



**College of Education and Health Professions
Educational Leadership and Curriculum & Instruction Programs**

LICENSURE PROGRAMS

BUILDING LEVEL LICENSURE

CENTRAL OFFICE LICENSURE

ARKANSAS CURRICULUM/PROGRAM LICENSURE

Educational Leadership Program
College of Education and Health Professions
Curriculum & Instruction Department
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ARKANSAS CURRICULUM/PROGRAM ADMINISTRATOR LICENSURE

The Curriculum/Program Administrator is defined by the Arkansas Department of Education (ADE) as an individual that is responsible for: (1) program development and administration, and/or; (2) employment evaluation decisions. Requirements for the Curriculum/Program Administrator license may be accomplished with a program of study in educational leadership. The license is granted by the Arkansas Department of Education (ADE) to the candidate to administer only in one of the following specialty areas: Special Education; Gifted and Talented Education; Vocational Education; Content Area Specialist; and Curriculum Specialist. Enrollment for this licensure requires a master's degree or current standard teaching licensure in the area of specialization. The internship must be completed in the specialty area and identified on his/her teaching license.

Program Goals and Objectives

Six (6) goals and accompanying objectives form the foundation for the UA Programs in Educational Leadership (EDLE). These goals and objectives are found throughout the program of study and woven across the required curriculum. These goals and objectives provide the common base of knowledge as defined by the learned societies of this profession.

1. **Vision of Learning** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Upon completion of the EDLE program of study, the candidate will be able to demonstrate that

- a. the vision and mission of the school are effectively communicated to staff, parents, students, and community members;
- b. the core beliefs of the school vision are modeled for all stakeholders;
- c. the vision is developed with and among the stakeholders;
- d. progress toward the vision and mission is communicated to all stakeholders;
- e. the school community is involved in school improvement efforts;
- f. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;
- g. assessment data related to student learning are used to develop the school vision and goals;
- h. existing resources are used in support of the school vision and goals;
- i. needed resources are sought and obtained to support the implementation of the school mission and goals; and
- j. the vision, mission, and implementation plans are regularly monitored, evaluated, and revised.

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2. **Curriculum, Instruction and Supervision** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Upon completion of the EDLE program of study the candidate will be able to demonstrate that

- a. all individuals are treated with fairness, dignity, and respect;
- b. students and staff feel valued and important;
- c. professional development promotes a focus on student learning consistent with the school vision and goals;
- d. barriers to student learning are identified, clarified, and addressed;
- e. diversity is considered in developing learning experiences;
- f. technologies are used in teaching and learning;
- g. curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies;
- h. student learning is assessed using a variety of techniques;
- i. the school culture and climate are assessed on a regular basis; and
- j. pupil personnel programs are developed to meet the needs of students and their families.

3. **Professional and Reflective Administration** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by ensuring administration and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Upon completion of the EDLE program of study the candidate will be able to demonstrate that

- a. knowledge of learning, teaching, and student development are used to inform management decisions;
- b. the school plant, equipment, and support systems operate safely, efficiently and effectively;
- c. time is managed to maximize attainment of organizational goals;
- d. problems are confronted and resolved in a timely manner;
- e. stakeholders are involved in decisions affecting schools;
- f. effective communication skills are used;
- g. fiscal resources of the school are managed responsibly, efficiently, and effectively;
- h. confidentiality and privacy of school records are maintained;
- i. responsibility is shared to maximize ownership and accountability; and
- j. financial, human, and material resources are aligned to the goals of the school.

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4. **Communication** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Upon completion of the EDLE program of study the candidate will be able to demonstrate that

- a. high visibility, active involvement, and communication with the larger community is a priority;
 - b. information about family and community concerns, expectations, and needs is used regularly;
 - c. credence is given to individuals and groups whose values and opinions may conflict;
 - d. the school and community serve one another as resources;
 - e. partnerships are established with area business, institutions of higher education, and community groups to strengthen programs and support school goals;
 - f. community stakeholders are treated equitably;
 - g. diversity is recognized and valued;
 - h. effective media relations are developed and maintained;
 - i. community collaboration is modeled for staff; and
 - j. opportunities for staff to develop collaborative skills are provided.
5. **Ethical Administration** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Upon completion of the EDLE program of study the candidate will be able to

- a. demonstrate a personal and professional code of ethics;
- b. demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance;
- c. serve as a role model;
- d. accept responsibility for school operations;
- e. consider the impact of one's administrative practices on others;
- f. use the influence of the office to enhance the educational program rather than for personal gain;
- g. treat people fairly, equitably, and with dignity and respect;
- h. protect the rights and confidentiality of students and staff;
- i. demonstrate appreciation for and sensitivity to the diversity in the school community; and
- j. apply laws and procedures fairly, wisely, and considerately.

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6. **Influence** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Upon completion of the EDLE program of study the candidate will be able to demonstrate that:

- a. the environment in which schools operate is influenced on behalf of students and their families;
- b. communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate;
- c. there is ongoing dialogue with representatives of diverse community groups;
- d. the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities;
- e. public policy is shaped to provide quality education for students; and
- f. lines of communication are developed with decision makers outside the school community.

Admission Requirements

To be admitted to the Curriculum/Program Administrator Licensure program of study, the candidate must complete the application process for admission to the UA Graduate School (<https://www2.uark.edu/web-apps/emgt/apply/LeadingPage.jsp>), which includes documentation of a baccalaureate degree from an accredited institution, a current resume, three (3) letters of recommendation with documentation of communication and administration skills, written essay addressing autobiographical information and philosophy of administration and a successful interview with the Educational Leadership Admissions Committee.

To enter the Educational Leadership Program for the Curriculum/Program Administrator Licensure program of study, a master's degree or current standard teaching licensure in the area of specialization is required with a cumulative grade point average (GPA) of at least 3.2 (4.0 scale). If the GPA is 3.0, but less than 3.2, the candidate may submit acceptable scores on the Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) for conditional admission to the Graduate School. In addition, five (5) years experience as a licensed public school classroom teacher with three (3) of the five (5) in the desired level of CPA licensure as documented by public school superintendent or teacher retirement records is required.

Candidates will meet with the Admissions Committee and review the application file. The Committee members will be two (2) educational leadership faculty members and one (1) faculty member from the area of specialization. The candidate's plan of study and timeline will be developed in order for all requirements to be completed within three (3) years of date of admission.

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Program of Study

The program of study includes the following 15 hours of Educational Leadership core courses that constitute the standards associated with that body of knowledge and the application of appropriate skills and dispositions to be a successful school building leader/administrator. All courses are required, but do not have to be completed in any particular order. Candidates may present acceptable coursework for transfer credit by presenting official transcripts from an NCATE accredited and approved Educational Leadership program of study. Candidates will complete required course projects and activities related to the area of specialization.

Educational Leadership Courses

EDLE 5013 School Organization & Administration
EDLE 5043 Ethical Leadership
EDLE 5063 School Personnel Administration & Supervision
EDLE 5083 Analytical Decision-Making
EDLE 5093 Effective Leadership in School Settings
CIED 674V Internship in Specialty Area

Special Education Courses (15 hours)

CIED 5733 Inclusive Practices for Diverse Populations
CIED 5783 Professional and Family Partnerships
CIED 6433 Legal Aspects of Special Education
CIED 5893 Organization/Administration of Special Education
CIED 532V Internship in Special Education

Curriculum and Instruction (15 hours)

CIED 6013 Curriculum Development
CIED 5423 Curriculum Reconstruction
CIED 5613 Contemporary Issues in Education
CIED 5453 Evaluation Techniques
CIED 674V Internship

Prerequisites at the master's level may be required according to the candidate's area of specialization. A faculty representative from the area of specialization will make this determination at time of admission.

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Internship

The internship experience is based on the Standards for Licensure of Beginning Administrators and meets the ELCC standard 7 requirements. Projects, activities and the internship will be completed in the area of specialization and in concert with the public school mentor and university professor.

Portfolio

The program portfolio is maintained and continuously updated by the candidate throughout the program. The Power of Vision checklist aids the candidate in ensuring that the vision is a working document that is comprehensive, detailed and revised as new knowledge and skills are introduced. Organization of the Educational Leadership program portfolio includes a variety of artifacts from course assignments which document successful understanding of goals and objectives of the UA Educational Leadership program of study and is aligned to the ADE and ELCC standards. Following a review by the candidate's advisor, the candidate presents the portfolio to the Educational Leadership Exit Review Committee in a formal multi-media presentation, which includes the candidate's reflection on learning throughout the program, as well as the opportunity for committee members to request additional information and clarification of the candidate's understanding of the information presented. The portfolio format may be hard copy or electronic, per the candidate's choice.

Exit Requirements

The Educational Leadership Exit Review Committee is comprised of the candidate's EDLE program of study advisor, an additional EDLE faculty member, a faculty member from the CPA area of specialization and the public school mentor from the candidate's internship site, who will serve as the external evaluator. Members of the Committee carefully view the candidate's portfolio, as well as oral and written presentation, rating the candidate's performance on a rubric aligned to the program outcomes.

State Licensure Exam

All candidates seeking Curriculum/Program Administrator licensure in Arkansas will take the School Leaders Licensure Assessment (SLLA). The SLLA is based upon the acquisition of knowledge and skills necessary for successful administration at the building level which is meshed in all course work in the Curriculum/Program Administrator program of study. It is recommended that the candidate take the Assessment during the internship semester. The candidate must attain at least a score of 158 to qualify for standard administrative licensure.

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Program of Study for Public School Administrator
Building or Central Office Licensure

Name: _____ **ID#:** _____

Address: _____

Home Telephone: _____ **Email:** _____

Business Name: _____

Business Address: _____

Business Telephone: _____

*** Beginning Date:** _____ **** Completion Date:** _____

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Area of Specialization: P-8 Building Level 7-12 Building Level Central Office Level

Building Level

Course	Semester	Grade	Instructor
EDLE 5013 School Organization & Administration			
EDLE 5023 The School Principalship			
EDLE 5043 Ethical Leadership			
EDLE 5053 School Law			
EDLE 5063 Institutional Leadership, Planning & Supervision			
EDLE 5083 Analytical Decision Making			
EDLE 5093 Effective Leadership for School Improvement			
EDLE 574V Internship (3 hours)			

Central Office Level (includes courses listed above for Building Level)

Course	Semester	Grade	Instructor
EDLE 6023 School Facilities Planning & Management			
EDLE 6053 School-Community Relations			
EDLE 6093 School Governance			
EDLE 6103 School Finance			
EDLE 6173 School Business Management			
EDLE 674V Internship (3 hours)			

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Program of Study for Public School Administrator
 Curriculum/Program Administrator Licensure

Name: _____ **ID#:** _____

Address: _____

Home Telephone: _____ **Email:** _____

Business Name: _____

Business Address: _____

Business Telephone: _____

*** Beginning Date:** _____ **** Completion Date:** _____

Student Signature: _____ **Date:** _____

Advisor Signature: _____ **Date:** _____

Area of Specialization: Special Education Curriculum and Instruction

EDLE REQUIRED COURSES:

Course	Semester	Grade	Instructor
EDLE 5013 School Organization & Administration			
EDLE 5043 Ethical Leadership			
EDLE 5083 Analytical Decision Making			
EDLE 5063 Institutional Leadership, Planning & Supervision			
EDLE 5093 Effective Leadership for School Improvement			

SPECIAL EDUCATION COURSES:

(For Special Education Specialization, in addition to EDLE courses above)

Course	Semester	Grade	Instructor
CIED 5733 Inclusive Practices for Diverse Populations			
CIED 5783 Professional and Family Partnerships			
CIED 6433 Legal Aspects of Special Education			
CIED 5893 Organization/Administration of Special Education			
CIED 532V Internship in Special Education (3 hours)			

CURRICULUM AND INSTRUCTION COURSES:

(For Curriculum & Instruction Specialization, in addition to EDLE courses above)

Course	Semester	Grade	Instructor
CIED 5423 Curriculum Reconstruction			
CIED 5453 Evaluation Techniques			
CIED 5613 Contemporary Issues in Education			
CIED 6013 Curriculum Development			
CIED 674V Internship (3 hours)			