 6.1, 6.2, 7.4				
Category	Criterion	1 Approaching Standard	3 Meets Standard	5 Exceeds Standard
Synthesis	Analysis of the district facilities plan. (NELP 1.2, 3.2, 6.2, 7.4)	It is unclear whether the student analyzed the district facilities plan. Principles of organizational development were not clear or supported. 1	The student analyzed the district facilities plan, but conclusions were not supported in the body of the paper. 3	The student analyzed the district facilities plan. Insights into the key issues and their application to the learning problems are appropriate. Conclusions are strongly supported. 5
District Facility Need	Discover a need. (NELP 1.2, 6.2, 7.4)	The student's analysis did not substantiate a need within one of the district's schools, and learning need was not supported. 1	The student's analysis discovered a need within one of the district's schools, but the learning need was unclear. 3	The student's analysis discovered a true need within one of the district's schools. Needs were clearly supported. 5
Long-Range Planning	Identify long-range planning for school facility design. (1.2, 3.2, 6.2, 7.4)	Demonstrated minimal evidence of the ability to identify the elements or components of a long-range planning document for school facility design. 1	Demonstrated the ability to identify some of the elements or components of a long-range planning document for school facility design. 3	Demonstrated the ability to identify the elements or components of a long-range planning document for school facility design. 5

	Manage the Organization (NELP 6.1, 6.2)	The student's plan for optimizing the learning environment was emerging. Provided only discussion about a successful learning environment.	Provided leadership in optimizing fiscal, human, and material resources for learning, but did not include elements of safe, effective, and efficient facilities.	Provided leadership in optimizing fiscal, human, and material resources for learning in safe, effective, and efficient facilities.
		1	3	5
	Manage Operations (NELP 3.2, 6.2, 7.4)	Did not demonstrate the ability to seek new resources or involve stakeholders for facilities or learning.	Discussed the need to involve stakeholders but did not have a plan for aligning resources and priorities with the district vision.	Demonstrated the ability to involve stakeholders in aligning resources and priorities to align with the district vision.
		1	3	5
	Manage Resources (NELP 3.2, 6.2, 7.4)	Did not demonstrated leadership in the ability to seek new resources or utilize technologies for management, business, and scheduling.	Understands school district finances to ensure adequate resources are allocated equitably. Did not discuss current technologies for management, business, and scheduling.	Understands school district finances to ensure adequate resources are allocated equitably for the district. Uses current technologies for management, business, and scheduling.
		1	3	5

<p>Research and Data</p>	<p>Used research and data-driven decision-making (NELP 3.2, 6.1, 6.2)</p>	<p>Provided emerging elements of leadership using research and data-driven decision-making in the development of their organizational learning environment's plan.</p> <p>1</p>	<p>Demonstrated leadership in the use of minimal research and data-driven decision-making in the development of their organizational learning environment's plan.</p> <p>3</p>	<p>Demonstrated leadership in the use of research and data-driven decision-making in the development of their organizational learning environment's plan.</p> <p>5</p>
<p>Equity, Effectiveness & Efficiency</p>	<p>Shows concern for equity, effectiveness, and efficiency (NELP 3.2)</p>	<p>Candidate demonstrates an emergent concern for equity, effectiveness, and efficiency. Few, if any elements of time, people and money were used to make and explain decisions within the organization.</p> <p>1</p>	<p>Demonstrated a concern for some elements of equity, effectiveness, and efficiency. Candidate blended some elements of time, people and money to make and explain decisions within the organization.</p> <p>3</p>	<p>Demonstrated a concern for equity, effectiveness, and efficiency. Candidate blended elements of time, people and money to make and explain decisions within the organization.</p> <p>5</p>
<p>Writing</p>	<p>Wrote the review with clarity and sound technique</p>	<p>It is unclear what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.</p> <p>1</p>	<p>Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.</p> <p>3</p>	<p>Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate.</p> <p>5</p>

<p>APA Format</p>	<p>References are used appropriately and in proper APA format</p>	<p>Citations for statements included in the report were not present, or references which were included were not found in the text.</p> <p>1</p>	<p>Citations and reference list were presented. Some formatting problems exist, or components were missing.</p> <p>3</p>	<p>All needed citations were included in the report. References matched the citations, and all were encoded in APA format.</p> <p>5</p>
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EDLE 6053 School Community Relations
Fall 2020
Kara Lasater, Ed.D.
(479) 575-5565, klasater@uark.edu, 106 Peabody Hall

Description: School Community Relations is designed to prepare educational leaders to develop authentic family-school-community partnerships within diverse school and community contexts. Emphasis will be placed on the district leader's role in: understanding how school and community contexts influence family-school-community partnerships; disrupting school and community inequities which affect the development of family-school-community partnerships; and, implementing practices and policies which foster authentic family-school-community partnerships.

Purpose of the Course: This purpose of this course is to deepen students' understanding of authentic family-school-community partnerships and the district leader's role in developing authentic family-school-community partnerships. This course will examine individual, institutional, and societal factors which influence family-school-community partnerships and build district leaders' capacity to cultivate partnership cultures within their schools and communities. By the end of the course, students will be able to:

1. Define *authentic* family-school-community partnerships.
2. Identify the complex, multi-dimensional aspects of family-school-community partnerships within their local school and community contexts.
3. Recognize how school, community, and societal inequities impact the development of authentic family-school-community partnerships *and* develop strategies to disrupt these inequities within their schools and communities.
4. Develop strategies to build authentic family-school-community partnerships within their local school and community contexts.

National Educational Leadership Preparation (NELP) Program Recognition Standards – District Level

This course focuses predominately on **Standard 5: Community and External Leadership**. Standard 5 and its corresponding components are provided below.

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

Standard 5 Components:

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Though the process of learning to develop meaningful partnerships with families and communities, this course will also discuss the following standards/components:

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

The complete list of NELP standards can be found at:

<http://npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>

International Society for Technology in Education (ISTE) Standards for Leaders 2018: The ISTE Standards for Education Leaders support the implementation of the ISTE Standards for Students and the ISTE Standards for Educators and provide a framework for guiding digital age learning. These standards target the knowledge and behaviors required for leaders to empower teachers and make student learning possible. They're focused on some of the most timely, yet enduring, topics in education today – equity, digital citizenship, visioning, team and systems building, continuous improvement and professional growth. Complete information about these standards is found at this link: <https://www.iste.org/standards/for-education-leaders>

Arkansas Competencies for Grades P-12 Administrators-Superintendent LEADS 2.0

In addition to the national district administrator standards and competencies, the content of this course is aligned with competencies required by Arkansas, which includes the administrator evaluation system. The table below provides the crosswalk between the NELP competencies identified above with the Arkansas competencies. The components in **bold** font are those that are the primary focus of the course. Additional information about the state-required knowledge, skills, and dispositions can be found at the links below:

https://dese.ade.arkansas.gov/Files/20201105160614_Superintendent-%20District%20Level%20Administrator%20Competencies%20122019.pdf

https://dese.ade.arkansas.gov/admin/Files/20201123105718_LEADS_2.0_Principal_Rubric.docx-3.pdf

NELP Component	AR Competency	LEADS 2.0 Domain	ISTE Standards
5.1	5.1	2D	3d
5.2	5.2	1E, 2E	
5.3	5.3, 5.4	4D	4d
2.1	2.1	2C, 2E	1a, 5a
2.3	2.3, 2.4, 2.5	1B	1c

3.1	3.1	3A	
3.2	3.2	3B	1b, 3a
3.3	3.3, 3.4, 3.5	2B, 2C	
7.1	7.1		
7.2	7.2		
7.4	7.4		

Course Textbooks:

Burke Harris, N. (2018). *The deepest well: Healing the long-term effects of childhood adversity*. Boston, MA: Houghton Mifflin Harcourt.

Sensoy, O., & DiAngelo, R. (2017). *Is every one really equal?: An introduction to key concepts in social justice education (2nd ed.)*. New York, NY: Teachers College Press.

Supplementary Resources: Additional readings and videos distributed electronically throughout the semester.

Academic Honesty: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s Academic Integrity Policy which may be found at <http://provost.uark.edu/245.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact the instructor.

Written Work: All written assignments must be typed, double-spaced, and adhere to the seventh edition of the *Publication Manual of the American Psychological Association*.

Inclement Weather Policy: The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. In the event of weather disrupting an online class, I will do my best to post a notification on the course website.

Accommodations: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Course Assignments and Grading

Class Participation and Attendance: This course is designed so that each person (instructor and student) is a teacher as well as a learner. Each of us has a responsibility to contribute to

other group members' learning, as well as our own. All class members are expected to actively participate in all class activities, including discussions. Constructive participation in the class discussions, written work, and other activities is expected. Students are expected to:

- contribute interesting, insightful comments;
- present examples of concepts relevant to discussion topics;
- paraphrase and build on comments of others;
- pose good questions;
- and listen and respond appropriately to others.

Positive participation: The student regularly contributes to class discussion and fully participates in activities, with sensitivity to classmates and value of the equal participation of all. Comments add to the learning experience and are connected to both the readings and the student's relevant outside experiences. Student reads the text and is prepared with notations to contribute.

Negative participation: The student contributes to class discussion infrequently and/or does not value and respect the contributions of classmates. Comments do not add to the learning undertaken by the class as a whole. The student does not fully participate or contribute to group activities. Comments are not connected to the readings and isolated to outside experiences only. Student does not read the text and is not prepared to contribute.

Refer to the course schedule at the bottom of the syllabus regarding the date and time of Collaborate sessions.

Missed assignments, make-up policy: Late work will be accepted with a credit deduction of 10% for each day (*not class meeting*) late. Please contact me individually if you have special concerns or circumstances.

Major Assignments: All written assignments must adhere to the *Publication Manual of the American Psychological Association (7th ed.)*.

1. Discussion Board Assignments (5 @ 10 pts. each)	50
2. Personal Essay	10
3. Responding to Student/Family/Community Trauma	10
4. Community Needs Assessment	30
	100 Total points

Grades will be determined on the following basis using a 100 point scale:

A 90-100	C 70-79	F below 60
B 80-89	D 60-69	

Syllabus Change: The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, prompt notification will be given to the class. It is the student's responsibility to monitor email through their University of Arkansas account.

Course Schedule

Collaborate sessions will be held from 5:30-7:30 pm on the following dates:

- Monday, August 24
- Monday, August 31
- Monday, September 14
- Monday, September 28
- Monday, October 12
- Monday, October 26
- Monday, November 9
- Monday, November 16
- Monday, November 30
- Monday, December 7

**University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction**

1. Identification of Course

- 1.1 EDLE 6093 School District Governance: The Superintendent**
Fall 2020, On-line
Wednesdays Blackboard Collaborate Link 5:30-8:00 p.m. or as noted on
schedule

Prerequisites: Graduate standing

1.2 General Information

Instructor:	Benny L. Gooden, Ed.D.
Office Location	Arkansas Colleges of Health Education 7000 Chad Colley Boulevard Fort Smith, AR 72916
Office Phone	(479) 308-2294 Office (479) 783-1915 Home
E-Mail:	bennygooden@gmail.com
Office Hours:	Daily 8:00 a.m. -5:00 p.m.

1.3 Textbooks and/or Supplementary Materials

Sergiovanni, T. J., Kelleher, Paul, McCarthy, Martha M., and Fowler, Frances C. (2009).
Educational Governance and Administration (6th Ed.). Boston: Allyn & Bacon.

Additional reading and supplemental materials as assigned throughout the session.

References

School Board Basics for New School Board Members. (2015). Little Rock, AR: Arkansas
School Boards Association.

Educational Leadership Constituent Council. (2002). *Standards for advanced programs
in educational leadership: For principals, superintendents, curriculum directors,
and supervisors*. Arlington, VA: National Policy Board for Educational Administrators.

EDLE 6093

National Policy Board for Educational Administrators. *Professional Standards for Educational Leaders* (2015) Reston, VA. Author.

Putting Learning First: Governing and Managing the Schools for High Achievement. (1999). Washington, D.C.: Committee for Economic Development.

Arkansas School Laws Annotated. (2017). Arkansas School Boards Association. New York: Thomson Reuters.

The American School Board Journal. (published monthly). Arlington, VA: National School Boards Association.

The School Administrator. (Published monthly). Arlington, VA: American Association of School Administrators.

Additional Information:

The Arkansas Association of Educational Administrators is a key link to pertinent information regarding school governance. To contact the AAEA Web Site, and link to the Arkansas School Boards Association, the American Association of School Administrators, and the National School Boards Association: <http://www.theaeea.org>

By linking to the national associations, students will be able to gain access to the latest information at various state school board and administrator web sites.

2. Course Description

2.1 Catalog Description

Analysis of the organizational and governance structure of American public education at national, state, and local levels. Accomplishing this will demand extensive research in educational administration literature, interviews and contacts with practicing K-12 school leaders, and it will require that students be prepared to discuss the scheduled topics in class using NELP standards for effective school leadership.

2.2 Justification/Rationale

The governance of public schools is characterized by the organization and machinery of its three constituent parts: local school districts, state departments of education, and the United States Department of Education. Each has its governing regulations established in

local school policies, state laws or national legislative mandates. All these levels are subject to judicial review and often reflect Court rulings not directly addressing public education. It is the intent of this course to introduce school administrators to those fundamental school governance constituencies and to explore their connectedness and operational relationships. This course will be taught from the perspective of persons with extensive experience in K-12 curriculum analysis, adoption, and evaluation. Its focus will be on student success using NELP Standards for educational leadership.

2.3 Philosophy/Beliefs

Educational leaders are skilled educators whose practice and decisions integrate theory, research, and experiential wisdom. Decision-making engages administrators in cycles of thought and action, based on theoretical, ethical, and professional knowledge. The Department of Educational Leadership at the University of Arkansas is committed to preparing qualified educational leaders.

3. Standards

National Educational Leadership Preparation (NELP) Standards for District Level Leaders

The NELP standards are designed to focus the attention of those who seek to prepare for and enter district-level leadership. The full NELP document can be found at the link provided below. At the end of this section, a table is provided which identifies the specific NELP components covered in this class, as well as a cross-reference between the NELP standards with other competencies addressed in the EDLE program for district level administrators.

<http://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>

Arkansas Competencies for Grades P-12 Administrator-Superintendent

District Level Administrators in grades P-12 shall meet the expectations set by the following content-specific competencies. Mastery level competencies reflect the National Educational Leadership Preparation (NELP) Standards-District Level, which specify what novice district leaders and program graduates should know and be able to do as a result of the completion of a high-quality educational leadership preparation program. The Professional Standards for Educational Leaders (PSEL), which are foundational to all levels of educational leadership, are covered at an awareness level by the NELP Standards. District-Level Administrators require a Building Level or Curriculum/Program Administrator License, a master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area, and other requirements as outlined in 6-3.0 of the Arkansas Department of Education Rules Governing Educator Licensure.

https://dese.ade.arkansas.gov/Files/20201105160614_Superintendent-%20District%20Level%20Administrator%20Competencies%20122019.pdf

LEADS 2.0: <https://www.arkansased.gov/Offices/educator-effectiveness/educator-support--development/leader-excellence-and-development-system-leads>

EDLE 6093

International Society for Technology in Education Standards for Leaders (2018):
<https://www.iste.org/standards/for-education-leaders>

NELP Component	AR Competencies for Grades P-12 Administrator – Superintendent	LEADS 2.0	ISTE Standards for Educational Leaders
1.1	1.1	1A, 2B	2c, 2d
1.2	1.2, 1.3, 1.4	1B	2a, 2b, 4a
2.1	2.1	2C, 2E	1a, 5a
2.2	2.2	4A	1d
2.3	2.3 2.4, 2.5	4A	1c
3.1	3.1	1B	
3.2	3.2	3A	1b, 3c
3.3	3.3, 3.4, 3.5	2B, 2C	
4.1	4.1		2c
4.2	4.2		2e
4.3	4.3		1b
4.4	4.4		1a, 3e
5.1	5.1	2D	3d
5.2	5.2	1E, 2E	
5.3	5.3	4D	4d
6.1	6.1	1C, 2A	
6.3	6.3, 6.4, 6.5	4B, 4C	3a, 3b
7.1	7.1		
7.2	7.2		
7.3	7.3		4c
7.4	7.4		

Goals and Objectives

3.1.1 The primary goal of this course is to provide future district school administrators with an understanding of the leadership skills needed to design and implement effective programs which lead to positive outcomes for students.

3.1.3 Understanding schools in the context of 21st Century Society

A second goal of this course is to provide students with an appreciation and understanding of the structure of school governance in the context of social, political, and economic ideologies. This course will provide students with the knowledge and ability to develop an effective working relationship with the local school board that also allows the school district to provide a strong educational program.

3.2.1 Objectives of this course

Upon completion of this course, students will:

- 1 Display an understanding of the history of school governance in America.
- 2 Show an awareness of demographical data related to school boards and superintendents, both nationally, and in Arkansas.
- 3 Display an understanding of the proper roles of school boards and superintendents in establishing policy and goal setting.
- 4 Demonstrate an understanding of the effect of the relationship between the board and superintendent on school and community relations.
- 5 Display an understanding of the school board's role in providing an effective instructional program.
- 6 Review various codes of ethics and show an understanding of ethical and unethical conduct by school board members and superintendents.
- 7 Demonstrate an understanding of Arkansas law related to the qualifications, roles and responsibilities of school board members.
- 8 Display an understanding of the Arkansas Freedom of Information Act.
- 9 Describe the components and procedures of an effective school board meeting, including the proper role of the school board president and superintendent in the meeting.
- 10 Analyze school board meetings for effective and ineffective practices.
- 11 Demonstrate an understanding of the evaluation process for school board members and superintendents.
- 12 Show an understanding of the school board's role in the recruitment, selection and contractual process for superintendents.
- 13 Describe an effective orientation and continuing education program for school board members.
- 14 Display an understanding of the state policymaking function, and the role of local school boards and superintendents in the legislative process.
- 15 Demonstrate an understanding of the school board and superintendent's role in the collective bargaining process.
- 16 Demonstrate an understanding of the role of the various courts in shaping the governance of local school districts.
- 17 Develop an understanding of various school choice initiatives as they affect school governance.
- 18 Understand the effect of disruptive external influences such as natural disasters, pandemics and other unforeseen events on school governance and operations.
- 19 Develop an understanding of the effects of national political influences upon local school operations and governance decisions.

3.2.2 Multicultural Objectives of this course

Recognize that one of the greatest strengths of our society is the diversity of the population and promote the idea that supervision is broad with contributions from all segments of the society.

Recognize and address the unique needs of individuals whose cultural background is different from the majority who are involved in the educational process.

4. Student Activities and Experiences

Accommodations

The Center for Educational Access, 209 Arkansas Union, is the central campus resource for students who require reasonable accommodations in order to access the programs, services and activities offered through the University of Arkansas. The center's staff work in partnership with the individual student to communicate and facilitate any accommodation needs to faculty and staff. Accommodation determination is based in part on medical or psychological documentation provided to the Center for Educational Access by the student. Students must meet with one of the center's staff for an access plan meeting to discuss their needs and provide such documentation before any accommodations can be granted.

To register for services or for more information, contact the Center for Educational Access, University of Arkansas, 209 ARKU, Fayetteville, AR 72701, phone 479-575-3104 ; e-mail: ada@uark.edu; Web: [Center for Educational Access](#) (online request for services available).

Academic Integrity

The University of Arkansas and the College of Education and Health Professions faculty are committed to maintaining the integrity of their academic programs and processes. Therefore, academic honesty should be a concern of the entire university academic community, and a commitment to it must include students, faculty, and administrators.

Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another's work or by interfering with the independent completion, submission, or evaluation of academic work. The unauthorized use of technology to gain this academic advantage is itself an act of academic dishonesty, and each item in the Rubric should be considered to include any electronic means by which this behavior could be accomplished.

Academic dishonesty may include those acts defined as research or scholarly misconduct; such academic integrity issues are subject to review under this policy as well as under the *University's Research and Scholarly Misconduct Policy*. Which policy applies to particular allegations is addressed in more detail below; if necessary, the Research Integrity Officer, in consultation with the student's dean, shall determine which policy is most appropriate for a given case.
<https://honesty.uark.edu/policy/academic-integrity-policy-as-of-4-11-19.pdf>

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"Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

Inclement Weather

Inclement weather includes any kind of extreme weather, usually snow or ice, which creates hazardous driving conditions or significantly impair normal operations at the University of Arkansas. This also includes severe thunderstorm activity, tornadoes, flooding or other natural perils. The university continues certain operations during periods of inclement weather due to the needs of students, the requirements of ongoing research activities, and other factors. Please read the [policy on inclement weather](#) and the [weather emergency procedure](#), which clearly define how such events impact the campus community. Find out how you can [get this alert on your phone](#).

Weather typically should not impact this online class. However, it is important for the instructor to be able to communicate with all class members when power outages, or other conditions may interrupt the Blackboard sessions. To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.

COVID-19

Although EDLE 6093 is an on-line course and allows each student to participate and access class materials from his/her home or other remote location, students should be aware of the regulations which govern the on-campus operations of the University of Arkansas. These regulations are subject to change and may be found on the University website at www.uark.edu.

Classroom Disruptive Behavior

Graduate education—whether classroom-based or on-line—anticipates a level of professionalism and decorum characterized by respect for the instructor and each class member. Any action or incidents which depart from this expected norm will be addressed with the individuals involved and any Departmental officials whose assistance is required.

4.1 Assignments/Tasks

4.1.1 Technology Integration

4.1.1.1 Access to Blackboard Collaborate

Students who have not used the Blackboard Collaborate feature should go to the Blackboard Learn site for first time users and become familiar with the program. Ease in connecting and using this access tool will greatly enhance benefits to students. It is recommended that each student purchase headphones with a microphone attached to reduce feedback and make participation easier.

EDLE 6093

4.1.1.2 Portfolio Requirements

The university-required electronic portfolio notwithstanding, each student should maintain a complete portfolio which will be used as part of the comprehensive requirements as part of the EDS program. Included will be assignments, artifacts, reference materials and other items which reflect the activities and accomplishments in School Governance. A well-organized record of the content of each course will be extremely useful in preparing for the culminating project for the EDS.

4.1.2 The format of class activities will involve:

A good portion of class time will be spent reviewing general school governance issues outlined in the syllabus and textbook readings. Presentations may be made by members of the class, guest lecturers, and the professor. Involvement by members of the class will embody reports and critiques of theories and topics. The on-line interaction each week will provide the opportunity for the professor and students to discuss important issues associated with school governance. Active participation by each student will significantly enhance the benefits of each class and the course as a whole

4.1.3 Significant Class Activities

A schedule of classes, reading assignments and tentative topics for discussion is included in this syllabus. Assigned readings, class assignment schedules and other activities will be included in this information. This schedule is subject to modification and will be flexible in response to class needs.

Significant activities are projects, essays, interviews, test questions or other types of instructor-created activities that reinforce the standards that each candidate will be tested on when taking the national test. The assignments give the candidate a performance-based activity to learn and use each standard. It is expected that papers relative to significant activities will be 3-5 pages in length plus the elements required by APA standards such as bibliography, abstract, and title page.

Significant Activity #1

NELP: 1.1, 1.2

AR: 1.1, 1.2, 1.3, 1.4

Develop a vision and/or mission statement for a district that includes the following:

- a. It must speak to the equality of all students and promotes success for all students.
- b. The vision/mission statements must be based in sound theories, relevant knowledge, data-based research strategies, and strategic planning processes that focus on student learning and the diversity of the students. Examples of relevant information sources include student assessment results, student and family

demographic data, and an analysis of community needs. Examples of relevant theories and knowledge include the diversity of learners and learner's needs, and social and organizational change.

An important part of the assignment is a brief paper which outlines the development process and the planned/actual engagement of stakeholders prior to adoption of the statements by the Board of Education and how the statements will be accepted by members of the staff and community.

Significant Activity #2

NELP: 7.1, 7.3, 7.45.2, 5.3

AR: 7.1, 7.3, 7.4, 5.2, 5.3

The student will interview at least two individuals who have the capacity to influence educational policy at the local or state level. These individuals may be central office administrators, Board of Education members, legislators or community leaders who are recognized as active in advocating for educational policies. A sample interview format will be provided. Following the interviews, students will have an opportunity to share reflections with the class as well as summarizing their findings in a brief paper.

Significant Activity #3

NELP: 4.1, 4.4, 6.1, 6.3

AR: 4.1, 4.4, 6.1, 6.3

The student will develop a plan to use and promote technology and information systems to enrich district curriculum and instruction, to monitor instructional practices, and to assist administrators who have responsibility for school improvement. The plan should include using data to guide individual teacher improvement and improved student academic performance. The plan must be in such a format as to secure its serious consideration and approval by the Board of Education.

Significant Activity #4

NELP: 3.1, 3.2, 3.3, 5.1

AR: 3.1, 3.2, 3.3, 3.4, 3.5, 5.1

The student will describe in a paper how he/she would apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. One section of the paper should describe how one would facilitate and engage in activities that use best practice and sound educational research to improve instructional programs. Another section should describe how the student would assist school and district personnel in understanding and applying best practices for student learning. Finally, mention should be made in the paper about appropriate research strategies used to profile student performance and analyze differences among subgroups with the goal of reducing achievement gaps between groups.

Significant Activity #5

NELP: 4.2, 4.3, 6.3

AR: 4.2, 4.3, 6.3

The student will develop a professional growth plan for district personnel using strategies such as observations and collaborative reflections. The growth plan must reflect a commitment to life-long learning and best practices. The student must use his/her knowledge of adult learning strategies and the ability to apply technology and research to the development of the plan. The plan should focus on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. It must be in accordance with regulations of the Arkansas Department of Education governing annual professional growth for certified personnel.

Significant Activity #6

NELP: 2.1, 2.2, 2.3

AR: 2.1, 2.2, 2.3

The student will present two different scenarios which involve administrator/school board relationships and actions to illustrate possible conflicts and opportunities for ethical decisions and action. Each scenario shall be based upon different leadership functions which may include, but not be limited to: personnel decisions, financial decisions, conflicts-of-interest in general or similar situations. The Code of Ethics for Arkansas Educational Administrators, the Code of Ethics for Arkansas Educators and other applicable Arkansas statutes must be included in the student's analysis of each situation as it relates to ethical conduct by all parties.

Significant Activity #7

NELP: 6.1, 6.2,

AR: 6.1, 6.2, 6.4, 6.5

The student will obtain school district operations plan(s) and use an agreed upon research method, theory, or concept to suggest improvements to part or the entire plan. Plans should include, but not be limited to School Improvement, Technology, Facilities, Emergency Response, etc.

Significant Activity #8

NELP 5.1, 7.1, 7.2, 7.3

AR: 5.1, 7.1, 7.2, 7.3, 7.4

The student will apply his/her understanding of the political, social, economic, legal, and cultural situation to develop an activity or policy that will benefit a representative school district and its students. The student should engage students, parents, members of the school board, and other community members to get feedback about current trends and issues that could influence the activity or policy either positively or negatively. Once the activity or policy is created, the student will describe how to gain student, parent, school board, and community support for the new activity or policy.

Significant Activity #9

NELP: 1.1, 6.1, 6.3

AR: 1.1, 6.1, 6.3

The student will interview an administrator of a private, charter, virtual or other non-traditional school and report to the class to compare and contrast the mission/vision, student composition, staffing and overall operations with traditional public schools. The student will then prepare a brief paper summarizing the results of the interviews.

Essay Question

NELP: 7.3, 7.4

AR: 7.3, 7.4

The student will describe a state or federal law and tell how it affects the school district and its residents. The student will then describe how to work with political leaders at the necessary level to enhance the law for the benefit of the district or repeal the law if it is deemed restrictive or unnecessary. For example: IDEA, ESSA, etc.

Other Class Activities

Board/Superintendent Interaction/Observation

Each student will observe superintendent/board operations in a public meeting, study session or other venue in which there is interaction, free flow of ideas and collaborative decision making. Each experience will be discussed in class with appropriate application to the governance process. A succinct written summary must be provided accompanied by a copy of the meeting agenda.

Writing Standards

The latest edition of *The Publication Manual of the American Psychological Association* should be used as a guide for all written work. It is available in the library and the University Bookstore.

5. Content Outline

August 26 Introduction, Review of Syllabus
Week 1 The Mission and Vision for Schools and Districts
Relating vision to governance
Blackboard Collaborate Session from 5:30-8:00 p.m.

Reading: Sergiovanni Chapter 1

All Blackboard Collaborate Sessions will be held from 5:30-8:00 p.m. unless notified otherwise.

September 2 A vision of school governance: Public perception then and now
Week 2 Values the public holds for education and schools
The legal framework for school governance: Historical
From Federal to local—Swimming in the Swamp

Reading: Sergiovanni Chapters 13, 14, & 15

Due: Significant Activity No. 1

September 9 The politics of school governance as it emerges
Week 3 Does it matter which party rules?
Money and its influence—good or bad?

September 16 Governance Structures as they evolve
Week 4 Influences which affect governance
Who has the most influence?

Due: Significant Activity No. 2

September 23 School Governance and the Courts
Week 5 The evolution of legal standards affecting schools
Reading: Sergiovanni Chapter 16

Due: Significant Activity No. 3

September 30 Local School District Governance: The Board of Education
Week 6 Reading: Sergiovanni Chapter 11

Due: Significant Activity No. 4

October 7 Guidance for Boards and District Leadership Teams
Week 7 Local school policies and the issues that shape them
Reading: Sergiovanni Chapters 2 & 12

Due: Significant Activity No. 5

October 14 Boards and Superintendents: A marriage of convenience
Week 8 Evaluating performance: A two-way street

Due: Significant Activity No. 8

Mid-Term Examination Distributed

October 21 School and District Ratings: What, if anything, do they mean?
Week 9 **Mid-Term Examination Due**

October 28 Conflicting interests: Pressure groups and special interests
Week 10 Governance in a political climate

Due: Essay Question

well as their culminating projects in their graduate program.

6.3 Evaluation and Grade Scale

Grading will be based on the significant activities, class participation, special projects, and examinations.

<u>Requirements</u>		<u>Points</u>
Significant Activities (15 points each)	=	135
Essay	=	30
Mid-term exam.	=	50
Final course examination	=	50
School Board Meetings (15 points)	=	15
Class Participation	=	10
Class Reflection	=	10
	Total Points Possible	= 300

6.4 Final Course Grade

The final grade will be determined by the number of points accumulated during the semester and the completion of all course requirements. Final course grades will be assigned using the point distribution listed below.

For a grade of:

“A” At least **270** total points.

“B” An accumulated point total of between **240 and 269** total points.

“D” An accumulated point total of between 180 and 209 total points.

“F” Anything below 180 total points.

6.5 Class Participation and Attendance

For this course to be successful, it is important that all class members participate in the exchange of ideas, opinions, questions, and information. We can all learn a great deal from each other and in the process, help make each class session more interesting. Consequently, students are expected to log on for each class session and be prepared to actively participate in class discussions during the Blackboard Collaborate period. Students should, prior to class, read the assigned portions of the text and review any other supplemental materials either posted on Blackboard or assigned. Students should be prepared to talk about, and answer questions posed concerning the assigned and supplemental readings. Occasionally, students will be asked to analyze scenarios and other “real-world” problems faced by educational administrators. In reading the assigned materials and preparing for each class session, be sure to draw upon professional and personal experiences as they relate to the various issues we examine during the semester.

Class participation and regular attendance is expected of all class members. If a class must be

missed, please notify me in advance by calling my office or by email. Students are responsible for everything covered in class, any supplemental materials made available, and for completing any work assigned. It is the student's responsibility to plan with a classmate to get copies of handouts, notes, and assignments.

In-class lectures during the Blackboard Collaborate period and other materials will be posted on Blackboard for reference and review. The fact that all sessions are archived on the Blackboard site should minimize problems with missed classes.

6.6 Class Reflection

Each student must send a reflection statement at the end of the semester of at least one page. This statement should reflect upon the student's perception of significant learnings and professional growth experienced as the result of this class,

6.7 Deferred Grades and Late Work

Graduate school is an excellent opportunity to develop and practice self-discipline. For this reason, a deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the event that an "Incomplete" should be necessary, your request for a deferred grade must be submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, please list those course requirements not complete and the date when the remaining work will be completed. **Late or incomplete work will receive an automatic 10% reduction in points possible for that course requirement.**

Be aware that if a grade of "Incomplete" is received and a letter grade is not reported by the end of the 12th week of the next semester, the "I" will automatically be changed to an "F". To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

6.8 Sale or other Unauthorized Use of Class Lectures or Materials (U of A Required Statement)

Tape-recording and/or any other form of electronic capturing of lectures is expressly **forbidden**. **State common law and federal copyright law protect my syllabus and lectures.** They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me. Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

The U of A required statement notwithstanding, each online class in EDLE 6093 will be recorded and archived for access on the Blackboard site. Students enrolled in the class are provided access to these resources.

XVII. Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the professor.

**University of Arkansas
College of Education and Health Professions
Department of Curriculum and Instruction**

1. Identification of Course

1.1 EDLE 6103 –District School Finance

S2021, On-line

Wednesdays Blackboard Collaborate Link 5:30-8:00 p.m.

Prerequisites: Graduate Standing

1.2 General Information

Benny L. Gooden, Ed.D.

Arkansas Colleges of Health Education

7000 Chad Colley Blvd.

Fort Smith, AR 72916

Phone: (479)308-2294 office (479)783-1915 home

Email: bennygooden@gmail.com

1.3 Textbooks and/or Supplementary Materials

Brimley, Vern, Jr., Verstegen, Deborah A. and Garfield, Rulon R. (2016). *Financing Education in a Climate of Change* (Twelfth Edition). New York: Allyn and Bacon/Pearson.

Each student must secure the following documents from his/her school district or from an on-line source to be used in class:

1. Latest Abstract of Assessments (basis for property tax collections)
2. State Aid to School Districts-printouts for 2020-2021 dated after July 1, 2020
3. Annual Financial Report and Budget 2020-2021 as filed September, 2020
4. Certified and classified staff salary schedules 2020-2021
5. Budget Document presented to Board of Education for adoption (2020-2021)
6. Annual School District Audit Report 2018-2019 or later

Additional reading and supplemental materials may be assigned throughout the session. There are a number of references which can be used to expand each student's understanding of school finance. These include, but are not limited to, local school district documents, publications

of the Arkansas Department of Education, Department of Finance and Administration, Bureau of Legislative Research, Arkansas Association of Educational Administrators and other sources. Also utilized will be opinions of the Arkansas Attorney General, Arkansas Code Annotated and relevant legislative acts. Students from states other than Arkansas should seek comparable materials from their states of residence.

Representative references include:

Garner, C. William. (2004). *Education Finance for School Leaders: Strategic Planning and Administration*. Upper Saddle River, NJ: Pearson Education.

Jones, Thomas H. (1985). *Introduction to School Finance: Technique and Social Policy*. New York: Macmillan Publishing Co.

King, Richard A., Swanson, Austin D. and Sweetland, Scott R. (2003). *School Finance, Achieving High Standards with Equity and Efficiency, Third Edition*. New York: Allyn and Bacon.

Kozol, Jonathan. (1991). *Savage Inequalities*. New York: Crown Publishers.

Odden, Allan R. and Picus, Lawrence O. (2004). *School Finance: A Policy Perspective, Third Edition*. New York: McGraw-Hill.

Thompson, David C. and Wood, R. Craig. (2005). *Money and Schools, Third Edition*. Poughkeepsie, NY: Eye on Education.

Thurow, Lester. (1999). *Building Wealth*. New York: Harper Collins.

2. Course Description

2.1 Catalog Description

District School Finance is designed to provide students in educational leadership with an understanding of the economics of public education including the methods used to fund schools in the United States and Arkansas. Specific emphasis will be devoted to the principles, issues and problems of the social and economic context of public school finance including revenue, taxation, policy, politics, values and fiscal allocations to school districts as they project revenues and expenditures for effective school operations. Also included will be attention to related business practices which involve the financial operations of school districts.

2.2 Purpose/Rationale

The Course, EDLE 6103, is intended to give students the basis for responsible financial leadership in the school district setting by developing an understanding of the complex principles which influence school funding decisions at the local, state and national levels.

Theories of economics, taxation, school organization and structures which influence financial decisions and other factors will allow students to evaluate these issues as they emerge in the political, academic and educational arenas. This purpose will be accomplished by giving students opportunities to apply theoretical financial principles to practical school finance issues they will encounter as they hold positions of leadership.

2.3 Philosophy/Beliefs

Educational leaders who administer public schools possess the fiduciary responsibility for sound and ethical financial practices in all their decisions and actions. Compliance with the myriad of laws and regulations affecting financial operations of a complex school organization is essential if the public trust is to be maintained. A sound understanding of financial principles, the ability to use valid and reliable data to guide financial decision-making and the ability to effectively communicate with educators, politicians, school board members and the public concerning these issues is a prerequisite of effective school district leadership. Accountability, ethical conduct and transparency have become the standards against which financial success are measured.

3. Goals and Objectives

3.1 Goals

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners*. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community.

The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

3.1.1 The primary goal of this course is to provide future school administrators with an understanding of the leadership skills needed to design and implement effective school programs using the:

PESL and NELP Standards

The ELCC Standards have guided the preparation programs for educational leaders for a number of years. During the recent past a comprehensive review and revision of appropriate standards which accurately reflect the needs of school leadership today has been completed by the Council of Chief State School Officers (CCSSO) and the National Policy Board for Educational Administration (NPBEA). The new standards have been released after undergoing peer review. These standards will guide professional preparation programs in educational leadership. The **Professional Standards for Educational Leaders (PESL)** were released in final form during 2018. An important aspect of PESL is the further delineation of standards depending upon the level of educational leadership preparation—either building level or district level. These standards are identified as NELP Standards—National Educational Leadership Preparation. The basic outline of the NELP Standards for District Leaders are as follows:

- 1. Mission, Vision and Core Values**
- 2. Ethics and Professionalism**
- 3. Equity and Cultural Leadership**
- 4. Instructional Leadership**
- 5. Community and External Leadership**
- 6. Management of People, Data and Processes**
- 7. Policy, Advocacy and Governance**
- 8. (The Internship)**

Each of these basic standards is further expanded through detailed items which contribute to the attainment of the standard. When compared to the ELCC standards of the past, these new standards are more in keeping with the issues facing educational leaders at all levels.

The PESL and NELP Standards are included at Week 1 as a resource in Blackboard.

3.1.2 The primary goal of this course is to provide present and aspiring school leaders with an appreciation and understanding of the issues which influence financial operations in public school districts. Students will be given the opportunity to analyze and apply those principles which will affect the financial operations of school districts.

3.2.1 Objectives of the Course

Students will be given the opportunity to gain an understanding of and strategies for applying financial principles affecting public school finance including, but not limited to:

- The overview of the social and economic context of public-school finance including the role of local, state and Federal governments; (SP-1)
- The relationship of economics and school finance as multiple interests compete for resources and influence school funding; (SP-1)
- Understanding the issues of equity and adequacy as represented in school finance litigation; (SP-1)

- Acquiring an understanding of funding formulas used by various states to support schools with a special emphasis on the Arkansas funding formula; (SP-1, SP-3)
- The issues of property taxes and school revenue including assessment, tax rates, rollback and other legal issues in current legislation and litigation; (SP-1, SP-2, SP-3)
- Using data to analyze financial trends to project revenues and expenditures for local schools; (SP-2, SP-3, SP-5, SP-6, SP-7)
- Understanding and applying school instructional and operational issues to project expenditures for a local school or school district; (SP-3, SP-6, SP-7)
- Effective simulation of school revenues and expenditures to serve as the basis for a school budget; (SP-1, SP-2, SP-5)
- Understanding various categories of expenditures as outlined in *Handbook 2R2* and associated State-level guidance; (SP-3, SP-6, SP-7)
- Analyzing trends in school finance theory and practice such as privatization, site-based budgeting, etc; (SP-1, SP-2, SP-6)
- The impact of unusual circumstances—pandemics, recessions, etc.—upon school funding and operations; and
- Understanding and applying legal and ethical principles in all financial decisions. (SP-4, SP-6)

3.2.2 Multicultural Objectives

1. Recognize that one of the greatest strengths of our society is the diversity of the population and promote the idea that supervision is broad with contributions from all segments of the society. Recognize and address the unique needs of individuals whose cultural background is different from the majority who are involved in the educational process.
2. Communicate effectively with various cultural, ethnic, racial and special interest groups in the community using appropriate interpersonal skills based upon mutual respect. (SP 3, 5)
3. Promote multi-cultural awareness, gender sensitivity and racial and ethnic appreciation recognizing that there is strength in diversity when united toward common goals and to facilitate an ongoing dialogue with representatives of diverse community groups. (SP 3,

4. Student Activities and Experiences

4.1 Accommodations

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104, and on the web at <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

4.2 Academic Integrity

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found at [http:// provost.uark.edu/](http://provost.uark.edu/). Students with questions about those these policies apply to a particular course or assignment should immediately contact their instructor."

4.3 Inclement Weather

For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

- See the inclement weather web site at <http://emergency.uark.edu/11272.php>
- Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
- Check voice mail for announcements.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
- Contact your supervisor.

If the university remains open, no announcement will be made.

The general policy regarding inclement weather is that the University typically stays open in cases of inclement weather. **This is of little consequence in the case of on-line classes.** However, it is important for the instructor to be able to communicate with all class members when power outages, or other conditions may interrupt the Blackboard Collaborate sessions. **To facilitate this policy, I need day and evening phone numbers and/or e-mail addresses.**

4.4 Classroom Disruptive Behavior

Graduate education—whether classroom-based or on-line—anticipates a level of professionalism and decorum characterized by respect for the instructor and each class member. Any action or incidents which depart from this expected norm will be addressed with the individuals involved and any Departmental officials whose assistance is required.

Recording Class Sessions

Each on-line Blackboard Collaborate session will be recorded and archived in the Blackboard system for the convenience of any who may miss a session or for review. However, the University of Arkansas General Counsel has requested that the following statement be included in each syllabus with reference to the use of recorded class sessions.

•Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me. Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

Despite this University of Arkansas general policy, it should be noted that all Blackboard Collaborate sessions are archived for review by registered students throughout the duration of the semester.

4.5 Assignments/Tasks

4.5.1 Technology Integration

4.5.1.1 Access to Blackboard Collaborate

Students who have not used the Blackboard Collaborate feature should go to the following site for first time users and become familiar with the program. Ease in connecting and using this access tool will greatly enhance benefits to students. It is recommended that each student purchase headphones with a microphone attached to reduce feedback and make participation easier. Call the U of A Worldwide Campus at 479-575-4481 for assistance with Blackboard Collaborate.

4.5.2 The format of class activities will involve:

Students enrolled in EDLE 6103 are assumed to be highly motivated individuals who have demonstrated their ability to perform at the Graduate level. Academic excellence meriting the highest rating will be demonstrated through (1) class participation, (2) evidence of scholarship in written assignments, (3) the ability to synthesize knowledge and to appropriately apply it to problem-solving situations, and (4) the ability to demonstrate understanding of course material in written assignments and examinations.

Specific expectations include:

A schedule of the reading assignments and topics for EDLE 6103 is listed below. This schedule of each week's class topics, materials and assignments is posted on Blackboard for reference. This site also contains links to and recordings of each Blackboard Collaborate session for reference.

1. Each student is expected to prepare for each session to be conducted weekly on Blackboard Collaborate and to **actively** participate in class discussion. These discussions will prepare students to complete the required significant activities and will provide a practical knowledge base to supplement required text and reference material.
2. Students will complete a critique of a professional journal article on a school finance topic and be prepared to discuss this reading in class. A written critique of not more than two (2) pages in length will be submitted to the instructor as scheduled.
3. A midterm and final examination will be given. These examinations will provide opportunities for students to demonstrate a thorough understanding of the theories of economics and school finance and their application to state and local school finance. Examinations will reflect material from the required text, class discussions and supplemental materials.
4. Significant activities are instructor-created exercises that reinforce the standards upon which candidates may be tested when pursuing the required examinations. These assignments give the candidate a performance-based activity to learn and use each standard as well as to simulate the knowledge and skills required to effectively function in professional positions relative to school district finance.

Significant Activity No. 1 NELP 1.1, 3.2, 4.1, 6.1; AR 2; LEADS 1A, 2B, 3A; ISTE 1b, 2c, 2d, 3c

The student will develop a budget plan which uses available resources to support teaching and learning as required by a new elementary school campus in a local school district.

The student will allocate resources based on compliance with all legal requirements. The budget plan may be developed in collaboration with other class members but must be individually placed in a presentation format.

Significant Activity No. 2 NELP 1.1, 2.1, 6.1, 6.2; AR 4; LEADS 1A, 1D, 2A, 2B, 2C, 2E; ISTE 1a, 2c, 2d, 4b, 5a

The student will develop revenue projections to support school operations and be prepared to communicate these data so as to encourage community support and confidence. The student shall be prepared to present these materials to a school board at a public meeting. The revenue projections may be developed in collaboration with other class members but must be individually placed in a presentation format.

Essay NELP 2.4, 5.3, 6.2; AR 6; LEADS 1D, 4D; ISTE 4b, 4d

The student will outline the system of financing schools which is applicable in Arkansas or the student's state of residence as it supports local school operations in 2020-2021. This presentation should conform to APA Guidelines for EDLE Papers.

5. Course Portfolio

Maintain a portfolio which chronicles knowledge and experience in school finance. The portfolio will be for the benefit of students during preparation for comprehensive exams or other activities. The portfolio should contain all class assignments, NELP standards, class notes, handouts and the class reflection.

6. Class Reflection

Each student will submit a summary statement of one or two pages length at the end of the class which summarizes or reflects upon the class content/activities relative to student expectations and future educational plans.

5. Content Outline Spring 2021

**Wednesdays 5:30 – 8:00 p.m. Blackboard Collaborate Session
January 13, 2021 to May 5, 2021**

Week 1 January 13
Introduction, Syllabus clarification, review of required documents
Adequacy in Educational Investments for Societal Benefit

Week 2 January 20
The Economics of Education and the Demographic Impact of Educational Investments

Week 3 January 27

Finance and Governance--Federal, State and Local Controls
Issues of equity and adequacy in funding education in the states

**Reading: Brimley, Verstegen & Garfield, Chapters 2 & 3
Rutgers Report Card on Funding Fairness 2018**

Week 4 February 3

Taxation to support public schools
Who pays, how do they pay, and how much?
Local, state and federal control
Applying the "golden rule" and other principles

**Reading: Brimley, Verstegen & Garfield, Chapter 5
Assessment and Pullback Report 2020**

******DUE: Article Critique ******

Week 5 February 10

*****No Collaborate Session*****

Reading: Brimley, Verstegen & Garfield, Chapters 6 & 7

Week 6 February 17

Federal funding: an historical perspective
Will federal funds level the field or exacerbate inequities?

Reading: Brimley, Verstegen & Garfield, Chapters 8 & 10

Mid-Term Examination exercise distributed

Week 7 February 24

Does money make a difference?
How can spending be reduced so as to spend less?

*****Mid-Term Examination-Take Home Exercise Due as Scheduled***
No Collaborate Session**

Week 8 March 3

Litigation to enforce state responsibility
Analysis of emerging state systems following litigation
Educational Adequacy in Arkansas: Funding

Reading: Arkansas School Funding Litigation: *Alma v. Dupree* and *Lake View v. Huckabee*

Brimley, Verstegen & Garfield, Chapter 9

Week 9 March 10

State Funding Systems to Provide for State Responsibility
State-designed systems seeking equitable funding using formulas from
Arkansas and selected other states respond to the courts
The prospects of present and future litigation

**Reading: Brimley, Verstegen & Garfield, Chapters 4 & 11
Arkansas School Finance Manual, 2020-2021
Adequacy Reports—House and Senate 2**

Week 10 March 17

Arkansas State Aid Issues-- Understanding the school funding formula
Legislative formulas to respond to the Courts
Projecting revenues and expenditures following an analysis of trends
Budgeting for revenue and expenditures

Reading: Arkansas School Finance Manual

Week 11 March 24

Independent work on finance exercises-Blackboard consultation available

Week 12 March 31

Salary and employee benefit projection
Impact of personnel issues on fiscal stability

**Reading: Brimley, Verstegen & Garfield, Chapters 12 & 15
Salary Statutes**

******Essay Due******

Week 13 April 7

Student Preparation on Budget Exercise
In-class discussion, questions and answers and assistance on significant activities

Week 14 April 14

Student preparation on Budget Exercises--continued

Accounting, auditing and related business practices
Risk Management & Bond Financing

Reading: Brimley, Verstegen & Garfield, Chapters 13 & 14

Week 15 April 21

Ethics in financial operations for school leaders
Where is school funding headed in the future?

**Reading: Code of Ethics and related statutes
Brimley, Verstegen & Garfield, Chapter 16**

**Significant Activity No. 1 Due
Significant Activity No. 2 Due**

Week 16 April 28 Final Exam Exercises Distributed

Financial implications of Federal tax changes
Budgeting communication to staff, Board and community

Week 17 May 5 Final Examination Take-home Exercises Due *
In-Class Oral Examination**

This schedule is subject to revision.

6. Evaluation, Grade Scale, Class Participation and Attendance

6.1 Written Examinations

Opportunities for two examinations will be provided at the mid-term and end of the course. These examinations will cover class presentation materials and assigned reading. The examinations will provide opportunities for students to apply the knowledge they have acquired through class activities.

6.2 Portfolio and reflection

A summary portfolio shall be maintained to reflect the student's understanding of school finance. A reflection statement of one-two pages shall be completed and submitted at the end of the course.

6.3 Grading

Grading will be based on the examinations (2), significant activities (2), essay (1), journal article critique (1) and reflection statement.

Significant Activities (2 @ 20)	40
Article Critique	10
Essay	30
Mid-Term Exam	50
Final Exam	50
Class Participation	10

Total Possible 190 points

6.4 Final Course Grades

Course Grades will be determined as follows:

A	171-190 points
B	152-170 points
C	133-151 points
D	114-132 points
F	Below 114 points

6.5 Class Participation

Class participation is expected by all students. It is possible to learn much from others while making classes more interesting and informative. Students are expected to participate in each Blackboard Collaborate class session, to read the assigned materials and to review other supplemental materials presented. Students should be prepared to discuss questions posed in class and to reflect on school finance issues as they are raised.

If a class must be missed, please notify the instructor in advance by calling my office, leaving an e-mail or discussing the absence at a prior class meeting. Students are responsible for everything covered in class, any supplemental materials made available and for completing all work assigned. It is the student's responsibility to make arrangements with a classmate to get copies of handouts, notes and assignments. Each Blackboard Collaborate session will be recorded and posted on the Blackboard site for review and/or make-up.

6.6 Deferred Grades and Late Work

A deferred/incomplete grade will be permitted only in very unusual cases involving circumstances that make it impossible to complete the course requirements on time. In the

event that an “Incomplete” should be necessary, a request for a deferred grade must be submitted in writing at least one week prior to the end of the session. In addition to a statement of reasons why the incomplete is needed, a list of all course requirements not complete and the date when the remaining work will be completed. Late or incomplete work will receive a reduction of 10% in points possible.

Be aware that if a grade of “Incomplete” is received and a letter grade is not reported by the end of the 12th week of the next semester, the “I” will automatically be changed to an “F.” To meet this deadline, the missing material must be furnished by the end of the 10th week of class.

7. Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the instructor depending on the opportunities which may arise, and the background and interest of the students.

**University of Arkansas, College of Education
Department of Curriculum and Instruction**

EDLE 6173: School Business Management

Faculty Instructor: Dr. Clinton G. Jones
Office: Room 312, WAAX
Office Hours: By appointment only
Phone: (479) 575-3328 (office)
(479) 422-8202 (cell)
E-Mail: cgi003@uark.edu

Description and Purpose

The course is designed to expand and enhance understanding of financial and managerial accounting, reporting principles, and the language of School Business Management. The purpose of the course is to assist practicing and aspiring administrators to develop practical skills in matters of **fiscal philosophy, finance, budgeting, and control needed by the school budget administrator**. While it will be necessary to discuss financial theory, a strong emphasis will be placed on **practical matters of school financial management**.

Standards

The goals of EDLE 6173 are aligned with the National Education Leadership Preparation (NELP) Program national standards for district-level educational leaders, the ISTE Standards for Educational Leaders, Arkansas Competencies for district-level leaders and the domains of LEADS 2.0. The links provided below will guide you to each of the standard documents in their entirety. The table below reflects the specific standards, components, competencies, and domains that will be covered in EDLE 6173. Those in bold font are emphasized in this course.

NELP Standards/Competencies: <http://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>

International Society for Technology in Education Standards for Leaders (2018):
<https://www.iste.org/standards/for-education-leaders>

AR Competencies for Grades P-12 Administrator-Superintendent:
https://dese.ade.arkansas.gov/Files/20201105160614_Superintendent-%20District%20Level%20Administrator%20Competencies%20122019.pdf

LEADS 2.0: <https://www.arkansased.gov/Offices/educator-effectiveness/educator-support--development/leader-excellence-and-development-system-leads>

NELP Standards	AR Competencies for District Administrators	LEADS 2.0	ISTE Standards
1.1, 1.2	1.1, 1.2, 1.3, 1.4	1A, 2B	2a, 2b, 2c, 2d, 4a
2.1, 2.2, 2.3	2.1, 2.2, 2.3, 2.4	2C, 2E, 4A	1a, 1c, 1d, 5a
3.1, 3.2, 3.3	3.1, 3.2, 3.3	1B, 2A, 2B, 2C	1b, 3c
4.1, 4.2, 4.4	4.1, 4.2, 4.4	3A, 3D, 3E	1a, 2c, 2e, 3e, 5b-5d
5.1, 5.2	5.1, 5.2	1E, 2D	3a
6.1, 6.2, 6.3	6.1, 6.2, 6.3	1C, 1D, 2A, 4B, 4C	3a, 3b, 4b
7.1, 7.2, 7.3, 7.4	7.1, 7.2, 7.3, 7.4	4E	4c

Scholar Practitioner Model

The Educational Leadership program at the University of Arkansas follows the Scholar-Practitioner Model, which is a conceptual framework that reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools, and the community. The Scholar-Practitioner is knowledgeable, skillful, caring, and inquiring and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

Objectives

1. Through their written work, participation in class discussion, and contribution to the online discussion board, course completers will demonstrate their understanding of the ethics of school business management, to include the interrelatedness of Generally Accepted Accounting Procedures (GAAP) and financial decision-making with instruction, institutional politics, and local, state, and national educational priorities.
2. Course completers will create a community presentation to inform stakeholders of the state funding formula, which includes an explanation of (1) the total dollars received by the district, (2) the source of the dollars, including the proportion that is

categorical funds for which the district has no latitude regarding spending, (4) the amount of discretionary funds available to the district, (5) how student achievement data was used to guide the board's budget decision-making, (6) the amount of money obligated to salaries, benefits, capital improvement, (7) budgetary expenditures that are required to comply with state and federal mandates.

3. Course completers will demonstrate the capacity to research legislation and infer the finance and budgetary implications legislation will have on local funding.
4. Through their analysis of the NELP Standards and AR Competencies for P-12 Administrators, course completers will demonstrate their understanding of the interrelatedness of school business management with district systems, including: maintenance, personnel management, facilities planning and management, transportation, food service, school security, information, and technology.
5. Through their writing, course completers will demonstrate their understanding of and capacity to reflectively lead the budgetary decision-making process based on clear, relevant student achievement data and that promotes a culture of equity, integrity, and ethical behavior.

Assignments/Activities

In addition to weekly assignments, there are two major assignment I encourage you to work on through the course. We will review the two major assignments during our first session. The two major assignments are due on the final day of class. Assignment details can be found on Blackboard.

Course Assignments for Weeks 1-5

Week 1: Reflection, Budgeting, and Standards

NELP: 2.1, 2.2, 2.3

AR Competencies: 2.1, 2.2, 2.3, 2.4

LEADS: 2C, 2E, 4A

Autobiography: Write a two-page (the two pages does not include the title page) autobiography. Reflect upon how your experiences have shaped your view of K-12 education and why you decided to pursue educational administration. Provide details on at least one challenging experience and one positive experience in your career that helped to shape your philosophy.

All papers must be 12 point, double spaced, Times New Roman, APA. The link provided will take you to a sample paper completed in APA format:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

School Budgeting and Connection to Standards: Review NELP Standards and Arkansas Competencies for District Level Administrators. Discuss the correlation of the

budgeting process with each of the standards and competencies. Emphasis should be placed on the role of the **budgeting process** in each standard.

Assignment: Six-page (not including title and reference pages) discussion paper. All papers must be 12 point, double spaced, Times New Roman, APA.

Discussion Board: Briefly discuss and reflect on the **connection of standards and school budgeting**. Then, respond to two (2) other posts.

Discussion of Major Assignments:

Building a Budget for Success: A District Leaders First Priority
Building for Future Success: A Community Presentation

Week 2: Budgeting & Legislation

NELP: 7.1, 7.2, 7.3, 7.4

AR Competencies: 7.1, 7.2, 7.3, 7.4

LEADS: 4E

Review the following Arkansas Legislative ACTS:

ACT 246 Minimum Teacher Salary

ACT 743 School Funding

ACT 173 Private/Home School Students Enrolling in Public School

ACT 1113 Additional Teacher Compensation

Find an article from any source (i.e., journal, magazine, newspaper, etc.) that discusses the topics related to each of the legislative acts. For example, find an article discussing teacher salaries (Act 246). What are the budgetary and school finance implications of the legislation? What adjustments to a school district's existing budget will be necessary as a result of the Acts?

Write a one (1) page reflection for each article. Your reflection must include a brief synopsis, key points, evidence for points made in the article, and your points of agreement or disagreement with the article. You will have a total of four (4) pages and a title page. Submit as one paper. All papers must be 12-point, double spaced, Times New Roman, APA.

Discussion Board: Briefly reflect on and discuss the school budgeting and legislation project. Then, respond to two (2) other posts.

Discussion of Major Assignments:

Building a Budget for Success: A District Leaders First Priority
Building for Future Success: A Community Presentation

Week 3: School Culture, Data, Ethics in School Business Decisions

NELP: 1.1, 1.2, 3.1, 4.4, 6.2

AR Competencies: 1.1, 1.2, 1.3, 1.4, 3.1, 4.4-4.6, 6.2

LEADS 2.0: 1A, 1B, 1D, 2B

Collect achievement data for literacy OR math from three consecutive grades (i.e., 3, 4, 5) within your school district or a district where you live.

Review the NELP Standards and Arkansas Competencies for District Level administrators, the School Culture/Data PowerPoint, your school/district achievement data, and the Code of Ethics for Arkansas Educators.

Write a six-page (not including title and reference pages) reflection paper on what it means to you, as a district leader, to ensure budgetary decisions are based on clear and relevant data, while promoting a healthy culture of equity, integrity, and ethical behavior. How do student achievement data drive the budgetary process in your school district? Cite the ways specific achievement data from your school or district were used to guide budgetary decisions. Cite the appropriate NELP standards, Arkansas Competencies, and Ethics Codes in your reflection. Paper must be 12-point, double spaced, Times New Roman, APA format.

Discussion Board: Briefly reflect on school culture, data, and ethics in school business decisions. Then, respond to two (2) other posts.

Discussion of Major Assignments:

Building a Budget for Success: A District Leaders First Priority

Building for Future Success: A Community Presentation

Week 4: Discussion of Major Assignments

NELP: 6.1, 6.2, 6.3

AR Competencies: 6.1, 6.2, 6.3, 6.4, 6.5

LEADS: 1C, 1D, 2A, 4B, 4C

Review and discuss major assignments:

Building a Budget for Success: A District Leaders First Priority.

Building for Future Success: A Community Presentation

Week 5: Final Reflection

NELP: 1.1, 1.2, 2.1, 2.2, 4.2

AR Competencies: 1.1, 1.2, 2.1, 2.2, 4.2

LEADS: 1A, 2B, 2C, 2E, 3D, 4A,

Discussion Board: Once you have completed all assignments, choose two assignments that you feel created the greatest insight into business management or where you learned something that

surprised you. Consider how what you learned from the assignments has impacted your priorities as a district-level leader who will lead the budgeting process for an entire district. Post your reflection on Discussion Board, then respond to at least two other posts.

Discussion of Major Assignments:

Building a Budget for Success: A District Leaders First Priority

Building for Future Success: A Community Presentation

Text

There is no required text for this course. Reading and discussion material will come from recent articles, Arkansas Department of Education publications, and in the field experiences.

Class Procedures

Classes will meet online using Blackboard Collaborate. Sessions will consist of whole-group instruction, individual presentations, and/or group work or projects.

Evaluation and Course Requirements

All assigned activities will carry a specific point value. See Blackboard.

Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the instructor depending on the opportunities that arise, and the background and interest of the students. Students will be notified of changes via uark email.

Academic Honesty & Integrity

The University of Arkansas and the College of Education and Health Professions faculty are committed to maintaining the integrity of their academic programs and processes. Therefore, academic honesty should be a concern of the entire university academic community, and a commitment to it must include students, faculty, and administrators.

Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another's work or by interfering with the independent completion, submission, or evaluation of academic work. The unauthorized use of technology to gain this academic advantage is itself an act of academic dishonesty, and each item in the Rubric should be considered to include any electronic means by which this behavior could be accomplished.

Academic dishonesty may include those acts defined as research or scholarly misconduct; such academic integrity issues are subject to review under this policy as well as under the *University's Research and Scholarly Misconduct Policy*. Which policy applies to particular allegations is addressed in more detail below; if necessary, the Research Integrity Officer, in consultation with the student's dean, shall determine which policy is most appropriate for a given case.
<https://honesty.uark.edu/policy/academic-integrity-policy-as-of-4-11-19.pdf>

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

Written Work

Written work should be graduate level quality, grammatically correct, with proper sentence structure and usage, punctuation and correct spelling. The instructor requires the use of the guide from the Publication Manual of the American Psychological Association, 7th edition. Washington, DC: American Psychological Association.

Inclement Weather Policy

Online classes generally are not affected by the weather, but faculty may not be available when weather impedes internet connectivity. Weather related information is disseminated via uark email accounts, as well as voice mails from 479-587-8820. If you have questions, please contact your professor.

Academic Appeals

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. **The Academic Appeals Committee of The Graduate School** will hear grievances from students and appeals from departments/programs to waive a Graduate School rule. The Academic Appeals Committee is also the heading body for a student grievance. The membership of the committee will consist of the senior members of the Council from each college/interdisciplinary program plus the two members of the Graduate and Professional Student Congress who serve on the Council. The Associate Dean of the Graduate School will serve as the chair of the committee. The Academic Appeals Committee is also the heading body for a student grievance. Students who seek assistance with the Academic Appeals process can obtain information by emailing

gradinfo@uark.edu or contacting the Graduate School at 479-575-4401.

Accommodations

The Center for Educational Access, 209 Arkansas Union, is the central campus resource for students who require reasonable accommodations in order to access the programs, services and activities offered through the University of Arkansas. The center's staff work in partnership with the individual student to communicate and facilitate any accommodation needs to faculty and staff. Accommodation determination is based in part on medical or psychological documentation provided to the Center for Educational Access by the student. Students must meet with one of the center's staff for an access plan meeting to discuss their needs and provide such documentation before any accommodations can be granted.

To register for services or for more information, contact the Center for Educational Access, University of Arkansas, 209 ARKU, Fayetteville, AR 72701, phone 479-575-3104 ; e-mail: ada@uark.edu; Web: [Center for Educational Access](#) (online request for services available).

Tape-recording and/or any Other Form of Electronic Capturing

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures while I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.



EDUCATIONAL LEADERSHIP PROGRAM SYLLABUS

General Course Information

Course Prefix and Title: EDLE 6333: Advanced Legal Issues in Education

Semester: Fall, 2020

Meeting time: Tuesday, 5:30 p.m.-8:15 p.m.

Location: Online sessions using Blackboard Collaborate

Number of credits: 3

Course Prerequisites/Co-requisites: Graduate student standing

Instructor Information:

Name: Christy L. Smith, Ed.D.

Email: cls19@uark.edu

Office location: 105 Peabody Hall

Office phone and/or other contact information:

Office Hours: By scheduled appointment either virtually or at my office in 105 Peabody Hall on the University of Arkansas-Fayetteville campus.

Course Description

This course is intended to be an advanced application to the broad arena of public education law and policy research. Americans consistently rank K-12 education as one of the most important issues they want policymakers and legislators to address. Yet, K-12 education is also one of the nation's most contentious policy arenas. In this course, class participants will be exposed to the many ways in which K-12 education is shaped by judges and legislators. Some of the topics include: the structure of education law and governance; the distinctions among public, private, and home schooling; the interplay of federal, state, and local laws; religion and public schooling; charter schools and school choice vouchers; students' rights and teachers' legal rights and responsibilities. In addition to case law, class participants will consider legal perspectives on school reform.

Particular attention will be given to existing national legal compliance trends and decisions as well as how these national legal trends impact the state-level (i.e. Arkansas). Many of the assignments and much of class time will be spent developing an understanding of legal issues as they impact educational practitioners, including educators, school leaders, and policy analysts. Some of these skills include Internet-based legal research (i.e. the ability to locate a range of pertinent legal sources), close analysis of primary and secondary legal materials, tightly argued and concise memoranda responding to legal issues in schools, and improving legal literacy as applied to K-12 school environments.

Standards & Competencies for School Leaders

Program Goals and Objectives Aligned with NELP Standards:

The primary objective of this course is to enhance the legal knowledge and understanding of future school principals to foster leadership development with federal and state-level legal compliance and related issues throughout the school organization.

NELP Standard(s) that are the focus of EDLE 6333:

NELP Standard 2: Ethics and Professional Norms

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

NELP Standard 7: Policy, Governance, & Advocacy

Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for the district needs in broader policy conversations.

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement and appropriately communicate about district, state, and national policy, laws, rules, and regulations.

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent school district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state and national level.

Rationale for Standards:

Building-level education leaders must understand and evaluate the potential moral and legal consequences of decision making in the school. Building-level education leaders must know how to respond to and influence the political, social, economic, legal, and cultural context within a school and district. This includes knowing policies, laws, and regulations enacted by state, local and federal authorities.

Arkansas Competencies for Grade P-12 Administrator – Superintendent

District Level Administrators in grades P-12 shall meet the expectations set by the following content-specific competencies. Mastery level competencies reflect the National Educational

Leadership Preparation (NELP) Standards-District Level, which specify what novice district leaders and program graduates should know and be able to do as a result of the completion of a high-quality educational leadership preparation program. The Professional Standards for Educational Leaders (PSEL), which are foundational to all levels of educational leadership, are covered at an awareness level by the NELP Standards. District-Level Administrators require a Building Level or Curriculum/Program Administrator License, a master's or higher degree from an accredited college or university in education, educational leadership, or a licensure content area, and other requirements as outlined in 6-3.0 of the Arkansas Department of Education Rules Governing Educator Licensure.

https://dese.ade.arkansas.gov/Files/20201105160614_Superintendent-%20District%20Level%20Administrator%20Competencies%20122019.pdf

The following competencies are a focus of EDLE 6333:

2.2, 2.3, 7.3, 7.4

LEADS 2.0

Standards in the **Arkansas Leader Excellence and Development System 2.0** are (LEADS 2.0) embedded into the content. The LEADS domains and sub-domains are listed below:

Domain 1: School Organization & Management

- A. Organizational Focus
- B. School Plan
- C. Time Management
- D. School Resource Management
- E. Shared Leadership & Responsibility

Domain 2: School Culture & Climate

- A. Safe & Orderly
- B. Equitable & Culturally Responsive
- C. School Discipline System
- D. Family & Community Engagement
- E. Collaborative Teaming

Domain 3: Teaching & Learning

- A. Curriculum
- B. Instruction
- C. Observations & Ratings
- D. Appropriate Instructional Support for ALL Students
- E. Effective Instructional Change Leadership

Domain 4: Human Capital Management

- A. Personal Professional Practice
- B. Personnel Management

- C. Educator Professional Capital
- D. School Advocacy
- E. Contributions to the Profession

You can find the current LEADS Principal rubric in its entirety at the link below:

http://dese.ade.arkansas.gov/public/userfiles/Educator_Effectiveness/LEADS_2019/ARKANSAS_LEADS_2.0_PRINCIPAL_RUBRIC.06may2019.pdf

Science of Reading Awareness

Pursuant to Arkansas Code Annotated § 6-17-429, candidates completing programs of study leading to licensure areas other than Elementary Education K-6 or Special Education K-12 shall prepare teachers to demonstrate awareness in the knowledge and practices of scientific reading instruction. Therefore, it is critical that district-level leaders, as the administrator responsible for educating all students, be aware of the Science of Reading competencies identified below:

- 1.1 Exhibit awareness of foundational reading skills including
 - Phonological and phonemic awareness
 - Concepts of print and the alphabetic principle
 - The role of phonics in promoting reading development
 - Word analysis skills and strategies.
- 1.2 Exhibit awareness of the development of reading comprehension including
 - Vocabulary development
 - Reading comprehension skills and strategies for imaginative/literary texts
 - Reading comprehension skills and strategies for informational/expository texts.
- 1.3 Exhibit awareness of reading assessment and instruction including
 - Formal and informal methods for assessing reading development
 - Multiple approaches to reading instruction.

International Society for Technology in Education Standards for Leaders (2018)

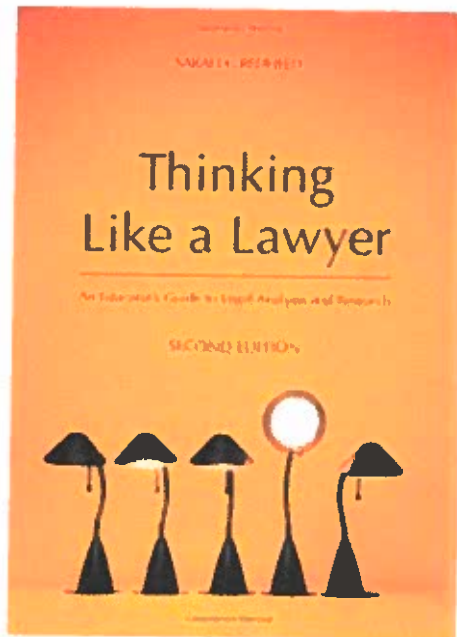
Standard 1d: Education leaders cultivate responsible online behavior, including the safe, ethical, and legal use of technology.

Standard 4c: Education leaders protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.

Course Resources

Required Textbooks: Purchase this textbook

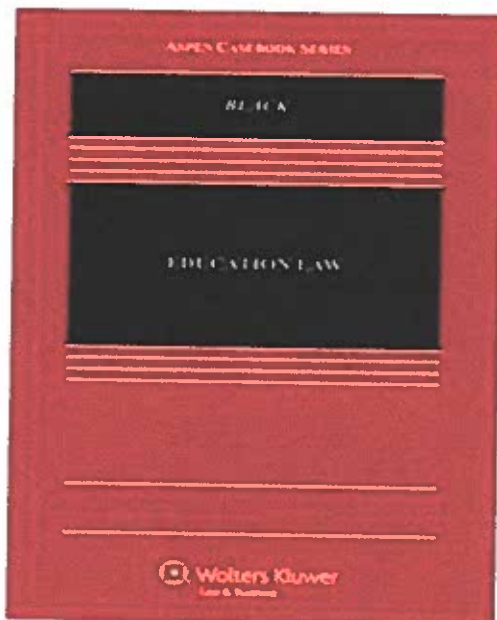
Redfield, S. (2011). *Thinking like a lawyer: An educator's guide to legal analysis and research*. Durham, NC: Carolina Academic Press. ISBN: 978-1-59460-977-0



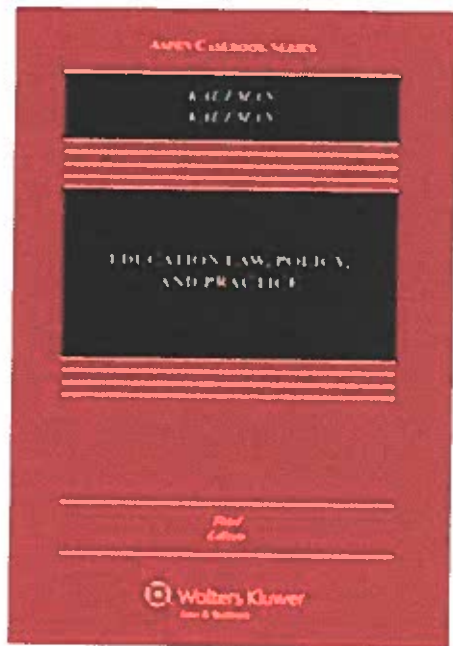
Supplemental Readings: Do not purchase the textbooks listed below.

Additional course readings, legal cases, and materials, including court cases will be included on the course Blackboard site. You can access the course Blackboard site by logging into the Blackboard Learn website at <https://learn.uark.edu/>

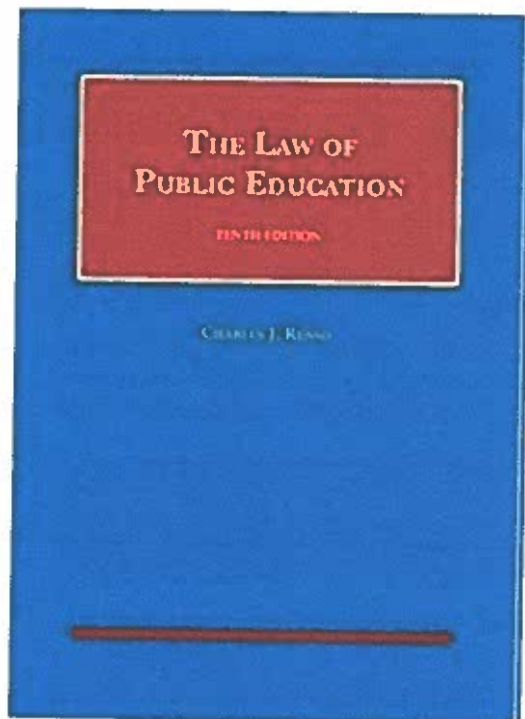
Some of the supplemental readings will be drawn from the following educational law casebooks. I will provide the information electronically. Black, D. (2013). *Education Law: Equality, Fairness, and Reform*. Frederick, MD: Wolters Kluwer Law & Business.



Kaufman, M.J. & Kaufman, S.R. (2009). *Education Law, Policy, and Practice (Fourth Edition)*. Frederick, MD: Wolters Kluwer Law & Business.



Russo, C.J. (2015). *The Law of Public Education (Ninth Edition)*. St. Paul, MN: Foundation Press.



Online Educational Law Resources

In this digital age, part of the knowledge base for understanding legal compliance issues impacting schools at the elementary thru secondary level is knowing how to effectively and efficiently access legal information online. As such, class participants are encouraged to regularly go online and visit some of the leading websites for educational law information. Some of these websites include the following:

National Education Law and Policy Websites:

(1.) National School Board Association's Legal Clips

<http://www.nsba.org/MainMenu/SchoolLaw/LegalClips.aspx>

(2.) Education Law Prof. Blog http://lawprofessors.typepad.com/education_law/

(3.) Education Week's School Law Blog http://blogs.edweek.org/edweek/school_law/

(4.) Edjurist: A Source for Information and Conversation About Education and School Law
<http://www.edjurist.com/>

(5.) Legal Information Institute at Cornell University Law School: <http://www.law.cornell.edu/>

(6.) Supreme Court of the United States: <http://www.supremecourt.gov>

(7.) Wrightslaw: Special Education Law and Advocacy <http://www.wrightslaw.com/>

Arkansas Education Law and Policy Websites:

(1.) Arkansas Department of Education <http://www.arkansased.gov/>

(2.) Arkansas Education Law Blog <http://www.arkansaseducationlaw.com/>

(3.) Arkansas Code of 1987 <http://www.lexisnexis.com/hottopics/rcode/Default.asp>

(4.) 2015 Arkansas Special Education Legislative Update
<https://arksped.k12.ar.us/documents/mainPage/2015SPEDLegislativeUpdate.pdf>

(5.) Arkansas Compilation of School Discipline Laws and Regulations (2015)
<http://safesupportivelearning.ed.gov/sites/default/files/discipline-compendium/Arkansas%20School%20Discipline%20Laws%20and%20Regulations.pdf>

Scholarly Journals:

There are several specific journals that may lend themselves to an investigation within the arena of education law and policy. Most of these journals are available on-line as well. The following are suggestions and do not represent an exhaustive list. (*Those journals in bold specialize in educational law and policy issues)

Alabama Law Review
Albany Law Review
Boston College Third World Law Journal
Brigham Young University Education and Law Journal
Boston College Law Review
Buffalo Law Review
Children Legal Rights Journal
Columbia Law Review
Columbia Journal of Law & Social Problems
Cornell Journal of Law and Public Policy
Duke Journal of Gender Law and Policy
Duke Journal of Constitutional Law & Public Policy
Education Law & Policy Review
Emory Law Journal
George Mason Law Review
Georgetown Journal on Poverty Law and Policy
Georgia Law Review
Harvard Journal of Law and Public Policy
Hastings Law Journal
Illinois State Education Law & Policy Journal
John Marshall Law Review
Journal of College and University Law
Journal of Education Finance
Journal of Law and Education
Kentucky Law Journal
Marquette Sports Law Review
Marshall Law Review
Michigan Journal of Race and Law
Michigan Law Review
Nebraska Law Review
North Carolina Law Review
Notre Dame Law Review
Pierce Law Review
Santa Clara Law Review
Seattle University Law Review
St. John's Journal of Legal Commentary
St. Louis University Public Law Review
West's Education Law Reporter
Yale Law Journal
Yale Law and Policy Review

Important University of Arkansas Academic Policies

Academic Honesty:

The University of Arkansas Academic Honesty Policy for Graduate Students can be found at <http://www.uark.edu/depts/gradinfo/dean/governance/academichonestypolicy.html>

Inclement Weather Policy:

Since this is an online, distance education course, the general policy regarding inclement weather is that the University typically stays open regardless of bad weather.

Accommodations for Students with Special Needs or Disabilities:

Students who require accommodations for identified physical or learning disabilities need to contact the instructor at the beginning of the semester, preferably within 24 hours of the first session. Reasonable accommodations will be made for students with verifiable disabilities. Information about the Center for Educational Access can be found at <http://www.uark.edu/ua/csd/accommodations.htm>. Please do not hesitate to contact the center or me with questions or concerns about the services available to you.

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this **List of Program, Department, and College Contacts.** A **flow chart** is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (<http://catalogofstudies.uark.edu/2882.php>)

or the Graduate Catalog of Studies (<http://catalogofstudies.uark.edu/3909.php>) for appeals structures and formal procedures for academic grievances.

Course Assignments and Grading

Attendance and participation:

Class participants are responsible for attending class on time and prepared to participate. Class will meet online each Tuesday evening from 5:30 pm until 8:20 pm (Central Time). Class participants are expected to have read the assigned texts and completed any other assignments for the week before class starts. The expectation of participation is important in online classes. One of the basic tenets of adult learning theory is we learn best through our communication with others. Communication is a *two-way* process which allows everyone to openly and safely share ideas and learn from each other's experiences.

(Note: Separate grading rubrics will accompany each assessment assigned in the course)
Each class participant's grade will be based upon the following course criteria, including point valuation:

(1.) Online Class Discussion and Participation:**Maximum points: 50 points**

Class participants are expected to actively participate in this online course. Each week there will be a weekly reaction to a question posted on the online Blackboard discussion board. Class participation will be evaluated in multiple ways, including active discussion during our online sessions and written responses to our weekly on-line discussion board. Most importantly, **PLEASE COME TO CLASS PREPARED!**

(2.) Practical Education Law Case Briefs (3)

Maximum points: 75 points (25 points each)

Throughout the course, you will read numerous significant legal cases involving educational law and policy issues. You will turn in three (3) legal case briefs (See handout for how to write a case-brief) based on educational law and policy issues that interest you. At least one of the three legal case briefs must have taken place in the state you currently teach.

(3.) Legal Analysis of District/School-Level Guidelines and/or Policy(ies)

One of the primary objectives of this course is to equip class members with practical legal research and analysis skills that they can utilize as building and district-level administrative leaders. For this assessment, I would like class participants to examine a school or district-level policy with legal implications (contractual agreements, employment, discipline, discrimination and harassment, student searches, liability for injuries, special education, and a host of other topics with legal compliance components). Using current legal research (i.e., legal cases, state statutes, federal law, etc.), I want class participants to examine the quality of these policies in terms of legal accuracy, comprehensiveness of the policy(ies), and clarity of the policy(ies). Class participants will be provided various examples of school and district-level policies throughout the duration of the course.

Maximum points: 50 points

(4.) K-12 School Law Current Events Review and Legal Analysis

Your final assessment for this class is a review and analysis of leading K-12 school law and policy-related news stories at the national, state, and local levels. You will select three (3) *recent news articles (1 national; 1 state, and 1 local) related to one of the topics that we cover in this course.*

You will submit links of your proposed articles (or a copy of the article) and topic to me via email for approval before you continue with the project. This allows me to give you feedback or suggestions, and hopefully prevent you from wandering too far astray before you expend too much energy. You will write an analysis of each article. You will then write a brief (no more than three (3) pages) summary that synthesizes the information and how you would apply it (if applicable) in your district. For instance, that might include, but is not limited to changing policy, or implementing policy already in place, or applying provisions of the collective bargaining agreement, etc. To be complete, you will email me the summary and the three (3) article analyses.

Course Assessments

- (1.) Online Class Participation and Discussion 50 pts.
- (2.) Practical Education Law Briefs (3 @ 25 pts each) 75 pts.
- (3.) Legal Analysis of District/School-Level Guidelines and/or Policy(ies) 50 pts.
- (4.) K-12 School Law Current Events Review and Legal Analysis 75 pts.

Maximum Course Points: 250 pts.

Grading Scale:

235-250 points	A
220-234 points	B
190-219 points	C
170-189 points	D
0-169 points	F

Proposed Legal Topics Covered In This Course

- Compulsory attendance laws: School curriculum and attendance legal issues (Arkansas, Missouri, Illinois, & South Carolina)
- Anti-discrimination laws in the public education setting
- Special education laws and implementation issues
- Student free speech and expression issues in a digital age
- Student abuse and harassment
- Student searches, including cell phone searches
- Teacher free speech and expression issues in a digital age
- Teacher out-of-school conduct
- Religion issues in public elementary and secondary schools
- Employment discrimination and sexual harassment issues in the public k-12 school environment
- Legal issues involving teacher contracts and evaluation
- Legal issues involving teacher hiring and termination
- Legal issues surrounding student and medical records

Tentative Course Outline and Schedule Fall Semester 2020

Week	Date	Legal Topic(s)	Assigned Readings	Assignments Due
1	August 24	<ul style="list-style-type: none"> • Course introductions and expectations • Review of course syllabus 	<p>Reading for Week 1</p> <p>➤ Heubert, J. (1997). <i>The More We Get Together: Improving Collaboration between Educators and Their Lawyers</i>. <i>Harvard Educational Review</i>, 67(3), (Distributed electronically to class.)</p> <p>Reading for Week 2</p> <p>➤ Redfield, Ch. 1: <i>Sources of Law</i>; Ch. 2: <i>Reading Case Law</i> (pp. 31-38)</p> <p>➤ Brady, K. P. & Bathon, J. M. (2014). <i>Education law 2.0: Improving access, equity, and literacy and the potential impact of the online open access legal movement</i>. <i>Education Law & Policy Review</i>, (1), 99-122.</p> <p>➤ Van Berkum, Buckner, & Lane, <i>Legal Research Using Technological Tools: Professors' Views</i></p> <p>Arkansas Science of Reading legislation & regulations</p> <p>https://law.justia.com/codes/arkansas/2017/title-6/subtitle-2/chapter-17/subchapter-4/section-6-17-429/</p>	

			https://dese.ade.arkansas.gov/Offices/learning-services/rise-arkansas	
2	Sept 1	<ul style="list-style-type: none"> • The relationship between law and its importance to educators and policy-makers • Important recent legal developments in educational law and policy (Science of Reading) • Understanding and researching school law in a digital age • Major legal issues involving governance of public schools 	Reading for Week 3 ➤ Redfield, Ch. 2: Reading Case Law (pp. 38-114)	
3	Sept 8	<ul style="list-style-type: none"> • Student free speech and expression in a digital age Selected Legal Cases for Discussion: (1.) <i>Harper ex rel. Harper v. Poway Unified School District</i> , 445 F.3d 1166 (9th Cir. 2006) (2.) <i>Wisniewski v. Bd. of Education of the Weedsport Center School District</i> , 494 F.3d (2d. 2008) (3.) <i>Kowalski v. Berkeley County Schools</i> , 652 F.3d 565 (10th Cir. 2011)	Reading for Week 4 <ul style="list-style-type: none"> • <i>Goss v. Lopez</i>, 419 U.S. 565 (1975) • <i>Seal v. Morgan</i>, 229 F.3d 567 (6th Cir. 2000) • <i>King v. Beaufort County Bd of Education</i>, 364 N.C. 368 (2010) • <i>New Jersey v. T.L.O.</i>, 469 U.S. 325 (1985) • <i>Board of Educ. Of Independent School District No. 92 v. Pottowatomie County v. Earls</i>, 516 U.S. 822 (2002) • <i>Safford Unified School District #1 v. Redding</i>, 557 U.S. 364 (2009) • <i>G.C. v. Owensboro Public Schools</i>, 711 F.3d 623 (6th Cir. 2013) 	
4	Sept 15	<ul style="list-style-type: none"> • Student discipline • Student search & seizure 	Reading for Week 5 ➤ Redfield, Ch. 3: Research pp. 115-126)	
5	Sept 22	<ul style="list-style-type: none"> • Teacher free speech and expression Teacher out of school conduct Selected Legal Cases for Discussion	Reading for Week 6 ➤ Russo, <i>Torts, The Law of Public Education</i> (available on Blackboard course site)	

		<p>(1) <i>Garcetti v. Ceballos</i>, 547 U.S. 410 (2006)</p> <p>(2) <i>Melzer v. New York City Board of Educ.</i>, 336 F.3d 185 (2d Cir. 2003)</p>		
6	Sept 29	<p>• Negligence issues in K-12 Schools</p> <p>Selected Legal Cases for Discussion</p> <p>(1) <i>Benitez v. New York City Bd. Of Education</i>, 543 N.Y.S.2d 29 (1989)</p> <p>(2) <i>Spears v. Jefferson Parish School Board</i>, 646 So. 2d 1104 (1994)</p> <p>(3) <i>Shivers v. Elwood Union Free School District</i>, 971 N.Y. S.2d 568 (N.Y. App. Div. 2013)</p>	<p>Reading for Week 7</p> <p>➤ Russo, Ch. 15: <i>Students with Disabilities</i> (available on Blackboard course site)</p>	
7	Oct 6	<p>• Introduction to Laws Impacting Students with Special Needs and Disabilities</p> <p>Selected Legal Cases for Discussion</p> <p>(1) <i>Endrew F. v. Douglas County School District Re-1</i>, 580 U.S. ___, 2017</p> <p>(2) <i>Doug C. v. State of Hawaii</i> (9th Cir. 2013)</p>	<p>Reading for Week 8</p> <p>➤ IDEA (complete federal statute); available at: https://www.parentcenterhub.org/wp-content/uploads/repo_items/PL108-446.pdf</p> <p>➤ Section 504 (full statute) http://www.wrightslaw.com/law/504/sect504.regs.linked.pdf</p> <p>➤ Arkansas Dept of Ed, Special Education Unit: State Procedural Requirements and Program Standards; available at: https://arksped.k12.ar.us/PolicyAndRegulations/Sections1to30.html</p> <p>➤ Rehabilitation Act of 1973</p> <p>➤ Americans with Disabilities Act</p>	
8	Oct 13	<p>• Introduction to Laws Impacting Students with Special Needs and Disabilities (Part II: Implementation & State Policy Issues).</p> <p>• Implementation of the IDEA 2004</p> <p>• Introduction of Section 504 of the</p>	<p>Reading for Week 9</p> <p>• Arkansas Bullying/Harassment Code, Arkansas Code Annotated 6-18-514 (2007); available online at http://www.nasbe.org/healthy_schools/hs/bytopics.php?topicid=3131</p> <p>• Rosin, Hanna, "Why Kids Sext: And What to Do About It," (The Atlantic, November 2014).</p> <p>• State Student Cyberbullying Laws, available at https://cyberbullying.org/bullying-laws</p>	

		<p>Rehabilitation Act of 1973</p> <p>Selected Legal Case(s) for Discussion:</p> <p>(1) <i>Honig v. Doe</i>, 484 U.S. 305 (1988)</p> <p>(2) <i>Irving Independent School District v. Tatro</i>, 468 U.S. 883 (1984)</p> <p>(3) <i>Timothy W. v. Rochester, New Hampshire, School District</i>, 875 F.2d 954 (1st Cir. 1989)</p>	
9	Oct 20	<ul style="list-style-type: none"> • Student bullying and harassment (traditional and online) • Student abuse and sexual harassment 	<p>Reading for Week 10</p> <ul style="list-style-type: none"> ➤ Russo, Ch. 9: <i>Teacher Certification, Employment, and Contracts</i> ➤ Russo, Ch. 10: <i>Terms and Conditions of Teacher Employment</i>
10	Oct 27	<ul style="list-style-type: none"> • Legal Issues in Teacher Employment & Evaluation • Legal Issues Involving Student Records (FERPA v. HIPPA) <p>Selected Legal Cases for Discussion</p> <p>(1) <i>Owasso Independent School District v. Falvo</i>, 534 U.S. 426 (2002).</p>	<p>Reading for Week 11</p> <ul style="list-style-type: none"> ➤ Russo, Ch. 2: <i>Church-State Relations in Education</i> ➤ <i>A Teacher's Guide to Religion in the Public Schools</i>, First Amendment Center, available at http://www.firstamendmentcenter.org/madison/wp-content/uploads/2011/03/teachersguide.pdf
11	Nov 3	<p>Religion in America's Public Schools</p> <p>Selected Legal Case(s) for Discussion</p> <p>(1) Equal Access Act (EAA), 20 U.S.C. § 4071 (1984)</p> <p>(2) <i>Epperson v. State of Arkansas</i>, 303 U.S. 97 (1968)</p> <p>(3) <i>Good News Club v. Milford Central</i></p>	<p>Reading for Week 12</p> <ul style="list-style-type: none"> ➤ Kaufman & Kaufman, Ch. 17: <i>The Rights of Teachers and Employment Discrimination</i> (pps. 893-936)

		<i>School District, 533 U.S. 98 (2001)</i>		
12	Nov 10	<ul style="list-style-type: none"> • Anti-discrimination laws in public K-12 education • Affirmative action in K-12 public schools 	Reading for Week 13 > Black, <i>Ch. 12: Charter Schools, Vouchers, and Homeschooling</i>	Legal Analysis of District/School-Level Guidelines and/or Policy(ies) Due Nov 15 CASE BRIEFS Due November 20
13	Nov 17	<ul style="list-style-type: none"> • Charter schools, vouchers, and homeschooling 		
14	Nov 24	<ul style="list-style-type: none"> • Student Privacy in a Digital Age & other Legal Issues Involving Technology in School 		
15	Dec 1	Course Evaluations & Conclusions		K-12 School Law Current Events Review and Legal Analysis Due Friday, Dec 4

Syllabus Changes: Dr. Smith reserves the right to make changes as necessary to this syllabus. If changes are made, students will be notified promptly via their uark email account. It is your responsibility to monitor email regularly so you will be aware of possible changes to the syllabus.

EDLE 680V Educational Specialist Project
Kara Lasater, Ed.D.
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Summer 2020

General Course Information

Description: This course focuses on stewardship within the field of educational leadership. In this course, students will deeply examine the concept of stewardship and learn to apply a stewardship lens to multiple aspects of education and leadership.

Purpose of the Course: District leaders serve as ambassadors of their schools, communities, and the field of education. As such, they are called to engage in personal and professional stewardship. The purpose of this course is to challenge students to critically consider the concept of stewardship, to arrive at a clear understanding of what stewardship means for them as individuals and professionals, and to teach students to view personal and educational issues from a stewardship perspective.

National Educational Leadership Preparation (NELP) Program Recognition Standards – District Level: This course encourages students to apply a stewardship lens to the NELP Standards. The standards in bold on the table below are those that will be the focus of our work in this course. The complete list of standards can be found at <http://npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>

International Society for Technology in Education (ISTE) Standards for Leaders 2018: The ISTE Standards for Education Leaders support the implementation of the ISTE Standards for Students and the ISTE Standards for Educators and provide a framework for guiding digital age learning. These standards target the knowledge and behaviors required for leaders to empower teachers and make student learning possible. They're focused on some of the most timely, yet enduring, topics in education today – equity, digital citizenship, visioning, team and systems building, continuous improvement and professional growth. Complete information about these standards is found at this link: <https://www.iste.org/standards/for-education-leaders>

Arkansas Competencies for Grades P-12 Administrator-Superintendent and LEADS 2.0: In addition to the national standards, the goals of this course are aligned with the competencies identified by Arkansas as being critical to the work of district-level leaders and the system used by the State for evaluating the efficacy of administrators, LEADS 2.0. A table provided below cross-references the NELP competencies that are the focus of this course with the Arkansas competencies and LEADS 2.0.

https://dese.ade.arkansas.gov/Files/20201105160614_Superintendent-%20District%20Level%20Administrator%20Competencies%20122019.pdf

https://dese.ade.arkansas.gov/admin/Files/20201123105718_LEADS_2.0_Principal_Rubric.docx-3.pdf

NELP Component	AR Competency	LEADS 2.0 Domain	ISTE Standards
2.1	2.1	2C, 2E	1a, 5a
2.2	2.2	4A	1d
2.3	2.3, 2.4, 2.5	4A	1c
3.2	3.2	3A	1b
4.4	4.4, 4.5		
5.1	5.1	2D	
5.3	5.3, 5.4	4D	4d
6.1	6.1	1C, 2D	
6.2	6.2	1D	4b
7.4	7.4		

Course readings and materials:

Readings and videos distributed electronically throughout the semester.

Academic Honesty: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy which may be found at <http://provost.uark.edu/245.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact the instructor.

Written Work: All written assignments must be typed, double-spaced, and adhere to the sixth edition of the *Publication Manual of the American Psychological Association*.

Inclement Weather Policy: The general policy regarding inclement weather is that the University typically stays open regardless of bad weather. In the event of weather disrupting an online class, I will do my best to post a notification on the course website.

Accommodations: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Course Assignments and Grading

Class Participation and Attendance: This course is designed so that each person (instructor and student) is a teacher as well as a learner. Each of us has a responsibility to contribute to other group members' learning, as well as our own. Constructive participation in the class discussion boards, written work, Collaborate sessions, and other activities is expected. Students are expected to:

- contribute interesting, insightful comments;
- present examples of concepts relevant to discussion topics;
- paraphrase and build on comments of others;
- pose good questions;
- and, listen and respond appropriately to others.

Positive participation: The student regularly contributes to discussion board topics and Collaborate sessions and responds with sensitivity to classmates. Comments add to the learning experience and are connected to both the readings and the student’s relevant outside experiences. The student completes all weekly activities and utilizes learned knowledge to develop insightful, meaningful responses to discussion board topics and Collaborate sessions.

Negative participation: The student contributes to discussion board topics and Collaborate sessions infrequently and/or does not value and respect the contributions of classmates. Comments do not add to the learning undertaken by the class as a whole. Comments are not connected to the readings and are isolated to outside experiences only. Student does not complete required readings or watch required videos; thus, knowledge from these experiences is absent from discussion board posts and Collaborate session discussions.

Missed assignments, make-up policy: Late work will be accepted with a credit deduction of 10% for each day (*not class meeting*) late. Please see me individually if you have special concerns or circumstances.

Major Assignments: In order to receive a passing grade for the course, all of the assignments must be completed in a satisfactory manner.

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|---|----|
| 1. Discussion Board Assignments (5 @ 10 pts.) | 50 |
| 2. Collaborate Sessions (4 @ 5 pts.)* | 20 |
| 3. Stewardship Philosophy and Plan | 30 |

Total Points	100 points
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* Please note the above description of positive participation. Your grade is dependent on your *positive participation* in Collaborate Sessions. Simply attending the sessions is insufficient in earning your Collaborate Sessions points.

Grades will be determined on the following basis using a 100 point scale:

A 90-100	C 70-79	F below 60
B 80-89	D 60-69	

Syllabus Change: The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, prompt notification will be given to the class. It is the responsibility of students to monitor email through their University of Arkansas account.

Course Schedule

Week 1: Introduction to Stewardship (June 29 – July 5)

Guiding questions:

- What is stewardship?
- What does it mean to be a “good steward”?

Activities & Assignments:

- Collaborate Session – Thursday, July 2, 4-5:30 pm
- Complete Discussion Board 1 – due Sunday, July 5

Week 2: Looking through a Stewardship Lens (July 6-12)

Guiding questions:

- Why does stewardship matter?
- How does stewardship apply to my (future) role as a district leader?

Activities & Assignments:

- Read article: <http://nytimesineducation.com/spotlight/what-is-stewardship-and-should-all-great-leaders-practice-it/>
- Read Block – Replacing Leadership with Stewardship
- Watch Stewardship: How Leaders Live for Tomorrow, Today <https://www.youtube.com/watch?v=bih971-tPAQ>
- Collaborate Session – Thursday, July 9, 4-5:30 pm
- Complete Discussion Board 2 – due Sunday, July 12

Week 3: School District Stewardship (July 13-19)

Guiding questions:

- What does it mean to be a steward of my school district?
- How can I practice stewardship within my district?
- How can I encourage others within my district to engage in stewardship?

Activities & Assignments:

- Read Block – Choosing Service over Self-Interest
- Collaborate Session – Thursday, July 16, 4-5:30 pm
- Complete Discussion Board 3 – due Sunday, July 19

Week 4: Community Stewardship (July 20-26)

Guiding questions:

- What does it mean to be a steward of my community?
- How can I practice stewardship within my community?
- Why is stewardship an important component of community well-being and advancement?

Activities & Assignments:

- Collaborate Session – Thursday, July 23, 4-5:30 pm
- Read Block – Stewardship for the Common Good
- Complete Discussion Board 4 – due Sunday, July 26

Week 5: Personal and Professional Stewardship (July 27 – August 2)

Guiding questions:

- What does it mean to be a steward of my profession?
- How do I see myself engaging in stewardship in the future?
- Is stewardship currently valued within the profession? Why or why not?
- What role does being a “steward of self” play in district level leadership?
- How does stewardship relate to well-being?

Activities & Assignments:

- Collaborate Session – Thursday, July 30, 4-5:30 pm
- Complete your Stewardship Philosophy and Plan – due Thursday, July 30
- Complete Discussion Board 5 – due Sunday, August 2



EDUCATIONAL LEADERSHIP PROGRAM SYLLABUS

General Course Information

Course Prefix and Title: EDLE 674V: Internship – District Level
Semester: Spring 2021
Meeting time: Individually arranged between student & Dr. Smith
Location: Online & on site
Number of credits: Variable
Course Prerequisites/Co-requisites: Graduate student standing

Instructor Information:

Name: Christy L. Smith, Ed.D.
Email: cls19@uark.edu
Office location: 105 Peabody Hall
Office phone and/or other contact information: 479-575-8729
Office Hours: Virtually, per student request and need.

Background

This course is an extensive, 216 hour program designed to prepare candidates for district-level administrative positions. This syllabus allows students to include significant activities from their courses of study as part of the internship, and provides flexibility to allow activities to be individualized to meet each intern's unique situation, needs and aspirations as per NELP Standard 8 (Components 8.1-8.3).

Important University of Arkansas Academic Policies

Academic Honesty:

The University of Arkansas Academic Honesty Policy for Graduate Students can be found at <http://www.uark.edu/depts/gradinfo/dean/governance/academichonestypolicy.html>

Inclement Weather Policy: (This should not impact us, but it is being shared anyway.)

Since this is an online, distance education course, the general policy regarding inclement weather is that the University typically stays open regardless of bad weather.

Accommodations for Students with Special Needs or Disabilities:

Students who require accommodations for identified physical or learning disabilities need to contact the instructor at the beginning of the semester, preferably within 24 hours of the first session. Reasonable accommodations will be made for students with verifiable disabilities.

Information about the Center for Educational Access can be found at
<http://www.uark.edu/ua/csd/accommodations.htm>

Please do not hesitate to contact the center or me with questions or concerns about the services available to you.

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this **List of Program, Department, and College Contacts**. A **flow chart** is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. For appeals structures and formal procedures for academic grievances, refer to either the Undergraduate Catalog of Studies (<http://catalogofstudies.uark.edu/2882.php>) or the Graduate Catalog of Studies (<http://catalogofstudies.uark.edu/3909.php>).

Please note that the internship syllabus makes provision for additional elective hours that can be earned in internships beyond the three-hour minimum.

Scholar –Practitioner Model

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners*. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community.

The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and is defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

Syllabus Disclaimer

This syllabus is a starting guide to planned class activities. Changes may occur to meet class needs as determined by the instructor depending on the opportunities that arise, and the background and interest of the students.

Collaboration Sessions and Site Visits

Students enrolled in the internship will meet with the university faculty member who is supervising the internship virtually (via Collaborate, zoom, Skype, phone) over the course of the

semester. On site visits will be made when allowed. The scheduling of these meetings will be ongoing over the course of the semester that the student is enrolled in the internship.

Introduction to Administrative Internship Programs

Specific purposes of the internship program are:

1. To learn to apply leadership skills on the job under the supervision of qualified professionals serving as role models **(NELP 8.3)**.
2. To learn how to apply the theories, research findings, procedures, and skills learned in the classroom to practical challenges and opportunities **(NELP 8.1)**.
3. To understand how local policies and procedures can focus on student success, staff satisfaction, parental expectations, and financial responsibility in the context of community expectations, state and federal mandates, State Board of Education structures, and judicial rulings **(NELP 8.1)**.
4. To sharpen and focus the intern’s decision-making skills through guided observations, data gathering, consideration of alternatives, and reflection as the intern participates in selected aspects of the daily work activities of school administrative personnel **(NELP 8.1))**.
5. To provide exposure to, and involvement in, collaborative activities in multi-schools and districts linking with social service agencies and other community organizations.
6. Follow the **National Educational Leadership Preparation Standards (2018)**

This internship experience provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in NELP Standard 8 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school/district practitioner/mentor for graduate credit **(NELP Standard 8)** as follows:

Elements	Meets Standards for District Level Leadership
Standard Eight: Internship & Clinical Experiences	Program completers engaged in a substantial and sustained educational leadership internship experience that developed their capability to promote the success and well-being of each student, teacher, and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.
8.1 Field Experiences	Candidates are provided a coherent, authentic, district-based field experiences/clinical internships that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and

	demonstrate their capabilities as articulated in each of the elements included in NELP District-Level Program Standards one through seven.
8.2 Sustained	Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) district-level internship or clinical experiences that include authentic leadership experiences within a district setting.
8.3 Mentor	Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

Note: Length Equivalency: The six-month internship experience need not be consecutive, and may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize the candidates' opportunities to practice and refine their skills and knowledge at both the elementary and secondary school levels. Full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 9-12 hours per week).

Examples of Recommended Promising Practices for Candidate Performance Activities: Candidates will complete a self-inventory based on national standards, and develop a self-improvement plan based on the results, which serves as the basis for activities during the internship.

Overview of District Level Administrative Intern Program

A. District Office Internships: In accordance with **NELP Standard 8 – Components 8.1, 8.2, & 8.3** – Each student must complete a three-hour internship at the District level with an emphasis on the positions of superintendent and assistant superintendent or director. (While this is the norm, it is possible that the focus would include other positions at other levels based on the unique needs of the student recognizing that an expectation for preparation to be a superintendent or assistant superintendent is an internship at this level). A minimum of a six-month **216 hour program** with a minimum of 9 to 12 hours per week as per the standard from the National Educational Leadership Preparation (NELP) standard 8.2 (2018). Students register for EDLE 674V after obtaining permission from their program advisor. In cooperation with the student's internship coordinator (Dr. Christy Smith), the student selects a district-level mentor. The Mentor must hold a current, standard district-level license for the state where the internship is

being conducted. Additionally, the Mentor must be employed as a district level administrator by the school district where the internship is being completed. Mentors for interns in Arkansas schools must have received training in LEADS 2.0 and TESS. Mentors outside of Arkansas must have training in the evaluations systems required by that state.

This Internship Syllabus and the Memorandum of Understanding between the university supervisor and the practitioner/mentors will ensure appropriate training to guide the candidate during the intern experience. Students must plan a portion of their internship to include experiences with social service, private, and community organizations.

B. Optional District Level Leadership Development: Students preparing for district level positions may choose to log additional hours in leadership development. This can include participation at in-service meetings sponsored by the Arkansas Association of School Administrators, American Association of School Administrators, Arkansas Association of School Boards, National Association of School Boards, other national curriculum or school business official meetings, or district-level leadership development sponsored by the Arkansas Leadership Academy. The educational administration program area faculty will be happy to work with you to suggest experiences that might enhance your preparation for significant school district leadership. If you choose to participate in this option, we would suggest you document your training as evidence under the appropriate NELP component (**NELP 8.0**).

Mentors: A mentor must be a licensed school administrator. The mentor should be at the primary site where the Intern will accomplish a majority of the Significant Activities. During the Internship the University Supervisor will meet with the mentor and through one-on-one training review the mentor's responsibilities and duties. The duties of the Mentor shall include but are not be limited to:

1. The mentor shall work with the intern in developing the overall Plan and timeline for the internship. This shall include reviewing the elements of each Significant Activity and determining the tasks that will be performed.
2. The mentor shall monitor the intern's progress in meeting the tasks and timelines defined in the Plan.
3. The mentor shall assist and insure the intern has the opportunities to perform every task as defined in the Plan and the course syllabus.
4. The mentor shall carefully monitor those activities that deal with diversity and insure that the intern has demonstrated the sensitivity to differences as needed for satisfactory completion of those specified Significant Activities.
5. The mentor shall, upon the completion of all activities, sign off on the intern's time sheet (hour log) and fill out an evaluation form that reflects the degree to which the intern met each of the NELP standards during their internship experience. Interns will not receive a final grade for the internship if these two documents are not received by the University internship supervisor. At any time during the internship questions or problems arise the mentor shall contact the university supervisor for support or clarification.

Summary: Specialist Degree in Educational Administration Internship Program

All students must complete a minimum six-month 216-hour district level internship with 9-12 hours per week focusing on district leaders (**NELP 8.2**). The six-month period can include portions of the intern's program of study. *Persons must have program approval from their University advisor (through their approved University plan) and from their internship supervisor before beginning the internship.* Students register for the internship in the semester in which they will complete the internship for the typical three-hour sequence.

The primary goal of this internship course is to provide future school administrators with an understanding of the leadership skills needed to design and implement an effective educational organization supporting the success of all students using the NELP Standards:

National Educational Leadership Preparation (NELP) Standards For District Level Leaders

The NELP Standards for District level administrators can be found in their entirety at the link provided below.

<http://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>

Internship Activities

Internship activities will consist of both required and elective activities. Students should propose activities that will allow them to develop competencies to meet **NELP Standards**. Each intern's program is unique as it reflects the experience of the student; the education of the student; the circumstances or situation of the assignment; the aspirations of the student; and in some cases, the program needs of the Mentor.

Sample of Required Assignments for EDLE 674V – Internship

These assignments align with NELP standards and related competencies that the State of Arkansas requires all new leaders to have at the end of their preparation program. **Since Interns are allowed to include significant activities from their Program of Study, they will collaborate with their University Supervisor and Mentor regarding existing activities that may replace one or more required assignments below.**

Each completed activity will be maintained electronically, where the student will develop a comprehensive online internship portfolio that will be evaluated based on the NELP standards.

EDLE 674 Assignments – Specialist (District Level)

Note: For Assignments—2, 4, & 8, the intern should give thought to how each of the activities is sensitive to the diversity of the student population—children with special needs, as well as students from different ethnic groups, etc.

Assignment #1, The Vision in Different Contexts
NELP Standard 1
Arkansas Competency 1

Activity - Attend administrative, parent and community meetings in two or three different districts. If possible, these districts should include one relatively small district and one relatively large district. Observe the similarities and differences in the meetings. Reflect on how the leaders communicate the vision and policies of the district, as well as trends and issues that are affecting the district, to those in attendance. Write a summary of your experience, including the similarities and differences in the meetings. Be sure to include the strategies utilized by the leaders to ensure the effectiveness of these meetings. How are the district's vision, mission and goals supported, as well as the NELP Standards & Arkansas Competencies?

Assignment #2*, Analyzing Data and the Vision
NELP Standards 1, 4
AR Competency 1, 4

Activity - Interview the district's assessment coordinator. Find out which assessments are required at the various grade levels. Research rewards and sanctions that are based upon that data. (Examples: Measuring Performance Honors Awards or Academic Distress) Pick a particular assessment to analyze. Look at data from three or more years. Analyze the items from that data to determine where the district has particular strengths and weaknesses. Are there similarities in the weaknesses over a period of years? Organize your data in a form that will be easily presented to a group of stakeholders. Be sure to write a summary, including reflection, of what you have learned. How are the district's vision, mission and goals supported, as well as the NELP Standards and AR Competencies? Include the list of questions you asked the coordinator with his/her responses.

Assignment #3, Informing the Community
NELP Standards 1, 5
AR Competencies 5

Activity - Plan a presentation of the data analysis from the assessment project to a chosen group. Let your audience know where the strengths and weaknesses lie for the district. Explain the district's standing in regards to rewards and sanctions. This presentation should include a PowerPoint slideshow or overheads, handouts and a feedback form evaluating your performance. After the presentation is given, reflect on your performance and analyze your feedback forms to determine the effectiveness of your presentation. How are the district's vision, mission and goals supported, as well as the NELP Standards?

Assignment #4*, Needs in a Diverse Community
NELP Standard 3
AR Competencies 3

Activity – Interns should participate in the development and operation of “multi-cultural involvement or diversity appreciation nights” to gain an understanding of the diverse needs of students and their parents. While at these events, talk to students and parents from school programs including advanced placement, special education, and regular education to assess their needs and concerns for the appropriate instructional activities. These events will assure that educational administration candidates work with students with exceptionalities and from diverse groups which will include different ethnic (i.e. African-American, Hispanic, Asian, Native American and Caucasian) as well as students with disabilities, economically disadvantaged, gifted, etc. Discuss these student and parent needs and concerns as they relate to the academic performance of these diverse groups with your mentor or district’s assessment coordinator. Conduct research regarding successful strategies to address this group or area of concern. Your research should include research literature and discussions with leaders in successful districts. Write a report of your findings including: the specific group or area targeted, your research findings from the literature and a summary of your discussions with leaders from districts who are succeeding with the group or area of concern. How does this activity support the district’s vision, mission and goals, as well as the NELP Standards?

Assignment #5, Professional Growth Plans
NELP Standard 5
AR Competencies 5

Activity - Interview the district’s administrator responsible for personnel evaluation. Discuss the type of growth plan or plans utilized by the district. Determine if there are differences in types of plans based upon experience, position types or other employee characteristics. Who evaluates various personnel groups? Summarize the district’s evaluation system. Reflect on the effectiveness of the system to promote life-long learning and best practices. Be sure to include your reflection with your summary of the system. How are the district’s vision, mission and goals supported by the plans, as well as the NELP Standards? Include the list of questions you asked the administrator with his/her responses.

Assignment #6, Operation Structure and Management
NELP Standard 6
AR Competencies 6

Activity - Obtain the chain of command and job descriptions from two different districts, preferably a relatively small and a relatively large district. Review the districts’ administration chain of command and job descriptions for the various personnel positions. Create a table that summarizes and compares the positions in both districts. Reflect upon the differences in resources alignment and accountability within the different districts.

Write a short summary of your reflection and findings. How are the NELP Standards supported by the positions in each of the districts?

Assignment #7, Human Resource Development
NELP Standard 7
AR Competency 7

Activity - Research strategies for effective recruitment, induction, retention and development of personnel. Then, interview at least two administrators responsible for recruitment, induction, retention and development of personnel to determine their strategies. Determine what activities are used for personnel inductions in a particular district. Ensuring confidentiality, survey and/or interview the district's new personnel to determine their opinion of the effectiveness of the district's induction, recruitment, retention and development strategies. What suggestions do they have for improvements in these areas? Analyze the surveys and/or interviews for similarities in weaknesses and strengths in the various areas. Write your finding in the form of a report, including graphs or charts that display the findings in an easy to read format. How are the district's vision, mission and goals supported, as well as the NELP Standards? Include the list of questions you asked the administrators with their responses.

Assignment #8*, Meeting All Students Needs
NELP Standard 3, 4
AR Competency 3, 4

Activity - Interview the district's administrator responsible for alternative education. Determine the district's plan and policies for students with special and exceptional needs. Determine what district and community services are available to assist students with special and exceptional needs. What programs are in place to educate these students? Visit a juvenile court session. Visit an alternative learning center and/or juvenile detention center school. Gather information on the processes to identify these children, educate them and increase the likelihood that they will receive a quality education. Summarize your findings. Write a reflection including the effectiveness of these programs, plans and policies on educational effectiveness for all students and their support of the district's vision, mission and goals, as well as the NELP Standards. Include the list of questions you asked the administrator with his/her responses.

Assignment #9, School District Leadership Culture
NELP Standard 7
AR Competency 7

Activity - Attend district board meetings in two different districts, preferably a relatively small district and a relatively large district. Obtain a copy of the agenda from each meeting. Summarize the issues discussed in the meetings. Reflect on strategies utilized by the leaders to involve the community and families in the educational process. What were the

similarities and differences in the meetings in the districts? How are the district's vision, mission and goals supported by the strategies, as well as the NELP Standards?

Assignment #10, Educational Resources

NELP Standard 6

AR Competency 6

Activity - Interview the district administrator responsible for financial matters within the district. Determine the state funding formula, process of creating budget projections, determine location and percent of revenue and expenditures, how the information is communicated to stakeholders, etc. Write a summary of the interview. Include a reflection regarding how the district's vision, mission and goals are supported, as well as the NELP Standards. Include the list of questions you asked the administrator with his/her responses.

Assignment #11, Organizing to Meet Students Needs

NELP Standard 6

AR Competency 6

Activity - Interview the district's top administrators. Determine their job responsibilities in regards to local, state and federal levels of government. What particular laws, policies, standards or regulations do they have to adhere to? What specific reports are they responsible for submitting? What responsibilities do they have in regards to community involvement? Write a summary of your findings. Reflect on the support of your findings to the vision, mission and goals of the district, as well as the NELP Standards. Include the list of questions you asked the administrator with his/her responses.

Assignment # 12, Moral and Ethical Dilemma

NELP Standard 2

AR Competency 2

Activity—The candidate will describe a situation, you are aware of, that has a problem involving a moral / ethical issue. (Do not use real names or otherwise identify information about an individual.) (Do not use real names or otherwise identify information about an individual. All writings will be held in strictest confidence with the candidate. Should the candidates mentor be involved in the situation, this significant activity can be withheld from the mentor prior to mentor approval.) The candidate will write a reflective paper that describes all aspects of the moral/ethical dilemma, all this issues and forces that come into play, how the situation was resolved, and how the candidate agreed with the handling of the issue and why or how they would have handled it differently and why.

Elective Activities:

Below is a series of suggested elective projects for the internship. The intern will propose a plan of study in consultation with the school district supervisor and the intern's University supervisor. The intent is to provide the intern opportunities to develop a basic

understanding with related experiences in all standards. This list is representative but not exhaustive. The intern will choose and then customize activities based on the school assignment with other activities added as relevant. Regardless of the position goal of the intern, it will be expected that each intern will have strengths in administering programs that produce student success and enjoyment, staff satisfaction, and community pride.

As the intern works with the school district mentor and University intern supervisor to structure activities that will the intern's needs, meet requirements, and develop strengths in all of the ten standards mentioned earlier, we ask that the intern view this as a long-term process that will eventually include internships in both the masters and specialist degree programs. At the point that graduate students complete the internship, they will have had the opportunity to be very well prepared for significant leadership in future positions. We ask that interns select activities with both immediate and future goals in mind.

Elective Activities

1. Written Communication Review – Read every piece of non-confidential mail (electronic or hard copy) that comes to the mentor over a consecutive five-day period. Categorize the written communications in the system used by your supervisor. What mail should be routed to others without the administrator ever seeing it? What mail should be routed with a memo from the administrator? What mail should immediately be discarded? What mail should be acted upon immediately? What mail is important but not urgent? Record your decisions (masking names and events where necessary), review your conclusions with the administrator's secretary, and then discuss your conclusions with the administrator. Do you agree with the classification system in use? Why or why not?
NELP & AR 5.3

2. Proposal Presentation – Prepare and present a report or proposal (of interest to you and your school supervisor) to the school board, district administrative council, building faculty, or the PTA/PTO. This report should be in written form as well as presented orally at the group meeting. In your subsequent analysis, reflect on what went well or not well, and how you would change the report or the conditions if doing this again. Many times, a school supervisor will welcome the opportunity to assign a topic that needs immediate attention. **NELP & AR 5.3**

3. Project Preparation – Carry out a project developed in conjunction with your school supervisor that will meet your supervisor's needs. While this will require the approval of the University coordinator in advance, such projects are often useful to the intern as well as the school district. They provide authentic learning experiences. Evidence would include the project itself, if appropriate, or a summary of the project together with your reflective analysis.

4. Group Leadership – In accordance with your school supervisor's directions, plan and lead a meeting with staff, parents, and/or community leaders. Reflect on its success and any changes you might incorporate in the future. **NELP, & AR 5.3**

5. Analysis of Technology Utilization - From the perspective of instruction or management, analyze the utilization of technology in your building or school district assignment, and make recommendations for future modifications or alterations in accordance with the school or district goals and resources. Provide a written report to your building or district supervisor. **NELP & AR 4.1, 6.1**

6. Student Leadership – Attend and provide an analysis of three student leadership meetings (not under your jurisdiction). Examples of these meetings could be student council, school leadership committees, or classroom leadership projects in accordance with a teacher seeking to involve students in authentic learning. **NELP & AR 5.2**

7. Student Deliberative Meetings – Attend and provide an analysis of three meetings in which staff, parents, and, in some instances, students are assessing progress and planning strategies to help the student go forward. These meetings could be Individual Educational Plan meetings, placement meetings to consider alternative placements such as at alternative schools or with different teachers, meetings to consider how to redirect the student on task, or meetings to consider how to plan home-school enrichment for the child. These meetings should not be a part of your normal assignment. You will need to observe all laws and district guidelines regarding student privacy. This may involve obtaining parent permission prior to your participation even though it is passive. **NELP & AR 5.1**

8. School Improvement – Serve as a member of the peer review team during a North Central Association evaluation visit to another school or serve in a leadership capacity in a school where the internship is taking place. Interview the leader of the team in person or by phone after the evaluation has been completed to obtain that person's perspective concerning what took place in the context of other schools in which that person has been involved. Was this an example of excellence or should the intern look at another model? A description and analysis of this experience would be included as evidence in Bb. **NELP & AR 1.2**

9. Leadership Role – Serve in a leadership capacity for a major committee assignment for the district. Examples would include: curriculum committee, tax referendum committee, school improvement committee, or community-school district joint project. A description of the committee, summary of results, and reflective analysis would be included as evidence of the activity. **NELP & AR 5.2**

10. Conflict Resolution (adult) – Serve as an observer (or as the administrator) in a situation in which the mentor or the mentor's assistant is charged with resolving a conflict between adults. Provide a description of the conflict, how the mentor attempted resolution, and the extent to which resolution occurred. Analyze the methods used for resolution and make suggestions as to alternate approaches available. **NELP & AR 2.2, 7.3**

11. Conflict Resolution (adult/student) – Serve as an observer (or as the administrator) in two to four situations (depending on the nature of the internship) where the mentor or the mentor's assistant is charged with resolving a conflict between an adult a student, between two students, or with a student charged with violating a significant school rule. Provide a

description of the conflict, the steps taken to attempt resolution, and the extent to which resolution occurred. Analyze the methods used for resolution and make suggestions as to alternate approaches available. Consider both the guidance and the discipline administered in each case. Will the student(s) likely profit by the intervention? **NELP & AR 2.2, 7.3**

12. Behavior Management – Become familiar with the student handbook. Describe the discipline plan for the school/district and compare that with the plan in effect at two or three other schools in other school districts. Understand how due process is assured and is documented. Construct a revised discipline plan and/or create a revised discipline handbook based on the review of these plans, the wishes of the mentor, and a needs assessment that considers level of incidents as well as staff, administration, parent, and community expectations. In the analysis for evidence, reflect on the due process requirements, the consistency of the revised policies, and the ability for administrators to take into account unique circumstances as they prescribe consequences while following disciplinary policies. Discuss the involvement of the board of education in the formation and adoption of discipline plans. **NELP & AR 2.2, 2.3, 6.3**

13. Community Relations – Serve as the school or district representative on a major school-community assignment such as a chamber education committee, school-business partnership committee, judicial advisory committee, public library committee, police advisory committee, counseling agency committee, or recreational agency committee. This should not be an assignment that you presently hold as the internship is designed for new experiences. Describe your role on the committee and summarize actions taken by the committee. Make suggestions concerning the future role of the school district on this committee. **NELP & AR 3, 5**

14. Coordination of School Event – Coordinate a major school-community event such as homecoming, college night, school carnival, or vocational night. Describe the event, the people involved in making the event happen, budget information including sources of funding, and the level of participation. Was the event successful? Why or why not? What changes would you recommend for the future? **NELP & AR 3, 5**

15. Parent Involvement – Review and analyze the degree of parent involvement in the school or school district in which the internship is taking place. Compare that involvement with at least one other school or school district that has a reputation for success. From the analysis and comparison, suggest a plan to increase the amount and degree of engagement of parent involvement in the school or school district. Give attention to increasing the level of involvement in student educational activities. **NELP & AR 3, 5**

16. Extended School Day – Plan and, if practical, implement a program of educational activities that takes place outside the normal school day. This program should not be just one event but a series of activities that result in increased learning. Consider after-school programs, parent packets of schoolwork to take place at home, instruction using the Internet, instruction using community members, and/or instruction using volunteer staff members that are paid for teaching after hours. The scope of this project must embrace at least one grade level if in an elementary school or department if in a secondary school.

Analyze what took place and what steps are necessary in the future for this project to be successful on a continuing basis. How will you know if student learning is increased?

NELP & AR 4

17. Student Involvement – First, analyze the level of participation in all activities and sports teams in the school. Contrast this with the extent and level of participation in activities and sports teams in a school in another school district that has a reputation for excellence. Then, disaggregate the participation in your school by gender, race, and possibly socio-economic status. From your analysis and a formal or informal needs assessment, make written recommendations for the future. These suggestions would go to your mentor. Include your analysis and your recommendations as evidence. **NELP & AR 3**

18. Budget Analysis of Assemblies, Activities, Extra-curricular Activities, and Co-curricular Activities - List all assemblies, activities (such as “spirit days” or homecoming), extra-curricular activities, and co-curricular activities. Prepare a folder that lists number of participants and budgets for each entry. Identify sources of funding for each activity or organization, and expenditures by category. In that misuse of funds in these organizations can lead to legal action involving the administrator, reflect on the audit procedures used to receive and appropriate funds. Consider an analysis of funds spent by student per activity. Consider parent obligations regarding the activity. Consider what needs to take place to insure equity if that focuses as a problem after your analysis. Make suggestions for change as appropriate with a copy of your report as evidence. **NELP & AR 3, 6**

19. Special Education Delivery from the Parents’ Perspectives – Interview three parents with children receiving special education services. Choose parents of students with different disabilities. What are the hopes of each for his/her child upon graduation or as the child moves to the next level of education? What are the policies, procedures, staffing, and attitudes that the parent has found helpful in working with the school to meet the child’s needs? What has the parent found that has made it difficult for the child to have a successful school experience? Based on these responses, write a set of goals and a plan of action for each goal that reinforces or changes current practices in working with special education students and parents. Include a discussion of any ramifications your goals and plans would have for staffing, staff development, parent education, the budget, space allocation, transportation, scheduling, and public relations. (Remember to honor student and family privacy in your written discussion.) **NELP & AR 3, 4**

20. Personnel Staffing Allocations – Work with the principal/superintendent to establish the steps and timelines to determine the number of staff required for all aspects of the building/district program. What are the determining factors that are used to arrive at the allocations? If increases in student enrollment are projected, what steps will be taken to fill the staff positions? If student enrollment decreases are projected, what criteria will be used to make the cuts in staff positions? In such a case, what is the plan to maintain morale during the downsizing? **NELP & AR 6, 7**

21. Personnel Selection – Write a posting for a vacant licensed position. Participate in the screening of applicants. Identify the groups who will be represented on the interview committee and write the reasons for including each of them. Prepare a list of eight to twelve interview questions for each group that will be involved in the interview process. Indicate what sort of answers you will be looking for and the reasons for those answers. Identify subjects about which questions may not be asked. Prepare a rating scale for candidate comparison. Identify the involvement of the final decision-maker prior to the recommendation going to the board of education. Is input authentic at each stage of the process? Comment on the role of the board of education in staff selection. Prepare a summary report as evidence. **NELP & AR 7**

22. Conflict Resolution – Conflicts will occur in any organization. Identify four to six actual or potential controversial issues in the school or school district (not connected with discipline). Title each one and write a one to two page summary of each issue. Identify what steps of action have been taken, what steps will be taken, and what you would suggest should be taken to prevent each conflict. If these conflicts do occur or are already underway, discuss positive outcomes that could emerge, as the conflict is resolved through skillful leadership. **NELP & AR 2**

23. Speech to Community Organization – Prepare a speech on some aspect of education deemed pertinent by you and your mentor. Deliver this speech to a group in the community. Identify (or place) someone in the audience to critique your delivery. Were you effective? Include your speech and your own reflection concerning its effectiveness as evidence for Bb. **NELP & AR 5**

24. Speech to Parents – Working with your mentor, prepare and deliver a speech to a group of parents on a topic pertinent to your mentor's school or school district. The presentation might occur at an awards' assembly, PTA or PTSO meeting where curriculum was being presented, or at an athletic parent meeting to explain procedures as examples. Identify someone in the audience to critique your delivery. Were you effective? Include your speech and your own reflection concerning its effectiveness as evidence. **NELP & AR 3, 5**

25. Summer-School Leadership – Serve as Director, Assistant Director, or Administrative Intern in a summer school. Either initiate (if an administrator) or participates and describe (if an intern) the program development, publicity, recruitment, registration, transportation standards of behavior and instruction, brochures, and plans to insure student progress. Reflect on the time devoted to learning versus other activities. How was progress assessed? Prepare a summary report that includes your suggestions for improvement in the following year. **NELP & AR 4**

26. Standardized Assessment Analysis – Prepare a one or two page chart that lists all formal assessments that take place in the school or school district by grade and time of year. Select one of the standardized assessments for special attention. Disaggregate the data and analyze the results. Present the disaggregated data in a format easily understood by your staff and parent community. Do a three-year longitudinal analysis of the results.

Compare grade by grade as well as a second comparison that follows the same students over a three-year period where this is possible. Consider mobility where possible. What generalizations about student achievement within the groups can be made? What policies, procedural changes, and/or program adjustments would you recommend to your mentor? Please note that the above comments are only suggested areas to pursue. You would customize this analysis based on the situation and the wishes of your mentor. Your report should contain what you found, how was it presented, what changes (if any) are anticipated in assessment or instruction as a result of this analysis, and how you would communicate similar results if you were the administrator in charge. **NELP & AR 4**

27. Standardized Test Administration – Coordinate the administration of a standardized test for a campus. Include pre-testing information for faculty, how the results will be disseminated and explained to faculty and parents, pre-testing orientation for students, and supervision of the actual testing. What changes would you make if you were doing this the following year? Describe the process. **NELP & AR 4**

28. Physical Plant Health and Safety – List ten external health and safety issues in your school or school district that must be addressed concerning school property (such as playground equipment, signage, traffic patterns). List ten internal school building health and safety issues (such as blind spots in supervision, bathrooms, air quality, lunchroom procedures). From each list, select five that theoretically need to be changed or that could in actuality profit from additional attention. Consult with your mentor before deciding which issues to pursue. Study each issue and identify the district personnel who need to be involved. Cite the procedures that must be followed to facilitate the change. Make sure any life safety regulations are being followed. Reflect on what you learned. **NELP & AR 6**

29. Physical Plant Needs Assessment – Conduct an analysis of a school facility with respect to accessibility (including handicapped students and adults), possible safety hazards, cleanliness, distractions, overcrowding, suitable panic bars, fire alarms, posted emergency evacuation routes, emergency policies and procedures, and general emergency preparedness or readiness. Interview an official charged with that responsibility on a district-wide basis. Become familiar with regulations concerning life safety. Include recommendations for improvement where necessary. Document your findings. **NELP & AR 6**

30. School District Maintenance and Repair Schedule – Evaluate a school district's maintenance and repair schedule. As one example, how often does re-roofing take place? Is that sufficient or do many emergency repairs have to be made in the interim? How do building administrators request repairs? How are repair priorities determined at the district level? If possible, obtain an annual summer and holiday maintenance repair schedule. Reflect on what you have learned. **NELP & AR 6**

31. Classified (Support) Staff – A former administrative internship student suggested that working alongside classified staff and attending a banquet honoring classified staff were important learning experiences and ways to develop positive rapport with these important

members of the school team. Log your activities and write a reflective analysis as to what you learned. **NELP & AR 6, 7**

32. Facilitating Change – Design a model to structure teamwork time for staff that facilitates curriculum development planning or instructional improvement strategies focused on increased student success on authentic learning projects deemed acceptable by students, staff, and community. Include resources needed to implement your plan. Analyze the contractual, internal political considerations, and external political considerations of your model. Reflect on what was learned. **NELP & AR 5**

33. Clarifying position descriptions – Analyze the position descriptions of the administrative team in the school or school district in which you are doing your internship. (At the building level, this would include the principal and assistant principal. At the district level, it should include the superintendent and any other two positions that are of interest to you). Obtain position descriptions from two other school districts that have a reputation for excellence. Compare and contrast the position descriptions. Then, interview those administrators holding the positions in the organization in which you are doing the internship. Learn from them what they consider most and least critical. Obtain their reaction to the study that you have made concerning their position description versus the other two you have studied. Reflect in your journal what you have learned. Discuss any changes you would make in your own organization's position description for administrators if you were in charge. **NELP & AR 7**

34. Professional Interaction and Professional Growth – Join the state and national organization associated with the position in which you are an intern. Participate in at least two of the meetings sponsored by these organizations including one major convention. At the meetings, attend presentations of interest to you. Write a brief summary concerning the content of the presentations and your impressions of the conferences. **NELP & AR 7**

35. Administration of Support Services – Select an area such as student transportation or food service. Become familiar with the federal and state regulations, school board policies, and staff operating procedures operating in your district related to the selected service. Interview two supervisors in the area you are studying. Spend one day shadowing a supervisor. Summarize what you have learned and critique the effectiveness of the present program. Project what lies ahead with attention to resources and student needs. **NELP & AR 6, 7**

36. Building Scheduling – Participate in the process for developing the master student schedule and master teacher schedule in your building. Are these management or leadership tasks? Learn sufficiently to be able to replicate their schedules in a building of your own. With your mentor's authorization, you might choose to sample students and teachers to assess perceived needs. After you are confident that you could administer these schedules, visit with an administrator in another school district that has different student and teacher schedules. Reflect on what you have learned. **NELP & AR 6**

37. School Board Agenda – For persons in the specialist internship, consider working with your superintendent to plan a school board agenda. Include the interaction that occurs with the cabinet and with the school board president. Note the information that is provided to the press and to the staff. Attend that board meeting and analyze whether your perceived expectations of the meeting were realized. Were there any “hidden agenda items” that surfaced during the meeting? How does the public participate in the meeting? What is the role of the other administrators? Report what you learned. **NELP & AR 6**

38. Disruptive Students Placed Elsewhere – Do an analysis of students expelled and or placed in alternative placements by the courts or by school officials. Recognizing the necessity of not allowing students to disrupt the school, focus on what happens to these students. Visit a juvenile court session. Talk with caseworkers and other supervisory officials who work with youth outside the public school setting. Summarize and reflect on what you have learned. **NELP & AR 3**

39. Referral of Students with Special Needs – Examine the school and/or school district’s policies for referral of students for health services, psychological assistance, and special classes. Participate in two conferences involving such services after receiving permission from all parties. Critique their effectiveness in addressing the student’s needs and summarize what you learned. If possible, follow-up on one of these students prior to the completion of your internship to see if anything positive has occurred. **NELP & AR 3**

40. Supervision of students – Supervise hall traffic, the lunchroom, the playground, and or evening activities. Analyze the procedures and discipline procedures. Assess the “climate” during the time you are involved in supervised. If possible, arrange with your building mentor to supervise a “cycle” of activities. What did you learn? What would you improve? Reflect and summarize. **NELP & AR 6**

41. Handbook Revision – Design and/or suggest revisions for a building handbook. Involve others as appropriate. Possibilities include a volunteer handbook, crisis handbook, student handbook, and parent handbook. Your mentor may have some projects that would be applicable to the school or school district. Include the handbook or suggested revisions as evidence you will upload into Bb. **NELP & AR 2, 6**

42. Volunteer Coordination – Help establish or administer a Parent Volunteer Program. Summarize your completed project as evidence for Bb. **NELP & AR 5**

43. Federal Programs – Select two special federal programs in your school and/or school district. Analyze the funding process and the accountability involved. Study the approved applications. (Possibly, you might be involved in an actual application). Evaluate how implementation of these programs affects the principal’s job as well as the entire school system. What are the benefits for children? **NELP & AR 2, 6**

44. Textbook Resources – Evaluate the process of textbook distribution. Describe the process and your involvement in one or more of the following procedures:
a. Textbook selection/adoption procedures, schedules, and deadlines. **NELP & AR 4, 6**

- b. Method of inventory of textbooks.
- c. Process for textbook distribution.
- d. Procedures for fulfilling textbook accountability.

45. Curriculum Planning – Work with a teachers’ committee that is developing new units, courses of study or new teaching methods. How will you determine whether the new units are successful? Describe the process and your analysis of its usefulness as evidence you will upload. **NELP & AR 4**

46. Curriculum Alignment – Determine the extent of grade-to-grade articulation within a chosen subject area. Examine the extent of curriculum alignment. Make recommendations as necessary. Include your work as evidence. **NELP & AR 4**

47. Intervention and Remediation – Familiarize yourself with, or assist in the planning and execution of, the school’s or school district’s intervention and remediation program for students not reading at or above grade level. Are there any programs producing success? Provide some objective analysis for your mentor and for your portfolio that include a look at formal assessments developed by the teacher, school, district, or elsewhere. Report your findings and conclusions to your mentor. Include a summary of your findings in Bb. **NELP & AR 3, 4**

48. Teacher In-Service – A former administrative intern suggested that the design and implementation of a teacher in-service program on a topic receiving emphasis by the faculty or by the school district is an important learning experience. This could be in a specific curricular area, a learning strategy, or focused on a subject such as bullying. You would include a copy of materials developed for this in-service as evidence for Bb. **NELP & AR 7**

49. Use of Technology to Promote Student Success – Do an inventory of all the instructional technology available in a school. Then conduct an analysis of what technology is being used in each classroom and in the library and computer laboratories. Document the ways in which teachers utilize electronic technology to augment, deliver, extend or enrich instruction. Attempt to determine if the use of technology is producing any gains in student achievement. Ask staff what they need in technology that they do not have. Report your findings. **NELP & AR 4, 6**

50. Teacher-Parent Participation to Promote Student Growth – Analyze the extent of systematic parent participation in their children’s education. Is there a partnership between parents and teachers in the school in which you are doing your internship? Read research about the importance of parent participation in their child’s education and include your summary of that research in your report to your mentor. Report your findings. **NELP & AR 3, 5**

51. School and/or School District Reorganization – In most communities in America, schools are either growing or declining. In many cases, this creates reorganization. In some districts, concepts such as middle schools, schools organized by theme, or schools that

embrace new curriculum delivery engage in reorganization. In some cases, the outgrowth of a strategic plan is reorganization. If the intern is involved in a school in which reorganization is taking place or is contemplated, a useful project includes participation in a leadership role in some phase of that reorganization. For example, in the redesign of a middle school, the intern might work closely with building administrators in planning the configuration of teams, introducing teachers to the middle school philosophy, and working with elementary administrators and teachers in the relocation of teachers and students to the new building. **NELP & AR 5, 6**

52. Develop a “New Teacher” Orientation Process At the District Level – Develop a “new teacher” handbook that explains procedures and provides a quick reference to key information and people in the school, district, and community agencies that might come in contact with the school. Organize an orientation program for new teachers. Work with the principal to develop guidelines for “buddy teachers.” Include the materials you develop as evidence. **NELP & AR 7**

53. Character Education – Study the formal character education program in effect in the school or school district in which you are an intern. What is the program, how is it delivered, what do the students and teachers think about it, and is there any evidence that it is causing positive change? Discuss the involvement of parents and community leaders in assisting with the implementation of character education. Were parents and community leaders involved in choosing the curriculum in use? Whether or not a formal program exists, study two other school districts that have different formal character education programs in place. If possible, visit at least one of them and report on their subjective analysis and any objective data they have collected. Summarize your findings and your reflections. **NELP & AR 2, 3**

54. Student Behaviors Concerning Drugs and Alcohol – Conduct a survey of drug and alcohol usage in a secondary school where you are doing your internship. Use a survey instrument that is comparable to national surveys. Compare the results and make recommendations concerning formal and informal education that is taking place or should be taking place. Interview a sample of staff, students, and parents to obtain their views and their observations concerning student drug and alcohol usage. Interview a law enforcement official to obtain their agency’s perceptions concerning the issue based on juvenile cases in which they are involved. Work closely with your school mentor on this project and make your report to your mentor who will decide how it should be disseminated. Include a copy of your report as evidence for Bb. **NELP & AR 2, 4**

55. Administrative Leadership – Serve as the administrator in charge while your mentor or another administrator in the organization is away from the building attending conferences or pursuing other district assignments. This will not be available to everyone but it is an excellent experience when planned in advance with the building mentor and then followed by a debriefing session. Include a list of experiences and a reflective analysis as evidence. **NELP & AR 6**

56. Alternative Instructional Delivery Systems – Review alternative instructional delivery systems in the context of the goals of the school and/or school district, and with an aim to provide an educational environment that fosters increased student success. The alternative delivery systems could include printed materials other than textbooks, delivery of instruction utilizing technology, instruction away from the school site, systems' approaches to learning, evening instruction, or any number of alternatives. This objective would need to be tailored to the site in which you are doing your internship. It requires thinking in the future tense. **NELP & AR 3, 4**

57. Legal System – Identify important legal issues in the daily operation of the school. Read district policies pertaining to state and federal laws. Discuss areas of special concern. Create a list of the most challenging legal issues facing today's teachers and principals. Identify strategies to address those issues with a focus on the school unit in which you are doing your internship. You would include your list as evidence. **NELP & AR 2, 6**

58. Visionary Leadership – Participate in school or school district planning sessions that look at the present in terms of the past; assess needs, trends, and resources; chart progress; review aspirations as expressed in the mission statement; and make recommendations for the future. You would record what took place as evidence. **NELP & AR 1, 3, 5**

59. Opening of School and/or Closing of School – It is important to understand how one begins a school year and how one ends a school year. Taking part in registration, orientation, inventory, information gathering, writing informative memos, and last minute building maintenance/supply analysis are just some of the aspects of preliminary planning just prior to the school year. Spending several days to several weeks with principals at this stage can result in very valuable experiences. The same is true of the close of school. How one closes school and then the analysis that takes place to summarize what took place and to prepare for the summer and following school year are important aspects of building leadership. You are encouraged to undertake a project that includes development of guidelines you can use when you open and close school. Include as evidence for Bb your guidelines and relevant materials. **NELP & AR 6**

Internship First Steps

1. Plan to participate in the orientation Collaborate session scheduled for Tuesday, January 12 at 4:30 p.m. CST.
2. By midnight CST on January 19, 2021, complete the following Google forms that will be shared with you:
 - a. Intern information;
 - b. Information about district where you will complete internship activities;
 - c. Contact person who will sign Memorandum of Understanding with University;
 - d. Your self-assessment of your mastery of NELP Standards & Components.
3. Complete the Program of Study time log on Blackboard to document the time and activities from your Program of Study you plan to pull forward.

4. Dr. Smith will schedule a time to meet with you virtually to review the following:
 - a. Your NELP Self-Assessment;
 - b. Your Program of Study and the significant activities you have already completed which you propose pulling forward as internship artifacts.

(This conversation will include identifying the gaps that exist between the activities you wish to pull forward from your program of study and mastery of the Standards. Additional work may be required to fully address the Standard(s).

- c. Review the proposed activities you will complete over the course of the semester.
 - d. Schedule a time to meet with your Mentor to discuss the internship.

5. Over the course of the semester, you will communicate with Dr. Smith via email, telephone, and site visit (when possible) to review your progress and to address any concerns you or your Mentor may have.



◇ EDUCATIONAL LEADERSHIP PROGRAM ◇

EDLE 6513 Program Evaluation in Education
Summer 2020

Ed Bengtson, Ph.D.

(egbengts@uark.edu) (217 Peabody Hall) (479-575-5092)

Virtual Office Hours: One hour after each Collaborate session

Online Collaborate Sessions every Monday from 4:00 PM – 6:00 PM

General Course Information

Description: Program Evaluation in Education is designed to introduce students to concepts and methods of policy and program evaluation in education. Emphasis will be placed on preparing educational leaders to conduct program evaluations and/or oversee evaluations in school settings particularly in relationship to real problems of practice that are experienced in the work setting.

Purpose of the Course: In this course, students will be instructed on how to plan, design, implement, and complete an evaluation of an educational program. The use of measurement tools and assessment results to enrich program evaluations will be explored. How program evaluation fits into the daily activities of leaders will be discussed. The goal of the course is to develop the three concepts shared by our curriculum: problem-solving/decision-making, evaluation, and planning. In addition, this course will seek to enhance the development of professional stewardship through the practice of legitimate and meaningful evaluation approaches.

Academic Honesty: The University of Arkansas Academic Honesty Policy for Graduate Students can be found at <http://www.uark.edu/depts/gradinfo/dean/governance/academichonestypolicy.html>

Written Work: All written assignments must be typed, double-spaced, and adhere to the 6th edition of the *Publication Manual of the American Psychological Association*.

Inclement Weather Policy: The general policy regarding inclement weather is that the University typically stays open regardless of bad weather.

Accommodations: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify

your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Course Assignments and Grading

Required Texts:

Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2011). *Program evaluation: Alternative approaches and practical guidelines* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 978-0-205-57935-8

Note: While I think this text is a wonderful reference to be placed on the shelf of a school leader's desk, I do realize that it is a more expensive text. The electronic version can be rented at a considerably lower price.

Recommended Readings:

Fitzpatrick, J.L., & Henry, G. (2000). Dialogue with Gary Henry. *American Journal of Evaluation*, 21(1), 108-117.

Mark, M.M., Henry, G.T., & Julnes, G. (1999). Toward an integrative framework for evaluation practice. *American Journal of Evaluation*, 20(2), 177-198.

Sanders, J.R., & Sullins, C.D. (2006). *Evaluating school programs: An educator's guide* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Schwandt, T.A. (2008). Educating for intelligent belief in evaluation. *American Journal of Evaluation*, 29(2), 139-150.

Scriven, M. (2007, February). *Key evaluation checklist*. Retrieved from Western Michigan University, The Evaluation Center, Evaluation Checklists Project website: <http://www.wmich.edu/evalctr/checklists>

Sidani, S., & Sechrest, L. (1999). Putting program theory into operation. *American Journal of Evaluation*, 20(2), 227-238.

Smith, N. (1998). Professional reasons for declining an evaluation contract. *American Journal of Evaluation*, 19(2), 177-190.

Recommended Websites:

<http://www.wmich.edu/evalctr/>

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

Graded Assignments:

ASSIGNMENT	DUE	POINTS
Discussion Posts	Varies	40
Program Identification Paper	6/10	20
Logic Model	6/24	20
Evaluation Value Paper	7/1	20
Description of Evaluation	7/8	20
Final - Evaluation Proposal	7/15	35
Class/Collaborate	Varies	45
	TOTAL	200

Grading Scale

- A 90% +
- B 80% +
- C 70% +
- D 60% +

Assignment Descriptions:

Discussion Posts – Each student is expected to participate in online discussion outside of the Collaborate sessions via the Discussion Board. For each Forum, there should be an original post (which must be made before you can see any other posts), and at least two additional posts that are responses to what others have offered. The content of the posts should be substantial with evidence that some original thought went into each post. Simply posting “I agree” or “Yes, that was my thinking also” will result in zero points for that particular post.

Rubric for Evaluating Discussion Board Participation

Criteria	Unsatisfactory - 1	Average – 3	Exemplary – 5
Follows directions for timing and frequency of posts	Does not follow directions for the timing of initial post or follow-up.	Follows direction for timing of initial posts and follow-up.	Engages in follow-up activities early in the discussion and replies to direct questions or posts that extend/challenge their ideas in a timely fashion. Postings reflect participation throughout the discussion period.
Demonstrates	Posts information	Posts information	Posts factually correct,

comprehension and application of content	that is off-topic, incorrect, or irrelevant to discussion.	that is factually correct and shows development of concept or thought.	reflective and substantive contribution. Existing knowledge is used appropriately or innovatively recast to support new ideas or new applications of old ideas.
Connects and synthesizes	Includes no references or supporting experience. Logic of the argument does not support conclusions. Relies exclusively on personal experience with no references to course materials.	Incorporates some references from literature and personal experience. Conclusions are reasonably drawn from the logic of the argument.	Uses references to literature, readings, lectures and/or personal experience to support comments. Comments integrate learning from multiple sources and the contributions of classmates to advance the discussion.
Generates and promotes learning among peers	Posts shallow contribution to discussion that does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts and extends meaningful discussion by building on previous posts.
Communicates with proper etiquette, clarity and mechanics	Posts are unprofessional unorganized or contain multiple errors. The lack of attention to detail is distracting to the reader.	Communicates in a friendly, courteous and helpful manner with few errors in clarity or mechanics.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. Communication is professional.

Program Identification Paper – Each student will submit a short but informative written 2-page paper that describes in detail the program they will use as the tool for applying the concepts learned in the course. The following guiding questions should be addressed:

Provide a full description of the program:

- What is the purpose of the program?
 - What is the problem/opportunity to which the program/intervention is a response?
 - Supporting theories?
 - Related literature

- What is the promise of the intervention/program?
- Who are the stakeholders?
 - Who benefits?
 - Who manages?
 - Who works in the program?
 - Who supports with finances?
 - Who might be opposed?

Logic Model – Each student will be required to produce and share a logic model for a proposed program evaluation. The assignment must include a full description of each proponent of the logic model and highlight the program theory that it suggests. There will be templates and models to assist in the construction of the logic model.

Value of Evaluation Paper – Each student will be required to produce a short 2-page written description of the value of their proposed evaluation following the following guidelines:

- What value does this evaluation bring to:
 - The program
 - The organization that houses the program
 - The profession/field that the organization is part of
 - The greater good (society at large)
- How might the results of this evaluation inform policy?

Description of the Evaluation – Each student will submit a 4-6 page paper with a thorough description of their proposed evaluation following the guiding questions:

- What is the purpose of the evaluation?
 - Which approach will you take? Why?
- Goals of the evaluation:
 - Is the evaluation summative/formative in nature? Explain.
 - Will the evaluation contribute to organizational learning? If so, how?
- What are the questions that will initially guide the evaluation study?
- Who will be the users of the evaluation?
- What are the potential political challenges?
- What are the ethical/moral concerns of the evaluation?

Evaluation Proposal/Plan – To help explain this assignment, I draw from Royce, Thyer, and Padgett (2010):

Evaluators and researchers must like to write. It is almost always necessary to write up the findings of one's study, but even before that, often the evaluator must develop a proposal or write a grant application in order to receive funding to support the study. An evaluation proposal is a written outline of a thoughtful and planned course of research. This description communicates the author's

knowledge of the subject, intent, and specific ideas about how the questions or topic should be explored. (p. 373)

This assignment is a culminating exercise that will encompass much of what we cover over the course of the semester. The topic or program that you identify for this assignment may or may not be one that you are thinking about in terms of further study (e.g., dissertation, specialist project). The student will design an evaluation of a program or policy of interest to you. The paper should address the following guidelines:

Item/Section of Proposal	Prompts	Points
Description of the Program	<p>Provide a full description of the program:</p> <ul style="list-style-type: none"> • What is the purpose of the program? <ul style="list-style-type: none"> ○ What is the problem/opportunity to which the program/intervention is a response? ○ Supporting theories? <ul style="list-style-type: none"> ▪ Related literature ○ What is the promise of the intervention/program? • What is the theoretical framework of the program/intervention? <ul style="list-style-type: none"> ○ What are the inputs, processes, outputs, and desired outcomes? ○ Logic model <ul style="list-style-type: none"> ▪ Describe the elements/components of the program, its objectives, and who it is intended to benefit • Who are the stakeholders? <ul style="list-style-type: none"> ○ Who benefits? ○ Who manages? ○ Who works in the program? ○ Who supports with finances? ○ Who might be opposed? 	8
Description of the Evaluation	<p>Provide a full description of the evaluation:</p> <ul style="list-style-type: none"> • What is the purpose of the evaluation? <ul style="list-style-type: none"> ○ Which approach will you take? Why? • Goals of the evaluation: <ul style="list-style-type: none"> ○ Is the evaluation summative/formative in nature? Explain. ○ Will the evaluation contribute to organizational learning? If so, how? • What are the questions that will initially guide the evaluation study? • Who will be the users of the evaluation? • What are the potential political challenges? • What are the ethical/moral concerns of the evaluation? 	8

Evaluation Methods	<p>Provide a full description of the methods used to conduct the evaluation:</p> <ul style="list-style-type: none"> • What is your timeline? How long do you project the evaluation will take? • What is your proposed budget? (I am more interested in the types of things that you will include in your budget. Do not get hung up on actual amounts-give your best estimation at this point.) • What type of data will be collected? What is the rationale for these types of data? • How will the data be analyzed? • How will you ensure credibility of the evaluation? • How will the findings be disseminated? 	7
Summary	<p>Describe the overall value in the evaluation:</p> <ul style="list-style-type: none"> • What value does this evaluation bring to: <ul style="list-style-type: none"> ○ The program ○ The organization that houses the program ○ The profession/field that the organization is part of ○ The greater good (society at large) • How might the results of this evaluation inform policy? 	7
Writing/Presentation	<ul style="list-style-type: none"> • Is the writing clear and the presentation logical? • Have you used APA properly? (Be sure to use tables & figures appropriately.) 	5
Total		35

You will notice that you should have already completed some of the sections, or at least have a good start to them, as they are identical to some of the written assignments leading up to the final. The evaluation proposal should be presented in a paper between 5300 and 6700 words. For those of you who prefer page windows, this should amount to roughly 20-24 pages double spaced. I will consider the word count as the required length and not a page count. The total word count does not include title page, abstract, or references. **Remember to adhere to APA – 6th edition.**

Class Participation and Attendance – The course design is based on the assumption that each person (professor and student) is a teacher as well as a learner and that each of us has a responsibility to contribute to other group members' learning as well as our own. All class members are expected to actively participate both individually and in group-based activities. Class time includes a mix of lectures and

group work but it is designed to include a great deal of student work as well.
Collaborate Sessions will be held each Monday afternoon from 4:00pm until 6:00pm.

Students must be well prepared for each class session, having

- (a) read the text chapter(s) and readings assigned
- (b) completed assignments

Constructive participation in the class discussions, written work and other activities is expected. Students are expected to:

- (a) contribute interesting, insightful comments
- (b) present examples of concepts relevant to discussion topics
- (c) paraphrase and build on comments of others
- (d) raise good questions
- (e) listen and respond appropriately to others

Positive participation: The student regularly contributes to class discussion and fully participates in activities, with sensitivity to classmates and value of the equal participation of all. Comments add to the learning experience, are connected to both the readings and the student's relevant outside experiences. Student reads the text, and is prepared with notations to contribute.

Negative participation: The student contributes to class discussion infrequently or rarely, and/or does not value and respect the contributions of classmates. Comments do not add to the learning being undertaken by the class as a whole. Does not fully participate or contribute to group activities. Comments are not connected to the readings and isolated to outside experiences only. Student does not read the text, and is not prepared to contribute.

Cooperative Activities: Opportunities will be provided for learners to work on cooperative activities with peers that will encompass hands-on, inquiry based real life scenarios.

Missed assignments, make-up policy: Late assignments will receive a grade reduction of 10% and will be returned to the student with minimum feedback by the end of the grading period at the end of the semester.

Academic appeals:

Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this [List of Program, Department, and College Contacts](#). A [flow chart](#) is also available for viewing. If an informal resolution cannot be reached, there are procedures for students

to pursue with complaints of an academic nature. Refer to either the Undergraduate Catalog of Studies (<http://catalogofstudies.uark.edu/2882.php>) or the Graduate Catalog of Studies (<http://catalogofstudies.uark.edu/3909.php>) for appeals structures and formal procedures for academic grievances.

Class Schedule
EDLE 6513 – Program Evaluation
Summer 2020

Week	Topics	Reading Assignments: These should be completed prior to the Collaborate for the designated week	Class Activities
I 6/1	<p>Course Introduction</p> <ul style="list-style-type: none"> -Introductions -Course objectives -Overview of course expectations -Review syllabus <p>Defining and Capturing Essential Initial Meanings /Examining the History of Evaluation</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> -Define evaluation -Identify purposes of evaluation -Identify differences between formal and informal; external and internal; and formative and summative evaluation models/programs -Develop a historical context for evaluation -Identify the standards that apply to the field of program evaluation 	<p>-Fitzpatrick et al., Chapters 1 & 2</p>	<p>In all Collaborate sessions you will be expected to be prepared with your thoughts related to the week's readings.</p> <p><u>Collaborate Session 4:00 pm - 6:00 pm – 6/1</u></p> <p><u>Post on discussion board – “Chapter 2 Discussion” Due 6/10</u></p>
II 6/8	<p>Politics and Ethics in Evaluation / Alternate Views of Evaluation</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> -Identify the political context of evaluation -Examine the importance of communication -Identify important ethical obligations of the evaluator -Identify sources of bias 	<p>-Fitzpatrick et al., Chapters 3 & 4</p> <p>-Fitzpatrick et al., Chapter 5</p>	<p><u>Collaborate Session 4:00 pm - 6:00 pm – 6/18</u></p> <p><u>Written exercise:</u> Identification of program to be evaluated Due 6/8</p>

	<p>Initial Approaches – Expertise and Consumer Oriented Approaches</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> -Develop a reasoning for different approaches to program evaluation -Identify the importance of evaluation theory -Identify and compare the different types of expertise-oriented approaches 		
<p>III 6/15</p>	<p>Program-Oriented Evaluation Approaches / Decision-Oriented Approaches</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> -Develop a logic model -Identify the strengths and limitations of the major program-oriented evaluation approaches -Identify the characteristics, strengths, and limitations of the decision-oriented evaluation approach <p>Participant-Oriented Evaluation Approaches</p> <p><u>Objective:</u></p> <ul style="list-style-type: none"> - Identify the characteristics, strengths, and limitations of the participant-oriented evaluation approach 	<p>-Fitzpatrick et al., Chapters 6 & 7</p> <p>-Fitzpatrick et al., Chapter 8</p> <p>Review: PowerPoint on the University of Wisconsin Extension site: http://www.uwex.edu/u/ces/pdande/evaluation/evallogicmodel.html</p>	<p><u>Collaborate Session 4:00 pm - 6:00 pm – 6/15</u></p> <p><u>Discussion Post: “Formative or Summative?” Due 6/17</u></p>
<p>IV 6/22</p>	<p>Cultural Competency in Program Evaluation</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> -Develop an awareness of the effects that evaluation can have on an organization -Identify ways to build evaluation capacity -Understand the value of cultural competency in evaluation <p>A Comparative Analysis of Approaches</p> <p><u>Objective:</u></p> <ul style="list-style-type: none"> -Develop an awareness and value in the different approaches to program evaluation 	<p>-Fitzpatrick et al., Chapter 9</p> <p>-Fitzpatrick et al., Chapter 10</p>	<p><u>Collaborate Session 4:00 pm - 6:00 pm – 6/22</u></p> <p><u>Presentation of logic models</u></p> <p><u>Logic Model Due 6/22</u></p>

<p>V 6/29</p>	<p>Initiation of a Program Evaluation <u>Objectives:</u> -Develop an understanding of the clarification of an evaluation request -Identify the responsibility of parties in a new evaluation proposal -Identify and compare external and internal evaluator practices</p> <p>Identifying the Context of a Program Evaluation <u>Objectives:</u> -Learn the value in setting boundaries in program evaluation -Identification of stakeholders</p>	<p>-Fitzpatrick et al., Chapter 11</p> <p>-Fitzpatrick et al., Chapter 12</p>	<p><u>Collaborate Session 4:00 pm - 6:00 pm – 6/29</u></p> <p><u>Value of Evaluation paper Due 6/29</u></p> <p><u>Discussion Post: “What Am I Getting In To with this Evaluation?” Due 6/29</u></p>
<p>VI 7/6</p>	<p>Evaluation Questions and Criteria <u>Objectives:</u> -Develop evaluation questions -Understand the divergence vs. convergence concepts in program evaluation</p> <p>Planning <u>Objectives:</u> -Understanding the planning process of program evaluation -Introduce and understand meta-evaluation</p>	<p>-Fitzpatrick et al., Chapter 13</p> <p>-Fitzpatrick et al., Chapter 14</p>	<p><u>Collaborate Session 4:00 pm - 6:00 pm – 7/6</u></p> <p><u>Description of the Evaluation Paper Due 7/6</u></p>
<p>VII 7/13</p>	<p>Design and Methods <u>Objectives:</u> -Collecting information -Sampling -Identify data sources</p> <p>Reporting and Thinking About Program Evaluation in the Future <u>Objectives:</u> -Identify concerns in reporting program evaluation results -Understand some of the ways in which both oral and written evaluation reports can be effectively presented</p> <p>Course Wrap-up <u>Objective:</u></p>	<p>-Fitzpatrick et al., Chapters 15 & 16</p> <p>-Fitzpatrick et al., Chapters 17 & 18</p>	<p><u>Collaborate Session 4:00 pm - 6:00 pm – 7/13</u></p> <p><u>Discussion Board: “What Have I learned?” Due 7/13</u></p> <p><u>Final Paper Due 7/13</u></p>

	-Informal feedback -Informal advisement		
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Syllabus Change:

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, prompt notification will be given to the class. It is the student's responsibility to monitor email through their University of Arkansas account.

University Required Policy Statement:

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.

You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

ESRM 6403: Educational Statistics and Data Processing

PROFESSOR:

Chunhua Cao

Classroom: Online Format

Office: Graduate Education Building, Room 241

work phone: 813-453-2015

Office Hours: on-line and by appointment

Email: chunhuac@uark.edu

CATALOG DESCRIPTION:

Theory, application, and analysis of distributions (focusing on the 4 statistical moments), linear correlation indices, simple linear regression, probability, sampling, parameter estimation, power, and hypotheses testing (including one-sample z-tests, t-tests, anova's) with associated model assumptions. Use of computer for the organization, reduction, and analysis of data. (Required of doctoral candidates.)

COURSE OVERVIEW:

The focus of this course is on understanding basic research methodology in the field of social science research. Topics to be covered in lecture include those listed in the catalog description. The computer lab segment of this course will focus on application, understanding, and extension of these methods with the use of statistical software (SAS). The main goal is for each professional to become a beginning researcher in his/her area of expertise.

PREREQUISITES:

EDFD 5013: Research Methods in Education; EDFD 5393: Applied Educational Statistics; or equivalent.

STUDENTS WHO MIGHT BENEFIT FROM THIS COURSE:

Professionals needing basic applied statistics skills to stay current in their fields of expertise, and persons wanting to become more educated consumers of research.

COMMUNICATIONS:

There are three types of Discussion Boards provided:

- Class Communication
- Administrative Communication
- General Chat Room

Each of the Discussion rooms is described below:

- **Class Communication:** This is the place to pose any discussing, questions, or comments that you want to share with other class members. A content question asked by one student is generally a question needed answered by many. Thus, we strongly encourage you to use the discussion room to pose questions. The great thing about the discussion room is that you can ask a question and have multiple responses from both the instructor and other students! This will help provide multiple examples for anyone reviewing the questions/answers, and provides further feedback for those joining in on the discussion.
- **Administrative Communication:** This is the location for person-specific questions. The questions posted here are ones that you want to go directly to the instructors. You can also send individual emails to the instructors using the uark.edu system.
- **Student-Only Chat Room:** This is a place that the instructor leaves for the students to communicate among each other. We do not view any of the emails in this section. SO, if you have a question for us, be sure to place it in the Class Communication or Administrative Communication sections! An important note, however: the instructors do have access to the Student-Only Chat Room (as administrators of the web course, our view is not blocked to this chat room), we just don't go into this chat room.

COURSE OBJECTIVES:

By the end of this course, students will improve in their ability ...

1. to become familiar with the statistical vocabulary necessary for reading and interpreting educational research;
2. to increase knowledge of statistical procedures used in analyzing data and reporting educational research;
3. to be able to use a statistical computer package (SAS) to perform statistical analyses;
4. to be able to describe, interpret, and report statistical results;

5. to become statistically literate and be able to evaluate the appropriateness of fundamental statistical results reported in research journal articles;
6. to become effective consumers of research information.
It is the hope of the instructor that the course:
 1. Aids the students in becoming good, critical consumers of educational and social science opinion and research
 2. Is fun and interesting – at least most of the time!

COURSE COMPETENCIES:

- Develop a testable research question or hypothesis
- Summarize data with descriptive statistics
- Assess model assumptions for inferential statistics
- Conduct statistical hypothesis tests involving one or two variables
- Use statistical software packages to analyze data
- Interpret outcomes and make appropriate research conclusions
- Critique research designs and interpretations of statistical output
- Create a technical manuscript providing the results of a quantitative research study

REQUIRED TEXTS:

Glass, G. V. & Hopkins, K. D. (1996). *Statistical methods in education and psychology* (3rd edition). Needham Heights, MA: Allyn & Bacon.

RECOMMENDED RESOURCE:

- O'Rourke, Hatcher, L. & Stepanski, E. (2005). *Step-by-step Approach to Using the SAS System for Univariate and Multivariate Statistics - 2nd edition*. SAS Institute. **(Or the 1994 first edition is fine, also - and it costs much less! It is by Hatcher, L. & Stepanski, E.)**
- Access to the American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: Author. *(We will provide a number of APA electronic reference links that you may find very useful in the Research Project section of our course site. Many students find they can use the website resources without having to purchase the APA manual.)*

ASSIGNMENTS:

There will be 10 homework assignments. Homework assignments will be used for instructional, self-assessment, and evaluation purposes. There will be two components to most of the homeworks:

- **Textbook Homework:** There will be homework questions assigned from your textbook. These are your practice homework questions that provide immediate feedback. The answers are provided in the book. You will do these questions first, and *they are NOT turned in to the instructor.*
- **Online Homework:** You will have an *online homework "quiz" each week*. This will be a set of approximately 10-20 questions you will complete on Blackboard. You will have a total of 100 homework points for the semester. You will notice that there is an online homework (in addition to SAS output that you will submit) due approximately every week. **You can complete the homework any time prior to the end of each week.** You do not have to complete an online homework in a specific amount of time or at one sitting. You are allowed to open the online homework and work for a while, then *save and return to it later*. The only requirement is that you finish your homework and submit it by the due date. This will keep you on track to complete the course in the 10 weeks allotted.

You will benefit in two ways by completing your homework assignments on time. You will earn the points that contribute to your final grade, and you will also engage in important preparation that will make studying for the exams **significantly** easier for you.

RESEARCH PROJECT:

The research projects for the class are integrated into the homework assignments. For Homework 4: Research Project 1, you will use the class data set to investigate a hypothesis presented to you by analyzing the data, interpreting the results, and inserting the correct information into a research paper outline provided to you. For Homework 10: Research Project 2, you will be given a data set that you will use to investigate another set of hypotheses by analyzing, interpreting, and incorporating the correct answers into a research paper outline provided to you. The research project homeworks will require knowledge of using APA (American Psychological Association, 6th edition) formatting. The Research Project link for our course obtains information you will use to complete these two homeworks including access to data, surveys used in collecting the data, a handout on which

items to use for each scale, research paper outlines, a video guide for completing the projects including how to work with data using SAS, and APA formatting resources / examples.

EXAMS:

There will be three exams. The exams are administered using ProctorU. These exams will account for 60 percent of the course grade. Each exam will consist of a variety of questions including multiple choice, essay, and open-response. The exams include theoretical questions, application problems, data calculations, and SAS interpretation. For each exam, you will be able to use a calculator and the front and back of an 8.5 x 11 inch paper for notes and formulas. You are allowed to bring 1 page of notes to the first exam; your initial page of notes with a second page of notes covering the new material for Exam 2; and three pages of notes for exam 3. The ProctorU system for test administration requires a reliable internet connection, a web camera, and a microphone. For information about the ProctorU process and requirements, view the introductory video at <http://www.proctoru.com/>

Collaboration with other students on the exam is NOT acceptable and will be addressed using the policy stated in the **Arkansas Academic Honesty Policy** in the **University of Arkansas Graduate School Catalog**.

CRITERIA FOR GRADING:

This is a Graduate level class. As such, students are expected to read the text, view the lectures, carefully complete all assignments, and thoughtfully participate in class activities. Students who do this typically earn passing grades in the course. Please note that this is a criterion-referenced course. Students earning A's have mastered over 90% of the material. Conversely, students mastering less than 60% of the material do not earn a passing grade. *There is no such thing as "extra credit" in a criterion-referenced grading system, and "extra credit" is not provided to compensate for low performance on an exam, project, or homework. The grading scale employed in this course is the following:*

- A** 90% of total points or greater
- B** 80% - 89% of total points
- C** 70% - 79% of total points
- D** 60% - 69% of total points
- F** less than 60%

More specifically, grades will be calculated based on the following point system, with a total of 500 points:

Assignments	Date(s)	Points	% of Total
Homework, Assignments	Weekly	150	30%
Participation	Regularly	50	10%
Exam 1	Week 5	100	20%
Exam 2	Week 10	100	20%
Exam 3	Week 17	100	20%
TOTAL		500	100%

I also ask that you evaluate the course periodically throughout the term. Any suggestions or comments for the use of improving the course will be appreciated.

Deferred Grades:

Will only be allowed in extreme circumstances in which the student is unable to complete course requirements on time. Situations based on illness require a doctor's note. Taking too heavy of a class load and/or not having time to complete the work is NOT an extreme circumstance. Requests for deferred grades must be submitted in writing at least *one week prior to the final exam*. Requests must list reason for needing a deferred grade and designated dates for completing unfinished work.

ACADEMIC DISHONESTY:

Is NOT tolerated. The policy stated in the Arkansas Academic Honesty Policy in the *University of Arkansas Graduate School Catalog* will be followed.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's

Academic Integrity Policy which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Please be aware that the academic integrity policy has been updated (2011-2012), and thus you should familiarize yourself with the new policy. Note: an example of a change in policy is that a failing grade in a course in which academic dishonesty has occurred will now be designated with a special indicator on a student's transcript (e.g., XF instead of an F) which indicates that the student failed the course as a result of academic dishonesty.

Copying homework, plagiarizing on the research project, and comparing answers on exams is *academic dishonesty*. Working together on homework and giving each other feedback on the research projects is *not academic dishonesty*. Additionally, submitting a research paper completed by someone other than you is academic dishonesty. *Be sure to read the definitions of academic dishonesty included in the Catalog of Studies (online at the www.uark.edu website) – paying specific attention to the plagiarism definition.*

Technically speaking, academic dishonesty involves acts that may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is "any act by which a student gains or attempts to gain an academic advantage..." for himself or herself or another "... by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work" (*Graduate Student Handbook*). Of course, academic honesty is expected of all students.

Study Groups:

If at all possible, form online study groups and engage in the chat sessions!!! Sharing questions and reading others' explanations of concepts will facilitate understanding and typically reduce time spent studying by oneself. The best way to understand something is to teach it and discuss it. You will be able to compare answers and discuss different techniques of analyzing problems.

Note that in this course you are not "graded on the curve". The course is criterion-based. Thus, if everyone gets A's and B's, GREAT! If everyone earns D's and F's, it would **really stink**, but we will submit the grades as earned. SO, let's not let that happen and let's work together to make this course as effective, efficient, and enjoyable as possible!

Attendance:

In an online course, there are not really any attendance issues. You are responsible for the material when it is due. If you know that you will be out of town for a few days when an assignment is due, it is expected that you will make arrangements to complete the assignment before you leave. Remember, you can always work ahead. The deadlines are set as a designation of the maximum amount of time that you should allow.

It is expected that you will arrange your schedule to be available during the testing windows for the three exams. I typically allow 3-4 days (both night and day for those of you who work days) that you can schedule with ProctorU. You can take the exam from remote locations, so even traveling should not interfere. Contact me if you have any special circumstances that need addressed.

ACCOMMODATIONS:

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

UNIVERSITY POLICIES AND PROCEDURES

COVID-19 Guideline: Each person must do their part and is expected to comply with university guidelines to reduce virus spread to our campus community. Safety guidelines and requirements including face coverings, social distancing, hand washing, and study/work space disinfecting can be found at health.uark.edu/coronavirus/latest-information-for.php#safety. Updates to these safety guidelines may change throughout the semester. You are responsible to remain informed about changes and conduct yourself accordingly. Violations of campus and/or classroom safety policies will be considered conduct violations. Detailed information about such violations is located at the Office of Student Standard and Conduct website ethics.uark.edu. Thank you for your help in keeping the University of Arkansas healthy and safe. We are all in this together.

Face Coverings: Face coverings are required inside campus buildings. Wear a mask or face covering while you are in this building and in our classroom. If you require accommodations due to physical or other restrictive conditions, please contact the Center for Educational Access.