Arkansas Tech University

PROPOSAL FOR CHANGE IN PROGRAM

TO: Curriculum Committee or Graduate Council (as appropriate)
FROM: Center for Leadership and Learning
DATE SUBMITTED: October 1, 2012

REQUEST FOR CHANGE IN PROGRAM (Modification or Deletion of Existing Major, Option or Minor)

<table>
<thead>
<tr>
<th>Title</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Head</td>
<td>Mona Chadwick</td>
<td>10/1/12</td>
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<tr>
<td>Dr. Mona Chadwick</td>
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<td>Dean</td>
<td>Mary B. Gunter</td>
<td>10/1/12</td>
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<td>Dr. Mary B. Gunter</td>
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<td>Teacher Education Council (if applicable)</td>
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<td>Graduate Council (if applicable)</td>
<td>Mary B. Gunter</td>
<td>10/10/12</td>
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<tr>
<td>Registrar</td>
<td>Sammy Ricks</td>
<td>10/16/12</td>
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Program Title: Master of Education in Educational Leadership
Effective Date: June 1, 2013

Outline change in program and attach curriculum matrix:
No program change. Request change in program delivery. (See attached memo)

What impact will the change have on staffing, on other programs and space allocation?
None

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.
N/A

If this course will affect other departments a Departmental Support Form for each affected department must be attached.

N/A

In the attached matrix, outline in specific detail how your proposal will alter the program (include course number and title) (See attached ADHE Letter of Notification)
To: Teacher Education Council  
Graduate Council

From: Mona Chadwick, Interim Department Head  
Center for Leadership and Learning

Re: Proposal for On-Line Educational Leadership Program

Date: October 1, 2012

The Center for Leadership and Learning requests your review of this submission of a proposal for an on-line Master of Education in Education Leadership (EDLD). This proposal is a modification of our existing approved EDLD program which has been offered as a blended model with less than 50% of the program offered on-line. There will be no change in the program. Only the program delivery method will be changed with approximately 95% of the program on line. The inclusion of semester seminars will allow a portion of the program to be delivered face-to-face.

The change in delivery mode will include the use of video conferencing, CIV, electronic bulletin boards, the Blackboard platform, email, chat, wikiks, blog, and Tegrity video recording to aid in course delivery. The only change in existing approved syllabi would be the inclusion of course delivery methods.

Thank you for your review of this letter of notification for the proposed program.
Appendix I

Arkansas Department of Education

Professional Education Program Proposal

COVER SHEET

Institution: Arkansas Tech University Date Submitted: October 1, 2012
Program Contact Person: Dr. Mona Chadwick Position/Title: Interim Dept. Head/Asst. Prof.
Phone: (479) 356-2001 Email: mchadwick@atu.edu

Name of program: Master of Education Education Leadership CIP Code: 13.0401
Degree or award level (B.S., M.A.T., post-baccalaureate, etc.): Master of Education

Is this program intended to prepare candidates for educator licensure in Arkansas? xYes □No

If yes, indicate the title and grade range of the license for which candidates will be prepared:
Title: Building Level Principal Grade Range: P-12

Proposal is for:

____ New Educator Licensure Program (Traditional) (Complete Section A)

____ New Educator Licensure Program with Distance Learning Technology*
Z9Complete Sections A and D)

____ New Educator Licensure Endorsement Program
(Complete Section B)

____ New Educator Licensure Endorsement Program with Distance Learning Technology*
(Complete Sections B and D)

____ Revision(s) to an Approved Licensure Program
(Complete Section C)

____ Revision(s) to an Approved Program with Distance Learning Technology*
(Complete Section C and D)

x Converting a Traditional Program to a Distance learning Technology Program*
(Complete Sections C and D)

*At least 50% of the curriculum is delivered via distance learning technology.

Indicate the portion of the proposed program to be delivered via distance learning technology (on-line).
95 %

Proposed starting date for the program: Fall semester 2013

Will this program be offered at more than one site? xYes yNo

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

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

X

X

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LETTER OF NOTIFICATION – 13
EXISTING CERTIFICATE or DEGREE OFFERED via DISTANCE TECHNOLOGY

Institutions with at least one certificate or degree program approved for distance technology by the Arkansas Higher Education Coordinating Board must submit Letter of Notification-13 to request approval to offer additional existing (on-campus) certificates or degrees via distance technology. The institution must submit to ADHE a copy of the e-mail notification to the Higher Learning Commission (HLC) about the proposed distance technology program. If HLC requires a focused visit for the proposed distance technology program, please submit the scheduled review date.

Definitions

Distance technology (e-learning) – When technology is the primary mode of instruction for the course (50% of the course content is delivered electronically).

Distance instruction – When a course does not have any significant site attendance, but less than 50% of the course is delivered electronically, e.g., correspondence courses.

Distance program – When at least 50% of the major courses are delivered via distance technology.

1. Institution submitting request:
Arkansas Tech University

2. Contact person/title:
Mona Chadwick, Interim Department Head
Center for Leadership and Learning
Arkansas Tech University
227 State Rd. 333 South
Russellville AR 72802

3. Telephone number/e-mail address:
Office ph: (479) 356-2001
mchadwick@atu.edu

4. Name of Existing Certificate or Degree:
Master of Education
Educational Leadership

5. Proposed Effective Date for distance technology delivery: Fall 2013

6. CIP Code/Degree Code: 13.0401

PROGRAM INFORMATION

7. Reason for offering program by distance technology:

This program is designed to offer students a specialized program of study to meet the educational needs of professional practitioners who are actively engaged as educators. These practitioners have expressed
the need to continue work on the master's degree, but are limited to taking courses that are available as a web based offering due to geographic barriers and time constraints. Most students seeking a master's degree in Educational Leadership work full-time, have families requiring care, experience summers that are filled with training for their work in schools, or are involved in teaching summer school or other summer programs.

8. Provide the list of courses (course number/title) in the certificate or degree listed above currently offered by distance technology. Indicate which existing distance technology courses are taught by adjunct faculty.

EDLD 6002 Administrative Law

EDLD 6102 School Finance
None of these two courses are taught by Adjuncts.

9. List of new courses and course descriptions for distance technology courses for the degree listed above. Indicate which new distance technology courses will be taught by adjunct faculty.

**EDLD 6013: School Organization and Leadership**

Principles and concepts of school organization and the role of the educational leader.

**EDLD 6023: Organizational Change**

A study of change theory as it affects educational organizations with specific attention given to the public school system. The use of programs such as ACSIP in directing change within the school.

**EDLD 6113: Action Research and Data Analysis**

This course will address the theories and practice of research with emphasis on action research for school improvement. The course will focus on gathering, accessing, and interpreting information needed for effective decision-making for high performing schools.

**EDLD 6153: Communication with School and Community**

Identification, study, and analysis of concepts and procedures to develop and implement effective communication and public relations strategies between the school and the community. Also includes community analysis, school issues, public responses, and policy development.

**EDLD 6203: Education and Society: Continuities and Discontinuities—Adjunct Faculty**

The relationship between society and educational systems including factors which have either positive or negative effects upon the stability of the system.

**EDLD 6253: Instructional Leadership—sometimes taught by adjunct faculty**
Principles of effective instructional leadership including the role of the principal as an instructional leader focusing on the critical friend and clinical supervision models, curriculum and data analysis.

Note: This course is a prerequisite for EDLD 6402.

**EDLD 6313: Principles of Curriculum for School Leadership**

A study of the elements and principles of curriculum design and construction for principals at the elementary, middle and secondary school levels. The course considers the school leader's role in curriculum development, implementation and evaluation.

**EDLD 6352: Physical Environment of Schools—sometimes taught by Adjunct faculty**

A study of the effects of the physical environment of the school upon instruction and learning. The course will include the development of physical plants conducive to and effective for learning.

**EDLD 6402: Working with the Marginal Performer**

Prerequisite: EDLD 6253

The application of supervision in working with teachers with marginal success is the focus. The course will include a study of mentoring and teacher evaluations systems.

**EDLD 6554: Administrative Internship**

Directed on-the-job activities. Designed to give instructional leaders experience in the various subsystems composing the education system.

**EDLD 6991: Professional Portfolio**

Students will develop a portfolio organized to provide evidences demonstrating proficiency supporting the standards for Arkansas licensure requirements for building level administrators. This professional portfolio will be a comprehensive collection of artifacts reflective of the program of study designed to meet the standards for school leaders.

Note: After completing this course, students who do not successfully present their portfolio the semester they are scheduled for review will be required to reenroll the semester they request to reschedule for review.

* Adjunct faculty teaches or sometimes teaches these courses.

10. Provide the course syllabus for each distance technology course for the program listed above and indicate the maximum class size for each distance course. Indicate the course delivery mode(s) and class interaction mode(s) for each distance technology course.

**EDLD 6013: School Organization and Leadership**

The course will have approximately 20 students and will be capped at 25.
This course will be delivered using the following delivery modes:
On-line
Video Conferencing
Compressed-video (CIV)
100% web-based

The following class interaction modes will be utilized:
Electronic bulletin boards
Blackboard including its interactive tools
E-mail
Telephone
Fax
Chat
Blog
Video conferencing

EDLD 6002: Administrative Law
This course will be delivered using the following delivery modes:
On-line
Video Conferencing
Compressed-video (CIV)
100% web-based

The following class interaction modes will be utilized:
Electronic bulletin boards
Blackboard including its interactive tools
E-mail
Telephone
Fax
Chat
Blog
Video conferencing

EDLD 6102: School Finance
The course will have approximately 20 students and will be capped at 25.
This course will be delivered using the following delivery modes:
On-line
Video Conferencing
Compressed-video (CIV)
100% web-based

The following class interaction modes will be utilized:
Electronic bulletin boards
Blackboard including its interactive tools
E-mail
Telephone
Fax
Chat
Blog
Video conferencing
EDLD 6023: Organizational Change

The course will have approximately 20 students and will be capped at 25. This course will be delivered using the following delivery modes:

- 90% On-line
- Video Conferencing
- Compressed-video (CIV)
- Blended Delivery – Seminar sessions will be utilized quarterly
- Seminar will allow face to face time for specific change topics and the development of the proposal for change in their schools.

The following class interaction modes will be utilized:

- Electronic bulletin boards
- Blackboard including its interactive tools
- E-mail
- Telephone
- Fax
- Chat
- Blog
- Video conferencing

EDLD 6113: Action Research and Data Analysis

The course will have approximately 20 students and will be capped at 25. This course will be delivered using the following delivery modes:

- 90% On-line
- Video Conferencing
- Compressed-video (CIV)
- Blended Delivery – Seminar sessions will be utilized quarterly.
- One seminar will involve instruction in scholarly writing and library research

The following class interaction modes will be utilized:

- Electronic bulletin boards
- Blackboard including its interactive tools
- E-mail
- Telephone
- Fax
- Chat
- Blog
- Video conferencing

EDLD 6153: Communication with School and Community

The course will have approximately 20 students and will be capped at 25. This course will be delivered using the following delivery modes:

- 100% On-line
- Video Conferencing
- Compressed-video (CIV)

The following class interaction modes will be utilized:

- Electronic bulletin boards
Blackboard including its interactive tools
E-mail
Telephone
Fax
Chat
Blog
Video conferencing

EDLD 6203: Education and Society: Continuities and Discontinuities

The course will have approximately 20 students and will be capped at 25.
This course will be delivered using the following delivery modes:
  On-line
  Video Conferencing
  Compressed-video (CIV)
  100% web-based

The following class interaction modes will be utilized:
  Electronic bulletin boards
  Blackboard including its interactive tools
  E-mail
  Telephone
  Fax
  Chat
  Blog
  Video conferencing

EDLD 6253: Instructional Leadership

The course will have approximately 20 students and will be capped at 25.
This course will be delivered using the following delivery modes:
  90% On-line
  Video Conferencing
  Compressed-video (CIV)
  Blended Delivery – Seminar sessions will be utilized quarterly
  • Collaboration with their assigned distributed leadership team (Counselor, curriculum administrator and principal candidates) will occur on-line with a selected Ed.S Candidate. A team meeting with the Ed.S. Candidate will be held in one seminar resulting in written recommendations to the Ed.S. candidate in response to data analysis of a school and will include recommendations for school improvement.

The following class interaction modes will be utilized:
  Electronic bulletin boards
  Blackboard including its interactive tools
  E-mail
  Telephone
  Fax
  Chat
  Blog
Video conferencing

EDLD 6313: Principles of Curriculum for School Leadership

The course will have approximately 20 students and will be capped at 25.
This course will be delivered using the following delivery modes:
- On-line
- Video Conferencing
- Compressed-video (CIV)
- 100% web-based

The following class interaction modes will be utilized:
- Electronic bulletin boards
- Blackboard including its interactive tools
- E-mail
- Telephone
- Fax
- Chat
- Blog
- Video conferencing

EDLD 6352: Physical Environment of Schools

The course will have approximately 20 students and will be capped at 25.
This course will be delivered using the following delivery modes:
- 90% On-line
- Video Conferencing
- Compressed-video (CIV)
- Blended Delivery – Seminar sessions will be utilized for field experiences.
  - One of the seminar's will involve playground safety laws and a visit to a playground in the area

The following class interaction modes will be utilized:
- Electronic bulletin boards
- Blackboard including its interactive tools
- E-mail
- Telephone
- Fax
- Chat
- Blog
- Video conferencing

EDLD 6402: Working with the Marginal Performer

The course will have approximately 20 students and will be capped at 25.
This course will be delivered using the following delivery modes:
- On-line
- Video Conferencing
- Compressed-video (CIV)
- Blended Delivery – Seminar sessions will be utilized one time per semester
  - One of the seminars will involve the culmination of documentation collected during the class term of one of two fictitious marginal teachers. Administrators will conduct the summative year-end conference with the teacher and give recommendations for renewing the contract or termination.
The following class interaction modes will be utilized:
  Electronic bulletin boards
  Blackboard including its interactive tools
  E-mail
  Telephone
  Fax
  Chat
  Blog
  Video conferencing

EDLD 6554: Administrative Internship

The course will have approximately 20 students and will be capped at 25.
This course will be delivered using the following delivery modes:
  On-line
  Video Conferencing
  Compressed-video (CIV)

  Blended Delivery – Seminar sessions will be utilized two times (two semester internship)
  • One session will be utilized for a mentor/Intern meeting either face to face or through video
    conferencing in order to train the mentor and provide them with protected time to schedule the
    activities.
  • Another session will be provided during the second semester of the internship to discuss the
    teacher coaching exercise.

The following class interaction modes will be utilized:
  Electronic bulletin boards
  Blackboard including its interactive tools
  E-mail
  Telephone
  Fax
  Chat
  Blog
  Video conferencing

EDLD 6991: Professional Portfolio

The course will have approximately 20 students and will be capped at 25.
This course will be delivered using the following delivery modes:
  90% On-line
  Video Conferencing
  Compressed-video (CIV)

  Blended Delivery – A seminar session will be utilized one time during class to give the student
  examples of completed portfolios and a mock portfolio review process during the semester seminar.

The following class interaction modes will be utilized:
  Electronic bulletin boards
  Blackboard including its interactive tools
  E-mail
  Telephone
  Fax
  Chat
  Blog
  Video conferencing
11. Discuss the provisions for instructor-student and student-student interaction that are included in the program design and the course syllabus.

Students will be asked to purchase a web-cam and microphone for use with Skype, ooVoo, or other free software sessions with the professor. They are encouraged to make an appointment with the professor using this method of communication or other Blackboard conferencing technologies. Office hours for phone calls are listed on the syllabi. They are also encouraged to email the instructor. Both synchronous and asynchronous times are set for students to discuss topics on Blackboard’s interactive tool, discussion board. Students can be placed in groups in which discussions can take place over selected topics. They can use numerous other tools such as chat, discussion board, email, etc. in order to develop group responses to prompts. Students can develop blogs for the group and can use the journal to reflect upon their learning. Settings can be changed in the journal giving only the professor the ability to view the journal. Compressed video may also be used for group meetings.

12. Provide a semester-by-semester degree plan/course schedule for student access to all courses necessary to complete the program.

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDLD 6013</td>
<td>School Organization and Leadership</td>
<td>Summer I</td>
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<tr>
<td>EDLD 6203</td>
<td>Education and Society</td>
<td>Summer I</td>
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<td>************</td>
<td>Seminar “Meeting of the Cohorts”</td>
<td>1 day seminar/conference format with all cohort members in morning. Afternoon consists of training in library research and scholarly writing.</td>
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<tr>
<td>EDLD 6113</td>
<td>Action Research and Data Analysis</td>
<td>Summer II</td>
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<td>************</td>
<td>Seminar</td>
<td>1 day seminar to complete face to face assessment in EDLD 6253 and to complete candidacy forms for spring registration</td>
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<td>EDLD 6253</td>
<td>Instructional Leadership</td>
<td>Fall</td>
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<tr>
<td>EDLD 6002</td>
<td>Administrative Law (on-line)</td>
<td>Fall</td>
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<tr>
<td>************</td>
<td>Seminar</td>
<td>1 day seminar to discuss expectations for the spring semester and to complete teacher guided field experience in EDLD 6352</td>
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<tr>
<td>EDLD 6352</td>
<td>Physical Environment of Schools</td>
<td>Spring</td>
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<tr>
<td>EDLD 6153</td>
<td>Communication with School and Community</td>
<td>Spring</td>
</tr>
<tr>
<td>EDLD 6313</td>
<td>Principles of Curriculum for School Leadership</td>
<td>Summer I</td>
</tr>
<tr>
<td>EDLD 6102</td>
<td>School Finance</td>
<td>Summer I</td>
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<td>EDLD 6991</td>
<td>Professional Portfolio</td>
<td>Fall</td>
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<td>EDLD 6402</td>
<td>Working With the Marginal Performer</td>
<td>Fall</td>
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<td>EDLD 6552-01</td>
<td>Administrative Internship</td>
<td>Fall</td>
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<td>EDLD 6023</td>
<td>Organizational Change</td>
<td>Spring</td>
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<td>EDLD 6552-02</td>
<td>Administrative Internship</td>
<td>Spring</td>
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<td><strong>-------</strong></td>
<td><strong>Seminar</strong></td>
<td><strong>1 day seminar to participate in mock summative conference with a marginal teacher with year-long documentation and appraisals. Internship meetings are also conducted with mentor via Skype conference</strong></td>
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<td><strong>Seminars</strong>—Cohort options will include face to face on-campus and/or CIV to sites that will not be known until the cohort is formed.**</td>
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<td>34 Hours</td>
<td><strong>Portfolio Review</strong></td>
<td>Spring</td>
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<td><strong>Portfolio Results Forwarded to Registrar</strong></td>
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<td></td>
<td><strong>Graduation</strong></td>
<td>Spring (May)</td>
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**13.** Provide a list of services that will be supplied by consortia partners or outsourced to another organization (faculty/instructional support, course materials, course management and delivery, library-related services, bookstore services, services providing information to students, technical services, administrative services, online payment arrangements, student privacy consideration, services related to orientation, advising, counseling or tutoring, etc.) Include the draft contract/Memorandum of Understanding (MOU) for each partner/organization offering faculty/instructional support for the program. Submit final contract/MOU signed by partner institutions or organizations upon completion of ADHE proposal review.

No services will be supplied by consortia partners or outsourced. Class cohort sizes will ideally be limited to 20 students per cohort with a maximum of 30 students in one class.

**14.** Estimate costs for the proposed distance technology program for the first 3 years. Include faculty release time costs for course/program planning and delivery.

No new costs will be incurred for the proposed distance technology program. Some of the existing courses have already been placed on line. Others are being developed by the department head and the program director. The courses have already been developed. Converting them to a 90% web based format will not incur new costs.
15. Provide institutional curriculum committee review/approval date for proposed distance technology program.

16. Provide documentation that proposed program has been reviewed/approved for distance technology delivery by licensure/certification board/agency, if required. [HLC review must follow ADHE review and AHECB program approval.]

17. Provide additional program information if requested by ADHE staff.

INSTITUTIONAL APPROVAL

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer: Date:

LON-13
C. Major Revisions to an Existing Program (25% or more of the program).

No major revisions will be done to the existing approved Educational Leadership program. The only thing that will change is the method of delivery. Semester seminars will be utilized in order to assess students’ work utilizing our existing assessment system that is aligned to ELCC and ISLLC 2008 standards. Some assessments require face-to-face interactions in the culminating activity. These assessments will be accomplished in the semester seminars outlined in the program of study.

D. Distance Learning Technology Programs
Section D is submitted because this program proposal requires 90% of the program’s curriculum to be delivered via distance learning technology.

1. Curriculum and Instruction
   A. The plan of study for the program and all courses in the program that will be
delivered totally or partially via distance learning technology are outlined in the letter
of notification. The percentage for each course offering that will be delivered on-line
is also indicated.
   B. Syllabi are included in Appendix A
   C. A list of faculty who will be teaching courses via distance learning technology is
listed below. On-line courses and teaching experience for each instructor having
100% on-line classes are listed below. In addition, all instructors at the Center for
Leadership and Learning have taught blended classes with fewer than 50% on-line
content since the program’s beginning.

1. Mona Chadwick, Ed.D.
   Developed the online version of the courses and taught for the past 3.5 years the
following courses:
   COUN 6202 Ethical & Legal Issues,
   EDLD 6102 School Finance,
   EDLD 6023 Organizational Change
   Taught various other courses in the program in a blended format

2. Matt Stephen, Ed.D.—2 years with on-line and blended delivery experience. The
following courses were delivered totally on-line.
   EDLD 6013, MTLL 6003, COUN 6003 School Organization and Leadership
   MTLL-NTL 6252 Communication, Advocacy & Policy Development for the Master
   Teacher
   EDLD, MTLL, and COUN 6113 Action Research and Data Analysis
   COUN 6253 Career Development
   EDLD 6102 Independent Study Course: School Finance

3. Pam Dixon—4 years with on-line and blended delivery experience. The following
courses were delivered in an on-line format.
   EDLD, MTLL, and COUN 6113 Action Research and Data Analysis
   COUN 6253 Career Counseling/Academic Advising
4. Rebecca Shopfner, Ed.D.—6 years with blended delivery experience
5. Ellen Treadway, Ph.D.—4 years at University of Texas Telecampus teaching totally on-line, 1 year at New Mexico state teaching on-line

2. Methods of course Delivery and Faculty/Student Interaction
   a. The delivery methods for the courses offered via distance learning technology will be 90% to 100% web-based. Semester seminars will be held each semester for face-to-face interactions and the utilization of existing assessments approved and aligned with ELCC and ISLLC 2008 standards. Blackboard will be the primary platform for course delivery. Students will have both synchronous and asynchronous sessions in which to discuss and interact as a class with the instructor. Group work will be accomplished through the utilization of Blackboards tools. Students can be placed into groups and collaborate utilizing email, group blogs, wikis, journals, Blackboard IM, etc. Work can be submitted as group submissions or as individual submissions.
   b. Students will be required to purchase a web-cam and obtain a Skype or ooVoo account. Conferences with the instructor will be held utilizing video chat. Students will also email or phone instructors and use instant messaging through Blackboard. Discussions between instructor and students or student to student(s) can be held when needed through discussion board. Tegrity video capture will be utilized for short teaching segments in which the instructor can create a lecture or impart other information. Students may upload their own videos to Blackboard or create PowerPoint’s for presentations that are paired with voice and uploaded to Blackboard. Written work can be submitted directly to Blackboard and students obtain immediate feedback as soon as the work is graded based upon a grading rubric available to them on Blackboard. Instructors may post assignments, other videos, pictures, or links to YouTube. Students have a variety of tools for collaboration and response which include journals, wikis, blogs, and written work. Students can respond as individuals or work in groups and submit a group response. The Center for Leadership and Learning also has the capability of utilizing CIV technology for instruction, for meetings, and for training internship mentors and interns. In order to observe the intern in a coaching situation with a novice teacher, the Center for Leadership and Learning has two 360° cameras in which the teacher’s class can be recorded and the intern can give the teacher feedback directly on the recorded video. This coaching session can then be uploaded to cloud storage and accessed by the instructor.

3. Institutional Readiness and Commitment
   a. Describe the institution’s internal organizational structure that coordinates distance learning courses/programs. (development, technical support, oversight)

   The institution has offered online and mixed technology programs for several years and worked diligently to develop the infrastructure to support distance learning technology. Several years ago, the institution adopted the BlackBoard system for course management. Blackboard offers the ability to offer courses completely online or to enhance face-to-face instruction by providing additional electronic resources for students and faculty.
Two years ago the institution began an initiative that is referred to as “eTech”. ETech was to take the institution to the next level with online and enhanced course options with a particular emphasis on those individuals who may have completed a significant portion of a college degree but who are no longer in college and would like to finish. A new administrative infrastructure was put in place to provide the resources and assistance that faculty and students would need for the more effective delivery of distance learning. The new support structure, under the guidance of an Assistant Vice President for Academic Affairs, includes a professional instructional technologist and a multi-media specialist. The focus of the eTech initiative is to provide the resources necessary for training faculty in the use of technology and in the pedagogical differences between teaching online and face-to-face. Rather than leaving faculty to guess at the best methodology and technology for online courses, the faculty is assisted by the instructional technologist and is vetted by the faculty member, the department head, and the instructional technologist before receiving approval to teach online. Because of our growth on distance delivery of courses, the institution has also made the commitment to maintain helpdesk support for students and faculty 24 hours per day 7 days per week.

b. Summarize the institution’s policies and procedures to keep the distance learning technology infrastructure current.

As mentioned above, faculty developing courses under the guidelines of the eTech initiative are trained by the instructional technologist in methodology, technology, and pedagogy during the development of the course. In order to stay current, the instructional technologist, the multi-media specialist, and the Assistant Vice President for Academic Affairs, attend conferences and workshops related to electronic course delivery. Often, they present at those conferences and several of the courses that have been developed have won awards by peer review of their content and methodology. As a result of recommendations by the eTech group, the institution has added several additional technical resources to support online learning. For example, Tegrity was added to provide the capability of lecture capture and allow students who must be absent, or who need to see and hear the material on multiple occasions to do so. Other products from Respondus, including the lockdown browser to help keep distant students from using internet resources during examinations and another product from Respondus that makes it easier for faculty to develop well-formatted online examinations have been added. All of these additions are attempts to keep current and provide the best experience possible for both faculty and students.

c. Summarize the procedures that assure the security of students’ personal information.

Approximately eight years ago, the institution began a migration from the IDMS data system on a mainframe computer to the Sungard Banner platform. One of the reasons for the change was the enhanced security offered by the Banner product. With the old system, nearly anyone with access could view and print private information including the student’s social security number. The new system has many safeguards in place to restrict access to personal information except for those individuals with a need-to-know in order to perform their job function. An example would be someone in the area of accounting or financial aid since they must deal with social security numbers for federal reporting purposes. The new system, in
the student module, even allows us to display messages for those students who wish to have no information displayed so that faculty advisors or others will not have access to any personal information and only the information necessary for their advising functions. Our computer services area has developed and implemented industry standard password security policies that require passwords to meet certain specifications and to be changed on a regular basis with the frequency being greater if the faculty or staff access is to more secure data. Our backup policies and recovery methods are reviewed regularly by auditors to assure that we use best practices and even student records are randomly selected and reviewed by external auditors to assure that the information in the files are current, appropriate, and that all adjustments are documented appropriately.

d. No services are planned to be outsourced to other organizations.

4. Instructional and Technical Support

a. Before teaching or designing a web-based delivery of a course, faculty has completed training with other professors who have won awards for their course design. We have been given a 2012 Blackboard Exemplary Course Rubric and courses are expected to meet the requirements of the rubric. A copy of this rubric is included in Appendix B. Instructors have also received training on using Blackboard for instruction. In addition, the Center for Leadership and Learning has weekly curriculum alignment meetings in which curriculum adjustments are being made so that students in Arkansas may be better prepared for licensure changes, teacher and principal appraisal changes, and common core. Faculty has been trained in the use of Tegrity video capture as well as using CIV equipment.

b. Describe the role of the technologist(s) for the distance learning technology program in terms of assistance provided to faculty and students. Arkansas Tech University has a 24-hour technological support service. They can be called at any time for assistance with any problem. New students can call for help with Blackboard and access to One Tech. Faculty can call at any time of the day or night for support with technological issues.

As mentioned above, faculty developing courses under the guidelines of the eTech initiative are trained by the instructional technologist in methodology, technology, and pedagogy during the development of the course. Training is also provided at regular intervals during the semester for any other faculty who may be interested in learning more about the technological and pedagogical issues associated with online course delivery. Anecdotal evidence from several faculty member indicate that the learning they have gained from developing online courses, has caused them to make significant improvements in their face-to-face courses as well. In order to stay current, the instructional technologist, the multi-media specialist, and the Assistant Vice President for Academic Affairs, attend conferences and workshops related to electronic course delivery. Often, they present at those conferences and several of the courses that have been developed have won awards by peer review of their content and methodology. As a result of recommendations by the eTech group, the institution has added several additional technical resources to support online learning. For example, Tegrity was added to provide the capability of lecture capture and allow students who must be absent, or who need to see and hear the material on multiple occasions to do so. Other products from Respondus, including the lockdown browser to help keep distant students from
using internet resources during examinations and another product from Respondus that makes it easier for faculty to develop well-formatted online examinations have been added. All of these additions are attempts to keep current and provide the best experience possible for both faculty and students.

5. **Student Support**
   a. Students are informed of course/program requirements through the Center for Leadership and Learning’s (CLL) web site, the Arkansas Tech website, and the Ross Pendergraft Library web site, and the Graduate College website. When students apply through the Graduate College web site, their application is sent to the program director for the EDLD program. A packet of information containing their program of study and the roll-out of courses for the program of study is sent to each applicant from the CLL. The packet contains information about Blackboard, and sign-on information for One Tech and Tech email. Students are told to contact the program director by phone to discuss the technology requirements. During the first summer face-to-face seminar, they receive instruction in library research and are introduced to the search features of the library to obtain eBooks and eJournals. Registration information is posted on the CLL web page and the Graduate College web page. A calendar of important dates such as last day to withdraw from a course, last day to register for classes is available on the Tech web site and a link will be placed on the CLL web site.
   
   b. Academic advising is done through video conferencing and/or phone and email. The program/course orientation is accomplished by mailing or emailing a packet of information regarding the roll-out of the program of study, and driving directions to the Center. This packet also includes instructions for the student access from the beginning of the application process, to candidacy, portfolio review, graduation, taking the licensure exam, and applying for the licensure. E-tech provides student support with written online instructions for new students to access email, One Tech, and Blackboard. Technology help desk numbers for general tech support and library support are also available on e-Tech under the student resources tab.

6. **Evaluation and Assessment**
   a. Describe how the institution reviews the effectiveness of its distance learning technology programs. Arkansas Tech University has an on-line program evaluation process for all web-based classes. Students score the course on several indicators and each course is compared with the average scores of all on line courses. In order for a course to be accepted as an e-tech course it must meet the requirements of the Exemplary Course Rubric. The distance learning program is just another program within and under the auspices of the institution’s assessment and evaluation program on student learning outcomes. The distance learning courses have the same requirements for assessment and evaluation as any other course on campus. The university has an assessment committee, made up of faculty, who continually review assessment practices, make recommendations for assessment techniques and resources, and oversees the TracDat system where assessment data is maintained in such a way that it can be viewed by course, department, college, or at the level of the institution. The institution had a comprehensive review by the Higher Learning Commission in 2011 and no issues were found with the assessment process.
b. Describe how assessment activities related to distance delivery are integrated into the evaluation of distance technology courses/programs and other academic programs? What are the administrative and procedural links between the evaluation of distance technology courses/programs and other academic programs?

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The Center for Leadership and Learning just completed its ELCC SPA review and received National Recognition with No Conditions. The CLL was the first university in the nation to submit their SPA under the new ELCC standards. CLL assessments will not change. During semester seminars any face-to-face assessments that need to be completed will be addressed. Most assessments do not require face-to-face interaction. We operate under the conceptual framework of the College of Education and our assessments are aligned within this framework. The delivery of the Educational Leadership program will also be evaluated and compared with ratings from all other online courses offered at Arkansas Tech at the end of each course utilizing Class Climate. Finally, courses must meet the requirements of the Exemplary Course Rubric. Students participating in on-line classes will be compared with students who are not participating in web-based classes. First, web-based student scores on licensure assessments (aligned to the 2008 ISLLC standards) will be compared with students’ licensure assessments that are not participating in web-based delivery of the program. Additionally, all ELCC assessments will be compared between on-line delivery and the blended delivery method.

c. Describe the assessment process used in the courses to determine students’ achievement of intended outcomes. If proctoring is used, what are the procedures for selecting proctors, establishing student identity, assuring security of test instruments, administering examinations, and assuring secure and prompt evaluation.

Student assessment of intended outcomes includes formative and summative content assessment and opportunities to apply learning through the creation of artifacts as a response to scenarios. Checks for understanding on formative assessment are done as a part of the on-line course work. Students cannot access the next module without successfully completing a quiz over the expected outcomes on the content of the previous module. Written mid-term or final exams are administered on-line during a specific time period in which the student must access and complete the test in one session. Only one attempt is allowed for exams. Exams are graded in Blackboard with instant access to feedback for the exam. Artifacts are submitted electronically, graded and returned electronically. Some artifacts require presentation to the group through video or PowerPoint. Other artifacts may culminate in a face-to-face session during the semester. For example, during the data analysis seminar in Instructional Leadership, students are
actually brought together with superintendent, counselor, principal, and curriculum administrator candidates to collaboratively develop plans for school improvement. This seminar occurs after data from an unnamed school has been studied and opportunities for collaboration on-line have occurred.