



## MEd in EDUCATIONAL LEADERSHIP

P-12

### Accelerate your career in education with an Educational Leadership degree at UAPB!

The School of Education at the University of Arkansas at Pine Bluff has launched a new Master of Education Degree in Educational Leadership to prepare educators in the state of Arkansas seeking careers in administration and supervision of P-12 educational settings. The program will produce visionary school leaders who will lead and manage at the elementary, middle, and high school levels in schools across the state of Arkansas. This 36-hour research-based program will provide an interdisciplinary exploration of important foundational and policy issues in education and provides a basic introduction to educational leadership, data-driven decision making and school law, school finance, parent relationship building, teamwork and collaboration with multicultural groups, and community involvement--all focused on promoting and sustaining excellence in mastery of content specific competencies that school administrators in grades P-12 are expected to meet.

#### Eligibility

Licensed teachers in P-12 schools interested in studying leadership in P-12 schools will also be exposed to current theories, concepts, and learning models to assume administrative positions (i.e., assistant principals, principals, heads of schools, business administrators, educational administrators, assistant superintendents, and superintendents) in the educational environment.

#### Requirements for Entry

To be considered for the Educational Leadership program, you must have a bachelor's degree from an accredited institution and possess a standard teaching license recognized by the Arkansas Department of Education. Other requirements are provided (*on back*). Also, a recommendation from your local school superintendent is required.

#### Application Deadline

The application deadline is July 31 during initial year and March 30 thereafter. Prospective teachers must complete the online application and select the "MEd-Educational Leadership" program.

#### Contact Information

If you have questions, please contact our graduate program office at 870-575-8058 or simply email Dr. Bruce McGowan, Graduate Program Coordinator at [mcgowanb@uapb.edu](mailto:mcgowanb@uapb.edu) or Dr. Wanda Newell, Interim Dean at [newellw@uapb.edu](mailto:newellw@uapb.edu) for additional information.



**Reserve Your Spot...Contact Us Today!!!**

## Our Process

Candidates must apply for admission, complete all requirements, and apply for a license to serve as school leaders in P-12 educational settings.

Entry into Program	Entry to Clinical Practice	Exit from Clinical Practice	Exit from Program
<p>Complete online application by July 31 initial year and March 30 thereafter</p> <p>4+ years of teaching experience</p> <p>Possess a standard teaching license</p> <p>Transcript from all colleges/universities</p> <p>GPA 3.0 or above</p> <p>GRE score</p> <p>Three (3) letters of recommendation</p> <p>Writing Assessment</p> <p>Structured Interview</p> <p>Entry level portfolio</p>	<p>Maintenance of 3.0 GPA or above</p> <p>Completion of Phase I &amp; II (18 credit hours)</p> <p>Application to Candidacy</p>	<p>Maintenance of 3.0 GPA or above</p> <p>Successful clinical and program/coursework</p> <p>Application to Internships I, II and III - Candidacy</p>	<p>3.0 GPA- Minimum</p> <p>Satisfactory completion of the program/coursework</p> <p>Leadership Licensure Assessment (SLLA- score 163 or higher)</p> <p>Satisfactory completion of Exit Survey</p>

## Our Dynamic Curriculum

This program offers twelve (12) graduate courses over four semesters to earn a total of 36 credit hours. Candidates are accepted into the program as a cohort each academic year and will complete four phases of the program (see below). All courses will be delivered on the UAPB campus by experienced professors and former school administrators (principals and superintendents). Field experiences and internships are offered in school settings under the supervision of a licensed and trained school administrator and a university supervisor.

**Phase I: Collaboration and Resource Management.** This phase continues to provide opportunities for candidates to demonstrate an understanding of the knowledge, skills, dispositions, expectations and accountability of effective school leaders in the state of Arkansas and across the nation, based on the four domains in the LEADS Framework (e.g., School Organization and Management (Domain I); School Culture and Climate (Domain II); Teaching and Learning (Domain III); and Human Capital Management (Domain IV). Candidates examine the need to work with families and other external groups to share the school's vision, develop effective two-way communication skills and enhance partnerships to support student success. Courses in this phase reflect on Domains I-IV. The knowledge and skills of school leaders in advocating for and handling school resources to support instructional, human and the fiscal aspects at the building level are addressed in this phase. Courses in Phase I are:

GELP 5307	Educational Partnership and Collaboration	3 credit hrs.
GELP 5308	Resource Acquisition and Allocation	3 credit hrs.
GELP 5309	Internship in Educational Leadership II: 6-8 <sup>th</sup> Grade	3 credit hrs.

**Phase II: Equity and the Process of School Reform.** Candidates are expected to have a working knowledge of and the ability to apply the four governing documents which guide the program. This phase empowers prospective school leaders to identify the role of effective school leaders in addressing the social, political, and economic implications in schools. Candidates also address the leaders' accountability for increasing organizational effectiveness, applying change principles, and utilizing specific approaches and procedures to evaluate programs and make revisions in issues that impact student teacher performance. Coursework, field and internship experiences in this phase reinforce Domains I-IV. In this phase of the preparation program, candidates will have been introduced to all of the domains in the LEADS Framework. Courses in Phase II are:

GELP 5310	Educational Equity and Cultural Diversity in School	3 credit hrs.
GELP 5311	School Reform: Education Policies and Strategies for Change	3 credit hrs.
GELP 5312	Internship in Educational Leadership III: 9-12 <sup>th</sup> Grade	3 credit hrs.

**Phase III: Data-Driven Decision-Making and School Law.** This phase introduces the candidates to school leadership based on the LEADS Framework, Competencies for Grades P-12 School Administrators, and national and state standards. Courses developed for this phase provide the knowledge base for understanding theoretical concepts and foundations for school leadership and management. Candidates are introduced to the legal and ethical principles which shape dispositions and guide in decision-making skills of effective school leaders. Emphasis is also focused on the use of data to drive quality instruction and the leaders' accountability for overall schools' success. Courses in this phase are designed to shape dispositions of candidates and promote effectiveness in school leadership and management. Courses in this phase support all four of the Domains, with specific attention on Domains I, II, and IV. Domains I, II and IV provide guidance on organizing, managing a safe school environment, and applying an ethical and professional value system. Courses in Phase III are:

GELP 5301	Dispositions for Effective School Leadership	3 credit hrs.
GELP 5302	Data-Driven Decision Making and Instruction	3 credit hrs.
GELP 5303	Legal Framework for School Environments	3 credit hrs.

**Phase IV: School Management and Student Achievement.** This phase supports the preparation of effective school leaders in creating a positive school culture and climate that impacts teaching and learning. The knowledge, skills, and dispositions necessary for effective instructional leadership in the areas of curriculum, instruction and assessment are critical components in this phase of the program. Candidates will also examine strategies to attract, motivate, select, and retain human resources to support students. Candidates are introduced to real world experiences in each of three internships. Opportunities to observe, lead and facilitate responsibilities at the building level are addressed during this internship experience. These experiences are directed by a trained/licensed school leader and a University Supervisor. Courses addressed in this phase support Domains II, III, and IV. The courses in Phase IV are:

GELP 5304	Responsive Instruction: The Work of Professional Learning Communities	3 credit hrs.
GELP 5305	Innovation and Teaching	3 credit hrs.
GELP 5306	Internship in Educational Leadership I: PreK-5 <sup>th</sup> Grade	3 credit hrs.